



SELF APPRAISAL REPORT

FOR RE - ACCREDITATION

SUBMITTED TO
NATIONAL ASSESSMENT
AND
ACCREDITATION COUNCIL
BANGALORE

MANAGED BY
Bilimora Vibhag Kelavni Mandal

GRANT-IN-AID COLLEGE
SHRIRANG SHIKSHAN MAHAVIDHYALAYA

Bilimora - GUJARAT

AFFILIATED TO
VEER NARMAD SOUTH GUJARAT UNIVERSITY
SURAT

February - 2015

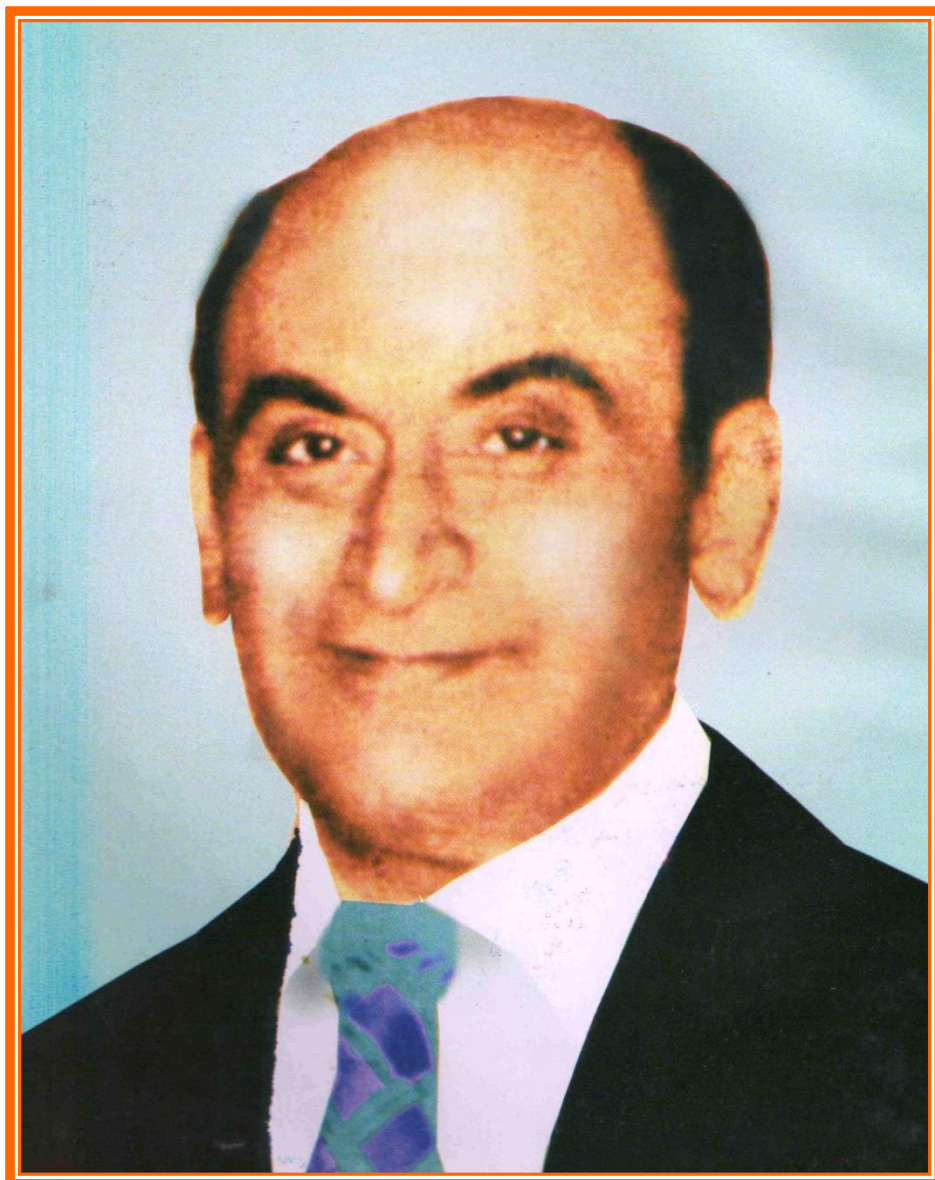


SOURCE OF OUR INSPIRATION
SHRI RANG AVDHOOT MAHARAJ
(1898-1968)

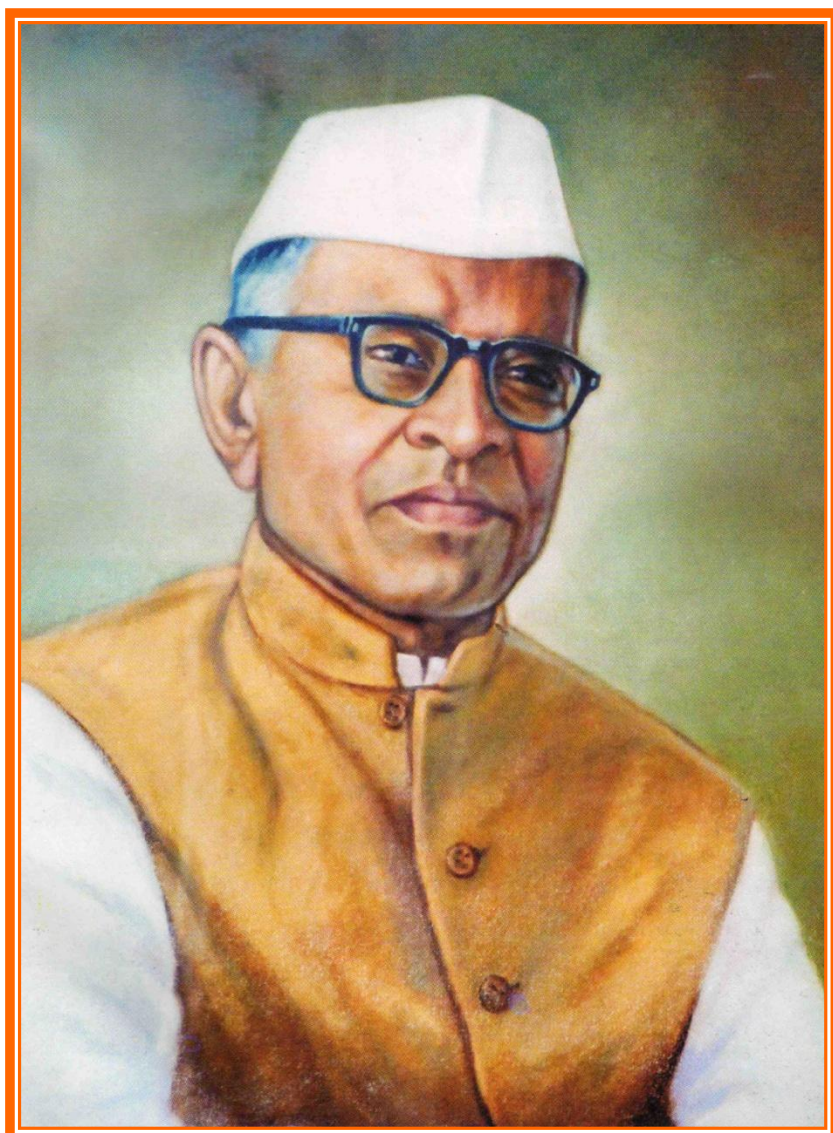
COLLEGE ESTABLISHED BY THE BLESSING OF THIS SAINT WHO WAS EARLIER A
TEACHER AND THEN SOCIAL WORKER AND FINALLY A DEVINE SAINT



LATE SHRI DAHYABHAI MISTRY
FOUNDER DONER OF
SHRIRANG SHIKSHAN MAHAVIDYALAYA, BILIMORA



LATE NAUSHIR MANCHERSHA BILIMORIA
LAND DONOR



LATE VITTHALBHAI SHIVABHAI PATEL
VISIONARY OF THE WHOLE EDUCATIONAL COMPLEX



PRINCIPAL
DR. KISHOR R. NAIK

Present Educational Institutions in the campus of B. V. K. Mandal



V. S. PATEL COLLEGE
OF ARTS - SCIENCE
(1961)

①

SHETH SHRI M. C. Z. SHAH
HIGHER SECONDARY SCHOOL
(1998)

⑥



SHRI RANG SHIKSHAN
MAHAVIDYALAY
(1968)

②

N. V. PATEL
INSTITUTE OF B. C. A.
(2000)

⑦



A. V. PATEL
COMMERCE
COLLEGE
(1975)

③

K. B. PATEL
MONTESORY SCHOOL
(2001)

&
B. S. PATEL PRIMARY
SCHOOL (E.M.)
(2003)

KUNDANBA NMP Sec.
AND
J&J PATEL H. Sec. SCHOOL
(2009)

⑧



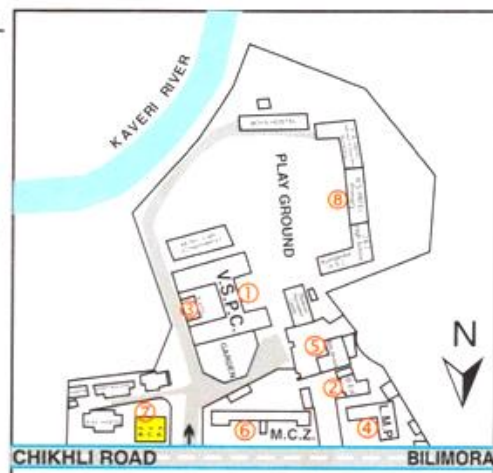
L. M. P. REVA EXP.
PRIMARY SCHOOL
(1978)
&
SECONDARY SCHOOL
(1981)

④



ROTARY BALBHAVAN
(1978)

⑤





'BEST COLLEGE AWARD'
WAS GIVEN TO OUR INSTITUTION IN THE YEAR
1990 FROM GUJARAT GOVERNMENT

STEERING COMMITTEE MEMBERS

PRINCIPAL

DR. KISHOR R. NAIK

CO-ORDINATOR

DR. GAYATRI R. PATEL

MEMBERS

DR. MANSUKH PATEL

DR. NAMRATA PATEL

DR. VINAY PATEL

DR. KALPESH TANDEL

DR. SHITAL VASAVA

A WORD OF THANKS

*We are thankful to
National Assessment and Accreditation Council
since this attempt of preparing the Self-Appraisal Report for
Re-Accreditation has given us an opportunity to identify our powers
and weaknesses and thus helped us understand how we have
developed and progressed in the past five years.*

*We wish to move ahead to achieve our objectives with all our
strengths under the kind supervision of NAAC.
We are looking forward to the arrival of Peer Team.*

CONTENTS

Part I: Institutional Data	1
Part II: The Evaluative Report	40
1. Executive Summary	40
2. Criterion-wise Evaluative Report	44
Criterion I Curricular Aspects	44
Criterion II Teaching Learning and Evaluation	60
Criterion III Research, Consultancy and Extension	101
Criterion IV Infrastructure and Learning Resources	148
Criterion V Student Support and Progression	169
Criterion VI Governance and Leadership	198
Criterion VII Innovative Practices	229
3. Mapping of Academic Activities of the Institution	242
4. Declaration by the Head of the institution	243
Annexure	---
Photo Gallery	---

INSTITUTIONAL DATA

PART 1: INSTITUTIONAL DATA

(A) Profile Of The Institution

1. Name and Address of Institute

Name:	Shrirang Shikshan Mahavidhyalaya
Address:	College campus, Morarji Desai Road, Bilimora
City:	Bilimora
District:	Navsari
State:	Gujarati
Pin:	396 325

2. Website of Institute

www.srsmbilimora.in
shrirangshikshanmahavidhyalaya.blogspot.in

3. For communication:

Office:

Name	Telephone No. with STD Code	Fax	E-mail
Principal Dr. Kishorkumar R. Naik	02634-284208	02634-284208	shrirangshikshan.bilimora @gmail.com kishorbhai.r.naik @gmail.com
Vice-Principal	-	-	-
Co-ordinator Dr. Gayatri R. Patel			patelgayatri7@gmail.com

Residence:

Name	Telephone No. with STD Code	Mobile No.
Principal Dr. Kishorkumar R. Naik	02634-272022	9428383384
Vice-Principal	-	-
Co-ordinator Dr. Gayatri R. Patel	-	9925223774

4.Location of the Institution:

Urban

Semi-Urban

Rural

Tribal

Any other (specify)

✓

5.Campus area in acres:

45,000 Sq. Mt.

6.Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month	Year
June	1968

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

Veer Narmad South Gujarat University,
Surat.

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

Act:

2(f)	Month & Year		12(B)	Month & Year	
	MM	YYYY		MM	YYYY
	August	2004		August	2004

10. Type of Institution:

a. By Funding

- i. Government
- ii. Grant –in-aid
- iii. Constituent
- iv. Self-Financed
- v. Any other

✓

b. By Gender

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

✓

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

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

Yes ☒

No ☐

If yes, has the institution applied for autonomy?

Yes ☐

No ☒

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

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

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. secondary				
Post Graduate				
Other (specify) Under Graduate	B.Ed.	WRC/5-6/22/2000/8542 Date: 12.10.2000	Permanent	100

(B) Criteria – Wise inputs

**CRITERION I:
CURRICULAR ASPECTS**

1. Does the institute have a stated

Vision	Yes	☒	No	☐
Mission	Yes	☒	No	☐
Values	Yes	☒	No	☐
Objectives	Yes	☒	No	☐

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

No

If yes,

a) How many programmes

-

b) Fee charged per programme

-

3. Are there programmes with semester system

Yes

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

Yes

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

05

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

D.Ed.	
B.Ed.	08
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (Specify)	

6. Are there programmes offered in modular form?

Yes ☒ No ☐

Number

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

Yes ☒ No ☐

Number

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

Yes ☐ No ☒

Number

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

• Heads of practice teaching Schools	Yes	☒	No	☐
• Academic peers	Yes	☒	No	☐
• Alumni	Yes	☒	No	☐
• Students	Yes	☒	No	☐
• Employers	Yes	☒	No	☐

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

1 Year

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

Yes ☐ No ☒

Number

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

Yes ☒ No ☐

Number

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

Yes ☒

No ☐

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

Yes ☒

No ☐

CRITERION II: TEACHING - LEARNING AND EVALUATION

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

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

✓

**Admissions are done by the centralized admission committee of the affiliating university*

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

a) Date of start of the academic year	24.06.2013
b) Date of last admission	13.07.2013
c) Date of closing of the academic year	28.04.2014
d) Total teaching days	226
e) Total working days	226

3. Total number of students admitted (Year 2013-2014)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	13	87	100	11	41	52	02	46	48
M.Ed. (full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes

☐

No

☒

If yes how many?

5. What is the 'unit cost' of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of students / trainees enrolled).

a) Unit cost excluding salary component

4,182 Rs.

b) Unit cost including salary component

58,885 Rs.

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	85.25%	78.58%	86.33%	66.58%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes ☒

No ☐

8. Does the institution develop its academic calendar?

Yes ☒

No ☐

9. Time allotted in percentage

Programme	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	58%	25%	17%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre- practice teaching at the institution

a) Number of pre – practice teaching days	02	
b) Minimum number of pre – practice teaching lessons given by each student	08	

11. Practice teaching at school

a) Number of Schools identified for practice teaching	25
b) Total number of practice teaching days	35
c) Minimum number of practice teaching lessons given by the each students	40

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

Number of lessons in simulation	08
Number of lessons Pre – practice teaching	08

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

15. Weightage (in percentage) given to internal and external evaluation

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

16. Examinations

a) Number of sessional tests held for each paper

	04
--	----

b) Number of assignment for each paper

	02
--	----

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio Resources	✓	
Video Resources	✓	
Teaching aid and other related materials	✓	
Any other (specify) [Smart Board and Digital Podium]	✓	

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

Yes

☐

No

☒

Number

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

Yes

☐

No

☒

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

Compulsory

Optional

CRITERION III: RESEARCH, DEVELOPMENT AND EXTENSION

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

Number Percentage

2. Does the institution have ongoing research projects?

Yes ☒ No ☐

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
GCERT	1,00,000/-	1 Year	-

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

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

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

☒
☐
☒
☒
☐

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

Yes ☐

No ☒

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

a) Ph. D.	03
b) M. Phil.	01

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

Yes ☒

No ☐

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

	Yes	No	Number
International journals		☒	
National journals: referred papers		☒	
Non referred papers		☒	
Academic articles in reputed magazines/news papers	☒		21
Books			11
As co-author	☒		10
Any other (specify and indicate)			
State Journal	☒		5

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

Yes ☐

No ☒

Number

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

	Faculty	Students
National Seminar	15	-
International Seminars	01	
Any other academic forum (State Level)	08	

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

- Self-instructional materials
- Print materials
- Non-print materials (e.g Teaching Aids/audio-visual, multimedia, etc.)
- Digitalized (Computer Aided instructional methods)
- Question bank
- Any other (Specify)

✓
✓
✓
✓
✓

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

Yes ☒

No ☐

If yes, indicate the nature of post

Full-Time	
Part-Time	
Additional Charge	✓

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

Yes ☐

No ☒

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

Yes ☒

No ☐

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

10

16. Does the institution provide consultancy services?

Yes ☒

No ☐

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

-

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

Local Level	☒
State Level	☒
National Level	☒
International Level	☐

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

1. Built – up Area (in sq. mts.)

12,000

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

	Yes	No
a) Methods lab	✓	
b) Psychology lab	✓	
c) Science Lab(s)	✓	
d) Education Technology lab	✓	
e) Computer lab	✓	
f) Workshop for preparing teaching aids	✓	

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

40

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

10,000/- (For repairing)

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

5,000/- (For repairing)

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

5,000/- (For repairing)

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

1,50,000/-

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

Yes

9. Total number of posts sanctioned

	Open		Reserved		
	M	F	M	F	Total
Teaching	01	02	03	01	07
Non-teaching	03	-	06	-	09

10. Total number of posts vacant

	Open		Reserved		
	M	F	M	F	Total
Teaching	-	01	-	-	01
Non-teaching	03	-	03	-	06

11. A) Number of regular and permanent teachers (Gender-Wise)

	Open		Reserved	
	M	F	M	F
Lecturers	—	02	03	01
Readers	—	—	—	—
Professors	—	—	—	—

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

	Open		Reserved	
	M	F	M	F
Lecturers	–	–	–	01
Readers	–	–	–	–
Professors	–	–	–	–

C) Number of teachers from

Same State	07
Other States	–

12. Teacher student ratio (programme -wise)

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

13. A) Non-Teaching Staff

	Open		Reserved	
	M	F	M	F
Permanent	–	–	03	–
Temporary	–	01	03	–

B) Technical Assistants

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

14. Ratio of teaching – non teaching staff

6 : 3

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

76.17%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library?

On working days 07 Hours

On holidays 05 Hours

During examination 07 Hours

18. Does the library have an Open access facility

Yes

☐

No

☒

19. Total collection of the following in the library

a) Books	
- Text Books	550
- Reference books	23,114
b) Magazines	36
c) Journals subscribed	
- Indian Journals	09
- Foreign Journals	
d) Peer Reviewed Journals	01
e) Back Volumes of Journals	
f) E-information resources	
- Online journals/e-journals	
- CDs/DVDs	50
- Database	
- Video Cassettes	25
- Audio Cassettes	25

20. Mention the

Total carpet area of the Library (in sq.mts.)	98
Seating capacity of the Reading room	30

21. Status of automation of Library

Yet to initiate	
Partially Automated	✓
Fully Automated	

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

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

23. Are students allowed to retain books for examination?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/returned per day	10
Maximum number of days books are permitted to retained	
By the students	15 Days
By the faculty	1 Month

Maximum number of books permitted for issue

For students

04

For faculty

05

Average number of users who visited/ consulted per month

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

10%

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

14.28%

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

	2011-2012		2012-2013		2013-2014	
	No.	Total Cost (in Rs)	No.	Total Cost (in Rs)	No.	Total Cost (in Rs)
Text Books	116	6,986/-	127	15,052/-	67	4,660/-
Other Books (UGC)	369	50,001/-	250	27,602/-	346	23,569/-
Journals/Periodicals	56	9,710/-	56	12,165/-	56	10,610/-
Any other (as gifts)	53	2,348/-	118	7,000/-	47	9,858/-

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programme	Year 1 2011-12	Year 1 2012-13	Year 1 2013-14
D.Ed.			
B.Ed.	01	03	01
M.Ed. (full Time)			
M.Ed. (Part Time)			

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

Yes ☒

No ☐

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

1 : 12

3. Does the institution offers Remedial instruction?

Yes ☒

No ☐

4. Does the institution offers Bridge courses?

Yes ☐

No ☒

5. Examination Results during past three years

	UG		
	B.Ed.		
	2011-12	2012-13	2013-2014
Pass Percentage	100	100	100
Number of first Classes	16	01	-
Number of Distinction	82	98	97
Exemplary Performances (Gold Medal and University rank)			

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

	I 2011-12	II 2012-13	III 2013-14
NET			
SLET/SET			
Any other (specify) TAT/TET	16	20	21

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

Financial Aid	I 2011-12	II 2012-13	III 2013-14
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	03		05
Loan facilities			
Any other (specify)			
Government Scholarships			
OBC	06	09	40
SC	06	05	08
ST	21	24	25

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

Yes ☐

No ☒

9. Does the institution provide Residential accommodation for:

Faculty

Yes ☒

No ☐

Non-teaching Faculty

Yes ☒

No ☐

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

Yes ☒

No ☐

If yes, number of students residing in hostels

Men

Women

11. Does institute provide indoor and outdoor sports facility?

Sports Field

Yes ☒

No ☐

Indoor sports facility

Yes ☒

No ☐

Gymnasium

Yes ☐

No ☒

12. Availability of restroom for women

Yes ☒

No ☐

13. Availability of restroom for men

Yes ☒

No ☐

14. Is there transport facility available

Yes ☐

No ☒

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

Yes ☒

No ☐

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

Level	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-Collegiate				✓		01
Inter-University						
National						
Any other Annual Cultural Programme	✓		100			

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

	Participation of Students	Out come (Medal Achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes ☒

No ☐

If yes, give year of establishment

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

Yes ☒

No ☐

20. Does the institution regularly publish a college magazine?

Yes ☒

No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☐

No ☒

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

	2011-12 (%)	2012-13 (%)	2013-14 (%)
Higher Studies	05%	06%	06%
Employment (Total)			
Teaching	90%	80%	92%
Non-Teaching			

23. Is there a placement cell in the institution?

Yes ☒

No ☐

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

2011-12	2012-13	2013-14
19	16	18

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

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

✓
✓
✓

CRITERION VI: GOVERNANCE AND LEADERSHIP

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee

Yes ☒

No ☐

2. Frequency of meeting of Academic and Administrative Bodies: (last year)

Governing Body / Management	02
Staff Council	Monthly
IQAC / or any other similar body/ committee	Quarterly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	• Library Committee • Student Council • Women Cell

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

Loan Facility	Yes	☐	No	☒
Medical assistant	Yes	☒	No	☐
Insurance	Yes	☒	No	☐
Other (Specify) Help to Poor Student	Yes	☒	No	☐

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

2011-12	2012-13	2013-14
0	1	2

5. Furnish the following details for the past three years

- a) Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization**

01

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

National	-	-	-
International	-	-	-

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

01	01	01
----	----	----

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

01	01	01
----	----	----

- e) Research development programmes attended by the faculty**

02	01	01
----	----	----

- f) Invited/endowment lectures at the institution**

05	05	05
----	----	----

Any other area (specify the program and indicate)

Yog-Pranayam

01	01	01
----	----	----

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

- | | |
|--|-------------------------------------|
| a) Self-appraisal | ☒ |
| b) Student assessment of faculty performance | ☒ |
| c) Expert assessment of faculty performance | ☐ |
| d) Combination of one or more of the above | ☐ |
| e) Any other (specify) | ☐ |

7. Are the faculty assigned additional administrative work?

Yes ☒ No ☐

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

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

Grant-in-aid	☒
Fees	☒
Donation	☐
Self-funded courses	☐
Any other (specify)	☐
Fund collection from society	☒

9. Expenditure statement (for last two years):

Total Sanctioned Budget	Year 1 (2012-2013)	Year 2 (2013-2014)
% spent on the salary of faculty	32,77,120(65.90%)	44,59,445(76.17%)
% spent on the salary of non-teaching staff	12,18,804(24.51%)	9,56,129(16.33%)
% spent on books and journals	54,819(1.10%)	38,839(0.66%)
% spent on development activities (expansion of building)	-	-
% spent on telephone, electricity and water	42,302(0.85%)	45,225(0.77%)
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	18,000(0.36%)	-
% spent on maintenance of equipment, teaching aids, contingency, etc.	10,000(0.21%)	-
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	35,780(0.73%)	12,597(0.22%)
Any other (Specify and indicate)	3,15,809(6.35%)	3,42,322(5.85%)
Total Expenditure incurred	49,72,634(100%)	58,54,557(100%)

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

Surplus in Rs

—
—
—

Deficit in Rs

—
—
—

11. Is there an internal financial audit mechanism?

Yes ☒

No ☐

12. Is there an external financial audit mechanism?

Yes ☒

No ☐

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

Administration	Yes	☒	No	☐
Finance	Yes	☒	No	☐
Student Records	Yes	☒	No	☐
Career Counseling	Yes	☒	No	☐
Aptitude Testing	Yes	☒	No	☐
Examinations/Evaluations/	Yes	☒	No	☐
Assessment	Yes	☒	No	☐
Any other (Specify)	Yes	☒	No	☐
Communication and Feedback		☒		☐

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒

No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☒

No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ☒

No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff?

Yes ☒

No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers

Yes ☐

No ☒

b) For students

Yes ☒

No ☐

c) For non-teaching staff

Yes ☐

No ☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐

No ☒

20. Has the institution adopted any mechanism/process for internal academic audit / quality checks?

Yes ☒

No ☐

21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes ☒

No ☐

CRITERION VII: INNOVATIVE PRACTICES

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

Yes ☒

No ☐

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

Yes ☒

No ☐

3. What is the percentage of the following student categories in the institution? (2014-2015)

Category		Men	%	Women	%
A	SC	01	7.14%	05	5.81%
B	ST	03	21.33%	08	9.30%
C	OBC	03	21.33%	23	26.74%
D	Physically challenged	00	00	01	1.16%
E	General Category	07	50%	49	56.98%
F	Rural	10	71.43%	63	73.26%
G	Urban	04	28.57%	23	26.74%
H	Any other (specify)	-	-	-	-

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

(2014-2015)

Category		Teaching Staff	%	Non-teaching Staff	%
A	SC	-	-	1	11.11%
B	ST	2	25%	1	11.11%
C	OBC	2	25%	1	11.11%
D	Women	3	37.50%	-	
E	Physically challenged	-		-	
F	General Category	3	37.50%	-	
G	Any other (specify)	-		-	

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

Category	At Admission				On completion of course			
	Batch I 2012-2013		Batch II 2013-2014		Batch I 2012-2013		Batch II 2013-2014	
	Sem – I	Sem – II	Sem – I	Sem – II	Sem – I	Sem – II	Sem – I	Sem – II
SC	Not Applicable							
ST								
OBC								
Physically challenged								
General Category								
Rural								
Urban								
Any Other (specify)								
Minority								

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Bilimora Vibhag Kelavni Mandal was established in 1957 by Shri Vitthalbhai Shivabhai Patel, Shri Vijaykumar Patel and several other members. Precious and enough land was donated by Late Naushir Manchershah Bilimoria. The management was established with a noble intention of fulfilling educational needs of Bilimora and surrounding rural areas. Beside our college, at present the Mandal is successfully running 8 other educational institutes in the campus, imparting quality education from Primary to Post Graduate level and Research (M.Phil and Ph.D.) level.

Our institution, Shrirang Shikshan Mahavidhyalaya, was established in June 1968. Earlier P.T.C. College, which was running till 1968, was closed by the Government and at that time, Shrirang Avadhut Maharaj inspired and gave direction to the intense desire of the distinguished people of Bilimora who were interested in education and training college. Therefore, this college was named as 'Shrirang Shikshan Mahavidhyalaya.' Then after, with the blessings of Saint Muktanand Baba from Ganeshpuri, Maharashtra was bestowed upon the college. The institution is a grant in Aid College and is recognized under UGC section 2(F)/12(b). The institution is affiliated to Veer Narmad South Gujarat University, Surat and offers B.Ed. degree course. The institute is one of the two recognized CTE colleges in the South Gujarat region. Since ours is an affiliated institution, we follow the curriculum and academic calendar as designed by the affiliating university.

A healthy and teaching-learning conducive atmosphere prevails on the campus. Principal Dr. Kishor Naik, works as the head of the institution. There are 03 permanent faculty members and 03 are Adhyapak Sahayak (as Gujarat Government regulation) and will be made permanent from July 2015. There

are 07 non-teaching staff members in the institution. As and when a necessity arises, the institution arranges for Adhoc staff. All the staff members are well-qualified and we would like to mention that all our faculties are Ph.D. degree holders. Admissions to the B.Ed. degree program are granted strictly on merit basis by the centralized admission committee of Veer Narmad South Gujarat University. The intake capacity of the institution is 100 student teachers.

After the first accreditation, a number of changes have been made in the institution. Latest ICT equipments and gadgets are purchased and installed in classrooms and method rooms to enhance the quality of teaching learning. Both faculty members and student teachers are free to make use of these equipments. Formal mechanisms to collect feedbacks are introduced and evaluation of these feedbacks is done meticulously.

Psychology, Science and Computer Lab are developed in the campus. Also, a number of reference books, journals and magazines are added to the library every year. In formal consultation services are provided by the staff of the institution to the academic institutions of the surrounding areas. The institution has always tried to maintain strong and healthy connections with the society.

Right from its inception, the institution has worked hard with an intention to give educated, well-trained, well-equipped and modest teachers to the society. So far, the institution has provided more than 5000 committed and talented teachers to the society. Providing quality education has always been and will always be our top most priority.

Several cultural programs and extra-curricular activities are organized by the institution and care is taken that each and every student teacher participates in these activities. Student teachers of our institution have never lagged behind in any activity either academic or extra-curricular.

With reference to our institutional SWOT analyses:

Young, energetic, committed and qualified staff is our biggest strength, which always strengthens our spiritual institutional environment. As our college is a reputed institution, we every year get high ranked students with compare to other colleges, which helps for effective transformation.

Our college is up graded as CTE college. Though we yet haven't got any additional staff with reference to CTE up gradation. Therefore, sometimes it becomes difficult to justify both the roles; B.Ed. and CTE programme. This at times becomes our limitation.

From the beginning, we have maintained healthy and inspiring connections with surrounding educational institutions. With the help and co-operation of GCERT, DIETs and society the institution gets enough opportunities for educational experiments & meaningful research work.

There is no specific threat area for us. With the grace of God, we have high morals and are duty oriented. We are sure to progress and achieve new heights in the education field after getting through this session of accreditation.

It would not be out of place here if we take a humble chance of listing some of our brilliant achievements:

- Our college has received the '*Best College Award*' in the year 1990 from Gujarat Government.
- Department of higher education of Gujarat State has accredited our college under the Triple-A Assessment (Academic & Administrative Audit) in the year 2011-12. Our college stood at second rank with 881.25 marks out of 1000. All the 72 grant in aid colleges of Veer Narmad South

Gujarat University have undergone this assessment. We stood first amongst all education colleges of our University in this Triple-A assessment.

- Every year we get 100% results and most of our student teachers get first class and distinctions. Also, student teachers of the institution are several times awarded with gold medal for their academic performances at University level.
- Our college is upgraded as CTE institution. We regularly organize seminars/workshops for the principals/teachers of three districts Navsari, Valsad and Dang of our Gujarat State with the help of GCERT Gandhinagar.

In the end we would like to state that we are aware that there is still much more to do to achieve great heights in this modern world of global education. The management and the staff of the college work as a team to put the institution on the path of constant progress and development.



Criterion I

CURRICULAR ASPECTS

CRITERION: I

CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The institution was established in the year 1968 with several objectives which were in tune with the requirements and necessities of that time. Providing quality education and presenting competitive teachers to the society was always and will remain the major objective. However, with the passage of time, as the value of teacher education and expectations of the job market increased, institution's objectives changed. Keeping in mind the present teacher education scenario, following are our chief objectives:

- To understand the need of educated, knowledgeable, sincere and smart teachers in secondary and higher secondary schools and train our student teachers accordingly.
- To make sure that young graduates understand the value and importance of teacher education and thereby become good teachers in future.
- To provide quality education to our student teachers and help them acquire good job opportunities in education field.
- To inspire our student teachers to go for higher education and organize several activities including research in order to motivate them.

- To invite teachers and Principals of other colleges to deliver enlightening lectures on teacher education and share their personal experiences with our student teachers.
- To encourage our student teachers to use all the available resources like computer, internet, library books and other ICT facilities available in order to enhance the effectiveness of their lectures.
- To promote the participation of student teachers enrolled in our college in every curricular and extra-curricular activity and thus ensure their overall development.
- To enlighten our student teachers on topics like their role as a teacher in national and social development, ecological and environmental issues, rapidly changing global trends and demands of job market, etc.
- To make every student teacher discover his/her own potential, understand the importance of self-assessment and lead a disciplined and balanced life.
- To inculcate in every student teacher values of patriotism and good citizenship.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The college does not enjoy the liberty of designing and developing its own curriculum and hence follows the curriculum designed by affiliated university, the Veer Narmad South Gujarat University, Surat. University upgrades and alters the existing curriculum whenever need arises. For this, the university invites suggestions and recommendation from all the affiliated education colleges. Our teachers who are members of Board of Studies of university present recommendation and suggestions gathered through formal and informal feedbacks in front of the Board of Studies. If

any constructive suggestion comes up it is given due importance and consideration. The present curriculum was last updated in June 2011.

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

Since we have very little to do with the developing and modifying of the curriculum, our teachers try to mould and set the present curriculum to meet the global trends in teacher education field. Generally, the affiliating university modifies and upgrades the existing course timely and as per the need of the present teacher education scenario. For instance, the present curriculum was upgraded in the year 2011 and choice based credit system was introduced. Topics like, Secularism, Democracy, Action Research, National Integration, TQM, etc. are covered in different subjects. Topics that reflect global trends like Population Education, Computer Education, Value Education, Environmental Education, etc. are also covered in the present course.

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

National issues like environment, value education, population education, need of using ICT, etc. are covered in the existing course. In addition to this, the institution organizes number of activities like seminars, workshops, guest lectures, etc. throughout the year in order to educate and enlighten student teachers on the said issues. Days like tree plantation day, gardening, science day, etc. are annually celebrated to inculcate the importance of environment in the minds of student teachers. Our teachers are motivated to make use of ICT gadgets to enhance the effectiveness of their lectures. All our classrooms are equipped with following facilities:

- Digital Podium
- LCD
- Computer
- Internet

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

Yes, the institution does make use of ICT gadgets in curriculum planning and teaching lessons. Teaching lessons, notes and power point presentations are made by faculty members prior to their respective lectures. CD's and DVD's related to course topic are also shown to student teachers. Computer practical work is included in the core course paper. Student teachers are asked to submit their computer assignments directly via emails.

1.2 Academic Flexibility

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

The institution very well understands that only static teaching cannot help our student teachers to grasp all the necessary skills which they will require as teachers in their future. Keeping this in mind, every staff member tries to employ innovative teaching learning methods in their lectures. Faculties make use of audio-visual aids, CDs, graphs, charts, diagrams, etc. with an intention to make every lecture more effective and valuable. In the beginning of the academic year, student teachers are explained the skills of Micro teaching and in order to develop and enhance their teachings skills, below mentioned methods are put into practice:

- Group discussion
- Brain storming session
- Seminar
- Quiz
- Debates
- Symposium
- Project work
- Portfolios
- Peer team teaching
- Educational tours
- Field trips
- Book review

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

The institution takes every possible measure to provide quality teaching and learning experience to its student teachers. As far as the curriculum is concerned, the institution enjoys limited liberty to change or modify the set curriculum. However, to provide varied formal and informal learning experiences to its student teachers in the campus and in the field, the institution takes following steps:

In the campus:

- Academic calendar and time table are prepared well in advance so as to ensure smooth running of all curricular and extra-curricular activities.
- Student teachers are involved in planning and organizing of various activities of the institution.
- Micro teaching sessions, block teaching programs and internship are a part of our curriculum.

- Student teachers are asked to demonstrate a teaching session before co-student teachers for enhancing their teaching skills. Also, they are free to use all the available resources to increase the effectiveness of their lectures.
- A number of programs and activities at college level are organized every year and student teachers participate enthusiastically in these activities. Guest lectures on various occasions like first day and last day of the college, alumni association gatherings, etc.
- Extra reading materials like reference books, magazines, journals, etc. are made available for student teachers. Also, student teachers are free to recommend books for library.
- As a part of the set curriculum, assignments and project works are also allotted to student teachers.
- Workshops and seminars are organized by CTE for student teachers.

In the field:

- Before student teachers go for their first practice session in different schools, they are given complete guidance related to their subject and the lesson they are about to conduct.
- Teaching skills like interacting with children in classroom, molding the set curriculum and making it more interesting, child psychology, school environment, etc. are explained in details to student teachers.

Following methods are adopted by the institution in order to enhance the output of student teachers in field:

- Block teaching
- Technology based lessons
- Value education, environmental education lessons.
- Team teaching lessons
- Conduct of unit test
- Observations by peers and school teachers

Furthermore, student teachers are encouraged to...

- Take part in the morning assembly
- Prepare time table for the class they are conducting, maintain attendance register and check home work.
- Adopt different teaching methods apart from traditional lecture method.
- Utilize teaching equipments like OHP, LCD, charts, maps, CDs, DVDs, etc.
- Conduct co-curricular, extra-curricular and sports activities in their respective schools.
- Meet the Principal/Supervisor of the school personally and by discussing understands academic and administrative works of the school.

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

There is no course introduced formally, but for the developments of communication and life skills lectures, workshops and seminars are organized. The institution has also developed a DELL Lab which is about to start its operation in near future. Several co-curricular and extra-curricular activities are also organized with the same intention.

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

(I) INTERDISCIPLINARY/MULTIDISCIPLINARY

All the subjects of B.Ed. are of interdisciplinary nature. In some way or the other contents of all the subjects are interrelated. Student teachers are exposed to subjects and topics other than the ones they are aware of. Also,

our micro teaching sessions are conducted in an interdisciplinary way. Thus, the teaching approach adopted is interdisciplinary.

(II) MULTI-SKILL DEVELOPMENT

Enough stress is laid on multi-skill development of student teachers. For this, different activities like Elocution competition, debate competition, sports competition, dance and drama competitions, etc. are organized each year and student teachers in big numbers participate in these activities enthusiastically. In addition to this, teaching methods like group discussion, project work, library assignment, etc. are also adopted. Also, student teachers are always motivated to use ICT based tools and equipments in their practice teaching sessions.

(III) INCLUSIVE EDUCATION

Reservation quota of Gujarat and central government are strictly followed by the institution. Due care is taken that student teachers belonging to deprived sections of the society are given necessary attention and no discrimination is made on the basis of caste or creed. Ours is a Gujarati medium college, yet our teachers use Gujarati, Hindi and English as a medium of instruction and hence every student teacher admitted in the college is equally benefitted. Student teachers coming from the economically weaker sections of the society are updated on the government scholarships and other freeships available for them. Both slow and advance learners are given equal opportunity of growth and development.

(IV) PRACTICE TEACHING

Practice teaching is one of the most important part of the curriculum and it is accomplished accurately throughout the course. Board of studies of the affiliating university has accepted the norms of NCTE and as per those norms 40 compulsory lessons are given to student teachers. Following areas are covered in these 40 lessons:

1. Micro Teaching - 8
2. Macro Teaching - 16
3. Internship - 10
4. Creative Lesson - 4
5. Annual Lesson – 2

(V) SCHOOL EXPERIENCE/ INTERNSHIP

School experience/internship is an essential as well as a compulsory part of B.Ed. course. For student teachers, internship is arranged by the institution for the period of 1 week. During this 1 week, every student teacher tries to get acquainted with all the day to day activities like conducting regular classes, conducting exams, supervision, evaluation, etc. of the school. To understand every activity more precisely, student teachers are guided to:

- Take part in the morning assembly
- Design time table and work accordingly
- Maintain attendance register, daily worksheet and check homework
- Conduct teaching sessions employing different methods and ICT based tools whenever possible.

Student teachers are also guided to:

- Write good thoughts on school black board.
- Undertake decoration and display work of school notice board.
- Plan and conduct different competitions like drawing competition, poetry and essay writing competition, debate and elocution competition, exhibitions and vocational guidance, etc.
- Maintain a good rapport and work relationship with other staff members, supervisor and Principal of the school.
- Enlighten student teachers about the importance of physical education and sports in life. Also, conduct different indoor and outdoor games.

- Prepare and participate in cultural activities and help them learn necessary skills.
- Understand different official documents of the school.

Our faculty member visit and note down the performance of our student teachers on any two days during the internship period. Once the duration of internship is completed, student teachers gather and discuss their experiences. For their performance during the internship, student teachers are evaluated by the teachers or their respective practice teaching school. Student teachers also prepare their report and present it for evaluation.

(VI) WORK EXPERIENCE/ SUPW

To involve our student teachers in socially useful activities, institution follows the “Samudayik Sevadharma” under “Saptdhara Program” designed by the State Government. Under this program, following activities are organized by the institution and the society and student teachers are equally benefited:

- Blood Donation
- Aids Awareness Programme
- Free medical check-up
- Free Thalassemia check-up camp
- Biscuit Distribution
- Environmental Awareness Programme
- Cleanliness Drive
- Tree Plantation
- Plastic Free Campus

ANY OTHER:

In addition to the above mentioned socially useful activities, the institution also organizes a number of other useful programs and activities throughout the year. These activities are conducted to accomplish the objective of overall development of student teachers and to inculcate values like patriotism and good citizenship in them. Furthermore, several workshops,

seminars and training programs are also organized for school Principals and teachers and our student teachers also participate in these programs and get benefitted.

1.3 Feedback on Curriculum

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

- Once a month institution arranges meeting with the members of student council and tries to obtain their feedback on curriculum.
- An online formal written feedback on curriculum is also obtained from student teachers at the end of every academic year.
- Principal of the institution also discusses and obtains verbal feedback of faculty members during staff meetings.
- Informal and verbal feedback on curriculum is obtained from alumni by Principal and teachers.
- Our Principal also obtains informal feedback on curriculum from parents of student teachers.

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

Outcomes of the feedbacks collected are discussed amongst Principal and faculty members on college level in staff meetings. If any constructive suggestion comes up, it is communicated to the Board of Studies of the affiliating University by our faculty who are also members of University Board of Studies. Since we enjoy no liberty at college level when it comes

to modifying and designing the curriculum, this is the maximum that we can do to convey the feedbacks of faculty members, student teachers, alumni and stakeholders on curriculum.

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

As mentioned earlier, we follow the curriculum prescribed by affiliating University and enjoy very little liberty when it comes to modifying or designing the curriculum. However, we collect formal, informal, written and verbal feedbacks on curriculum from our student teachers, staff members, alumni and stakeholders. These feedbacks are analysed and beneficial suggestions are conveyed to the university Board of Studies by following staff members of our institution who are also members of university Board of Studies:

- Dr. Kishor R. Naik
- Dr. Mansukh N. Patel
- Dr. Kalpesh K. Tandel
- Dr. Gayatri R. Patel

1.4 Curriculum Updates

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

During the past 5 years, the curriculum have changed and updated twice.

- The present curriculum was first changed in June-2009.
- In June-2011 the University implemented Semester system in all degree courses. Accordingly the B.Ed. curriculum was again fixed based on Semester System.

Topics like National Knowledge Commission, Secularism, Action Research etc. were included in the curriculum in order to enhance student teachers' attention and interest towards research and to make every student teacher aware about the present situation of Indian society.

Internal evaluation system was also altered and more weightage was given to library work, computer work and co-curricular activities. This was done with an intention to increase student teachers' participation in activities other than academic.

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

All the rights of modifying and updating the curriculum lies with the affiliating university and the institution enjoys no liberty in this regards. Nevertheless, institution collects feedback on curriculum from its student teachers, teachers, alumni and stakeholders and tries to convey it to the University Board of Studies.

1.5 Best Practices in Curricular Aspects

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

Following quality sustenance and quality enhancement measures are undertaken by the institution during the last five years in curricular aspects:

- Our institution adopted the Choice Based Credit System as designed and approved by the affiliating University.
- Organized a number of seminars, workshops and training programs for faculty members.
- Designed questionnaire for collecting feedback on curriculum from student teachers and started collecting formal feedback.
- Institution encourages faculty members to take active part in curriculum development and designing by being a member of different committees and Board of Studies at University level.
- Faculty members are encouraged to make use of ICT based tools and teaching methods in classroom. To facilitate the same, LCD screens, projectors and other audio-visual aids are installed in 7 classrooms during last 5 years.
- Library is partially computerized and a number of books and reference materials purchased.
- Computer lab, Psychology lab and Science lab are constructed.
- Remedial lectures are conducted to help slow learners.

2. What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

Along with the fixed curriculum taught in the classrooms, efforts are made to train and educate student teachers about the present situations and demands in the field of education. Student teachers are trained and encouraged to make the use of computers and internet to get in touch with the modern and global trends in Education. They are asked to collect latest information from the net and prepare power point presentations on different subjects. Also, they are motivated to participate in the group discussions, question-answer sessions, oral presentations, lesson-preparations in the classrooms instead of becoming only passive listeners. During their practice teaching sessions, care is taken that every student teacher makes a connection with school students and hence develop a suitable teaching method. Student teachers are trained to use ICT based teaching methods and tools in their internship program and based on their evaluation result remedial lectures are given.

**ADDITIONAL INFORMATION TO BE PROVIDED
BY INSTITUTIONS OPTING FOR
RE-ACCREDITATION / RE-ASSESSMENT**

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

There were no specific suggestions made during the first accreditation cycle by the peer team with reference to Curricular Aspects.

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

- When Choice Based Credit System was introduced in 2011, all the faculty members participate in the workshop organized by The Knowledge Consortium of Gujarat and Veer Narmad South Gujarat University.
- A formal mechanism to collect feedback from faculty members and student teachers was introduced in the college.
- Project work and assignment work are now taken via emails.
- Different types of learners are identified and steps are taken to address their different learning needs.
- Remedial classes are conducted for slow learners.
- The institution has developed Psychology, Science and Computer lab which are accessible for both faculty members and student teachers.



Criterion II

TEACHING – LEARNING

AND EVALUATION

CRITERION: II

TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

The affiliating University, Veer Narmad South Gujarat University, handles the entire admission procedure and no admissions are granted directly by the institution. The Central Admission Committee of the university consists of a Dean of the Faculty, four members and one Syndicate Member who acts as an observer. University advertises all the details regarding the admission and its procedure in leading newspapers. Since 2011-12, admission procedure is done online and admissions are given on merit basis only. The minimum requirement is 45% marks for reserved categories of SC, ST and SEBC students and 50% of marks for open category students at graduate or post-graduate degree examinations. Following is the category-wise reservation quota:

Open – 48%
ST – 15%
SC – 7%
OBC – 27%
Ph – 3%

Complete transparency in admission procedure is maintained and all central government and NCTE norms are followed. Reservation quota is never neglected and is maintained very strictly by the University.

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

University advertises necessary details concerning the admission procedure for all the affiliating B.Ed. colleges. Also, the B.Ed. prospectus contains the following details which concern the admissions:

- Calculation of merit points.
- Reserved quota.
- Norms concerning the admission procedure and details about necessary documents required.
- Instructions about filling the admission form.
- Necessary contact details
- List of subjects offered

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

As mentioned earlier, the entire admission procedure is conducted by the affiliating university and the institution has no liberty to grant any admission. Therefore, the college is not involved in monitoring the admission procedure. However, as far as the transparency of admission procedure is concerned, the university takes care that all the applicants are treated equally and all the necessary norms concerning the admission procedure and reservation quota are followed.

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

Every possible step is taken to give equal rights and bring educational harmony between student teachers belonging to different backgrounds. No discrimination or special treatment is given to any student teacher. All the student teachers are accepted and treated equally ignoring their economic or religious background. A harmonious environment prevails on the campus and gender related differences never hinder the growth and development of any student teacher. Main medium of instruction is Gujarati but for student teachers' better understanding, staff members also deliver their lectures in Hindi and English. Thus, student teachers are guided using the language they are comfortable with. As far as physically challenged student teachers are concerned, they are handled with utmost care and respect. Their growth and progress is monitored and if needed extra attention and guidance is also provided by faculty members. Necessary physical facilities like ramps, writer in examination, etc. is also provided for their easy mobility.

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

No, there is no such set mechanism via which we can monitor the knowledge and skills of student teachers before starting the teaching sessions. However, during the introducing sessions, student teachers open up and start interacting with faculty members. Since there are less number of student teachers, it is easy to understand interests and aptitudes as well as problems and difficulties of every individual student teacher.

2.2 Catering to Diverse Needs

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

All the necessary facilities and provisions required to facilitate teaching-learning is available on the campus. Care is taken that a harmonious and learning conducive environment prevails on the campus. Since the academic calendar of the institution is prepared before the commencement of every year, all the academic and extra-curricular activities are organized with systematically. Along with the strict discipline, enough freedom is given to every student teacher so as to develop their inner skills and potentials. All our classrooms have LCD screens, projectors, necessary sound systems, digital podiums, etc. which help in enhancing the quality of every delivered lecture. In addition to a well-equipped classroom, other beneficial infrastructural facilities available on the campus are our enriched library, DELL computer lab, conference hall, science lab, psychology lab, a smart class, etc. Above all, our qualified, experienced and devoted staff members have their own techniques to mould and make every student teacher a good teacher for future and they work hard to maintain a learning conducive environment on campus. Besides, with the day to day teaching-learning activity of the college, a number of curricular, co-curricular and extra-curricular activities are organized in our college which helps in accelerating the overall development of every student teacher. Student teachers are guided for several competitive examinations and motivated for participate in college and intra-college competitions. Besides, student teachers are provided with complete guidance to use ICT in their teaching lessons. Also, as we are upgraded and recognized as a CTE institution, we organize seminars and workshops for student teachers.

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

The institution very well understands that the capacity and learning needs of every student teacher is different. Keeping this in mind, our faculty members try and develop a rapport with every student teacher right from their first lecture. These connections and the performance given by student teachers in the first few months in academic, co-curricular and extra-curricular activities help them in identifying different types of learners and hence they plan their teaching strategies accordingly.

Slow learners:

- Extra attention is given to them right from the first semester.
- All their queries and problems are addressed immediately.
- Remedial classes are also conducted to help them to cope up with the syllabus.
- If needed, faculty members also communicate their problems and queries to their parents as well as to the Principal, depending on the nature of problem.
- To ensure their over-all development, they are also encouraged and guided to participate in co-curricular and extra-curricular activities.
- They are given extra reading materials and are paired with advanced learners so as to develop their learning skills.
- Methods like, group discussions, interactive sessions, etc. are specifically adopted to involve slow learners and hence increase their teaching-learning capacity.

Advance Learners:

- Their progress is continuously monitored as well as they are motivated to perform even better.
- They are given extra responsibilities and asked to participate and be a part of prayer assembly, college's curricular and co-curricular work.

- They are motivated to participate in different competitions and hence upgrade their knowledge in different fields.
- Allowing them to be a part of the team organizing SAPTADHARA activities.
- Encourage them to participate in seminars and workshops.
- They are given responsibilities to organize all types of activities in practice teaching schools during their internship.
- Their hard work is appreciated in classroom and in different institutional programs to motivate them as well as slow learners to perform better and better.
- They are asked to form a habit of extra reading as well as they are motivated to make use of internet and other physical facilities which help and enhance their academic growth.
- Evaluation results of the internal examinations are discussed with them and they are explained minor mistakes and errors committed by them in detail.

Creative Learners:

- They are involved in all the out of the class activities of the college.
- Additional assignments, creative project works, etc. are assigned to them.
- To encourage their participation in college activities, they are asked to plan and execute programs of college levels and our faculty members continuously guide them for the same.
- In addition, they are also given responsibilities like maintaining the college notice board, undertaking the college magazine work, handling the prayer assembly etc.

Differently-abled student teachers:

- Extra care and affection is extended towards every physically challenged student teacher by faculty members and peers.

- The peer group member of blind student teacher helps them in reading out book contents, in writing journals and other such academic works.
- Necessary physical facilities like ramps, separate parking area, writer in examination (if needed), etc. is provided for them.
- Every faculty member pays extra attention on differently-abled student teachers and makes sure all their subject related fundamentals and queries are solved. Also, they are given extra guidance in practice teaching sessions and before internship.

Economically and socially deprived student teachers:

- Economically weaker and socially deprived student teachers are acknowledged about government and personal scholarships.
- Care is taken that no student teacher leaves studies merely for economic issues. Also, we have a personal college fund which helps economically weaker student teachers.
- Curricular books and extra reading materials are all provided to them from the library free of charge.
- Extra classes are conducted for them so that they need not to take and pay for extra coaching.

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

The theoretical curriculum designed by Veer Narmad South Gujarat University, Surat and co-curricular and extra-curricular activities organized by the institution throughout the year help student teachers in understanding the role of diversity and equity in teaching learning process.

Theory:

In theory, course 101 and 201 papers like ‘Teacher in Emerging Indian Society’ and ‘Thinkers of Education and Indian Society’ are included

respectively. These papers include topics like impact of Indian thoughts, secularism, democracy in Indian society, social aims, relation between individuals and society, economical development and education, social change, national integration, different religions, etc. which lay stress and analyze issues of diversity.

Furthermore, course 102 and 202 include papers like 'Educational Psychology, Learning and Measurement Evaluation' and 'Personality Adjustment and Evaluation Techniques' respectively. These papers cover topics like educational psychology, growth and development, adolescence theory of learning, personality adjustment, intelligence, special children, conflict, defense mechanism, etc. which throw light on the role of diversity and equity in teaching learning process.

Practice teaching:

During practice teaching and internship, student teachers get an opportunity to use their theoretical knowledge concerning diversity and equity in practical. They organize different activities like prayer assembly, several competitions, debates, sports and cultural activities, etc. in their respective schools during their internship. All these activities give them a chance to see and identify the type of diversity prevailing between school students and hence they try to create equity through their teaching-learning process.

Co-curricular and Extra-curricular activities:

While participating in different activities that are organized in college, student teachers understand how diversity prevails in Indian society and also they try to fight back this diversity and create equity. Under the 'SAPTADHARA' programmes activities like day celebrations and festival celebrations are carried out. Days like Hindi Day, Teachers Day, World Population Day, World Aids Day, Republic Day, Independence Day etc. are celebrated on the campus. These day and festival celebrations help student teachers to understand the diversity existing in our country and the

tricky role of a teacher to overcome this diversity through the profession of teaching.

Also, competitions like elocution, essay writing, poem writing, debate, etc. are also organized by the institution which give every student teacher an opportunity to express their personal views about diversity and equity issue.

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

A harmonious and teaching-learning conducive environment exists on campus which leads to the overall development of student teachers as well as teacher educators. Following steps are taken to ensure and be assured that all the teacher educators are knowledgeable and sensitive to cater to the different needs of student teachers.

- Only those candidates who fulfill the eligibility criteria as prescribed by the affiliating university are appointed as lecturers.
- It is made sure that the hired faculty members not only meet the necessary eligibility criteria but also have enough experience and expertise to teach B.Ed. students.
- With an intention to develop their teaching skills, the institution organizes a number of seminars, workshops, conferences, orientation, refresher courses, etc. around the year. Besides, faculty members are always motivated to attend such programs of local, state, national and international level if organized by other institutions. Sometimes, faculty members also participate in such programs as resource person.
- Due importance is given to research activities and faculty members are encouraged to publish their paper work and research articles in leading journals and magazines, publish their books and undertake minor research projects.

- Faculty members are always involved in planning and organizing various activities of the college and thus their rapport with student teachers is strengthened.

It will not be an exaggeration to state here that all our faculties are Ph.D. degree holders and 2 of them have also cleared NET/SLET. All the necessary permissions to opt higher studies are granted to faculty members as well as they are free to retain reading materials from college library for longer period than general. Furthermore, to ensure their continuous progress and development, feedback from student teachers is collected at the end of every year and concerned teachers are conveyed its outcome. Our principal helps them in identifying their shortcomings and thus develops their teaching skills better. Also, to enhance their teaching skills, faculty members are motivated to use latest gadgets and equipments available in the college.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

As mentioned earlier, the B.Ed. course designed by the affiliating university covers such topics that help student teachers to understand the diversity that prevails in the Indian society. As far as developing the knowledge and skills related to diversity and inclusion is concerned, our teacher educators give live demonstration of lessons during micro and macro teaching lessons. This live demonstration helps our student teachers in understanding the diversity that prevails in classroom and they are trained to face such situations in reality. Also, student teachers observe peer members in practice sessions and get the idea of how they can develop their skills to handle a real classroom situation.

To understand the diversity and inclusion different types of schools are selected for micro lessons and internship.

Besides, throughout the internship period, student teachers actually face the diversity that exists in real classroom. This 1 week of compulsory internship trains and develops such teaching skills of student teachers which are related to diversity and inclusion.

2.3 Teaching-Learning Process

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

The institution takes following steps with an intention to engage student teachers in ‘active learning’:

Library:

Library is one of the most important learning resources for any institution. We are glad to mention here that we have an enriched library with a number of books, journals, magazines, dictionaries, encyclopedias, research abstracts and volumes, M.Ed. dissertations and other reading materials. Besides this, we have also added a good number of educational CD's and DVD's to our library and whenever it is needed faculty members and student teachers can make use of it. To encourage the habit of extra reading in student teachers, the institution organizes programs like book review and library assignment is also a compulsory part of our curriculum. Moreover, once a year, the institution also arranges a book exhibition. We would also like to mention here that for easy access we have partially computerized our library and facilities like computer, printer, internet, etc. are also added to library in the past few years.

Website:

A DELL computer lab is developed by the institution and basic computer knowledge and ICT skills are developed in student teachers. For project

work and for extra reading materials, student teachers have complete access to computer and internet. They are trained to make use of search engines and enhance the quality of their practice teaching lessons. Also, we have adopted a practice as per which student teachers directly email their project work to their concerned teachers instead of submitting a hard copy of the report.

Focus Group:

To develop the hidden skills and good character of every trainee, the institution has made focus groups. Every focus group takes care of the activities concerning them. Both teacher educators and student teachers are part of these groups. Below is the list of focus groups developed by the institution:

1. Study Focus Group
2. Social Service Focus Group
3. Practice Teaching Focus Group
4. “Saptdhara” Focus Group

Individual Projects:

Student teachers work on individual projects as a part of their practical work. In this project work student teachers use psychological tests, investigate different teaching methodologies, learn about the role of micro teaching, understand school management system, study about in-service training, etc. To complete their project work student teachers apply statistics to analyze all the outcomes.

Simulation:

Micro teaching lessons are delivered in simulation. Each teacher educator delivers 4 micro lessons and each trainee present 4 micro lessons in each method in simulation setting. To monitor and improve the quality of lessons arrangement of recording is done. Once student teachers are done presenting their lesson, they get feedback from faculty members as well as from peer group members. Since simulation is an important part of the

curriculum, student teachers remain utmost active during these learning sessions.

Peer teaching:

In every subject, various topics are covered in peer teaching process. Peer teaching is also used in computer and internet work. Also, in subjects like statistics, peer teaching is used. So, students remain active throughout the peer teaching.

Role playing:

Role playing provision is made in micro teaching lessons as well as in internship. In micro teaching student teachers play active role of being a teacher, being students as well as being mentors. On the other hand, during internship student teachers act as real teachers and handle all sorts of responsibilities of a real class. Moreover, in several activities, student teachers act as event organizers, manager, anchor, planners, administrators and judges.

Internship:

Internship is a compulsory and most essential part of the curriculum. During second semester, a seven day internship program is managed and student teachers are sent to their respective schools to learn and perform all the duties of a high school teacher. During internship, each student teacher is supposed to give 10 lessons, have to understand administrative works, use psychological test, conduct curricular, co-curricular and extra-curricular activities, etc.

Practicum:

While teaching theory subjects, teacher educators make use of several different teaching methods. Therefore, student teachers have to remain active and thus they are engaged in 'active learning'. 8 micro lessons, 16 school lessons, 4 creative lessons, 10 internship lessons and 2 annual lessons are a part of practicum. Also, as a part of their practical work, student teachers have to submit project work, library assignments, teaching

aids, etc. this practical works ensures that all student teachers are engaged in 'active learning'.

Practice teaching:

Micro and Macro teaching are very essential part of B.Ed. program. Since the student teachers need to develop their practical skills too, they remain focused while practice teaching sessions and try to acquire mastery over different teaching skills.

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

The institution makes every possible efforts to make learning student centric. The main aim of the college is to achieve overall development of student teachers and enhance their learning, teaching and thinking skills. For the same the institution has adopted several techniques which are as follows:

- Student teachers are encouraged to develop their own self-study materials.
- Different teaching techniques are adopted while micro and macro teaching sessions in simulation.
- Project work and assignment work are a compulsory part of the curriculum.
- Internship and fieldwork are also included in the curriculum which helps the student teachers to understand and experience actual classroom situations.
- Participation in different curricular, co-curricular, extra-curricular, extension and SAPTDHARA activities of the college.

- Institution organizes different competitions, quiz, debates, workshops, seminars, guest lectures, etc. and ensuring that every student participates enthusiastically and gets benefitted.
- By encouraging student teachers' support and participation in decision making activity of the college.
- By giving research work activities.
- By publishing two hand written magazines, one annual magazine and an e-magazine.
- By utilizing necessary ICT based equipments in classroom teaching and thereby enhancing the effectiveness of the lectures delivered.
- By adopting methods likes brain storming, interactive teaching, peer learning, etc. other than traditional lecture method for teaching-learning.

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

Besides the traditional lecture method, the institution has adopted several other teaching methods that ensure better and effective learning. The institution understands that B.Ed. course is more about developing teaching skills of student teachers rather than giving theoretical knowledge. Keeping this in mind, faculties conduct teaching sessions with practical approach.

- Equipments like paxiscopes, OHP, digital podiums, LCD projectors, computers, laptops, CD's, etc. are used in classroom for effective learning. A smart classroom is also developed on campus with all the necessary ICT equipments and a smart board.
- Faculties prepare their teaching plans well in advance and as and when needed also prepare power point presentations, charts, diagrams, etc. for better understanding of student teachers.

- Student teachers use Blooms Texonomy as a base for teaching subject's objectives and Herbert's five steps for lesson planning. Teaching methods like lecture cum discussion method, synthesis analytical method, inductive-deductive method, etc. are adopted. For inclusive education, field visits are also arranged.
- To provide experience in teaching, methods like peer group learning, team teaching, self-study, group discussion, symposia, brain storming, programmed learning, role play, etc. are adopted. Also, case-study, survey, research work at trainee level, using psychological tests, using statistical analysis in project work, etc. are encouraged in order to provide enough experience to student teachers.

Innovative Approaches:

- Micro lessons are recorded for future reference.
- All the details concerning micro lessons are provided during team teaching.
- A special workshop covering the topic of lesson planning is organized by the institution annually.
- Digital podium is utilized by faculty members while teaching.
- A smart class is developed on the campus and a smart board is also installed in it.
- We make use of Language Lab of the sister institution on the same campus.
- An innovative practice of discussing scientific theories, inventions and new technologies every day has been introduced in science method which is named as 'SPARK'. The same is also followed in Mathematics method where in students either discusses new trends in mathematics or play mathematics quiz, etc.

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

Yes, student teachers are explained Inquiry training model and Inductive Model in detail. Also, student teachers make use of these teaching models in their practice teaching sessions.

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

Micro-teaching technique is used in the college for strengthening various skills essential for effective and efficient teaching–learning process. The topic of Micro Teaching is included in Paper III: Teaching Learning Process, where student-teachers gain acquaintance with the concept of micro-teaching as well as in all the teaching subjects. The student teachers apply relevant skills for effective teaching. Each student teacher has to teach five (microteaching) lessons in each subject, before the practice teaching session every year. The student teachers practice 5 skills out of following skills while giving lessons in schools.

- Set Induction Skill
- Fluency in questioning
- Illustration Skill
- Skill of reinforcement
- Skill of explanation
- Skill of stimulus variation
- Skill of Blackboard writing etc.

All student teachers have to deliver at least one micro-teaching lesson on each teaching skill in both the teaching subjects i.e 08 lessons on micro teaching in both teaching subjects before they take up teaching in the actual class room situation.

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

Since practice teaching is one of the most important parts of B.Ed. course, the institution makes sure that every student teacher is well-trained before their first practice teaching session in school. For this, first 2 + 2 = 4 lessons (2 lessons in both methods) are demonstrated in detail by teacher educators. 1 week prior to the practice teaching session all the necessary arrangements and formalities like, selection of school, preparing school time-table, allotting lesson plans to student teachers, etc. are completed and following process is followed when student teachers go for practice teaching in school.

- Every faculty is allotted a group of 12 – 14 student teachers. These student teachers report to their respective teacher educator and the concerned teacher educator is equally responsible to take necessary follow-up.
- Teacher educators inquire about every necessary detail like number of classrooms, number of students in every classroom, school timings, time allotted for practice teaching sessions, etc. in advance.
- Student teachers are allotted specific course units and they have to prepare their lesson plan accordingly. Concerned teacher educator overview the lesson plans prepared by student teachers and suggests necessary changes. This process goes on until a perfect lesson plan is prepared and presented by every student teacher and is approved by teacher educator.
- Every student teacher delivers one lecture per day during their practice teaching session. First 2 lessons given by student teachers in both the methods are observed and monitored by method master of student teacher.

- During the lesson, teacher educators note down remarks and feedback to be provided to student teachers and soon after the lesson is completed, teacher educators give their feedback to student teachers for improvement.
- Student teachers also observe the lesson and provide their feedbacks.
- School teachers also observe the lesson and are encouraged to give their suggestions for improvement.
- A more detailed feedback is also provided to student teachers in college on the subsequent days. Thus, monitoring and feedback mechanism of lessons is a comprehensive and continuous process.
- A rating scale is developed and it includes several points. Student teachers are given ranks from A to E and it gives a clear idea about student teacher's performance.

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

Both block teaching and internship are a part of second semester as per the curriculum prescribed by the affiliating university. Process of the same is as follows:

Block Teaching:

- Block teaching is arranged for 5 days in second semester.
- Every student teacher conducts 4 lessons in any one of the two methods.
- Faculty members provide complete guidance as well as demonstration of these lessons and student teachers prepare their own teaching plans.
- To make sure that student teachers make an effective teaching plan, teacher educators guide and encourage them to make use of latest ICT based equipments and gadgets.

- During the first three lessons of block teaching, every student teacher explains the content of assigned lessons in detail and in the forth lesson conducts a test to make sure that the content is well understood.
- During the entire block teaching session, student teachers are monitored continuously and are also given suggestions for further improvement.

Internship Program:

Internship program is an important part of B.Ed. course. Student teachers are sent for internship in pre-selected schools and their performance is monitored and marks are taken into consideration. Student teachers are divided into groups of 12 – 14 and 1 supervisor teacher works as the head of every group. Student teachers report to their respective supervising teacher educator. All the details of the pre-selected school are gathered by teacher educator and student teachers are prepared to fulfill their task accordingly. All the student teachers are prepared for internship program prior to 1 week of internship session.

Following are the activities that every student teacher performs during 1 week of internship:

- Teach 5 lessons in both methods. Lessons are monitored and it is made sure that every trainee uses modern teaching-learning equipments.
- Concerned teacher educator as well as the school teacher of the respected school monitors and suggests improvements continuously. Furthermore, fellow student teachers also give their feedback and suggestions.
- Conduct all day to day activities of the school like, conducting morning assembly, preparing daily time-table, checking home-work, preparing attendance register, filling necessary data in work register, etc.
- Conduct remedial classes as and when needed during this 1 week.
- Conduct proxy classes if needed.

- Conduct extra-curricular and sports activities in school.
- Conduct small research work, action research, case study or survey during internship.
- In addition student teachers also understand activities like filling teacher's log book, filling G.R., examination forms, etc.
- To hold meeting with school Principal, school teacher and teacher educator. Also, if it is possible meet with school trustees and managing group.
- To observe examination answer sheets.
- On the last day, conduct prize distribution and cultural programme.
- During the internship program, school teachers observe and evaluate their teaching qualities. Discussions between student teachers and teachers take place after every lesson. Necessary feedbacks are provided to student teachers and care is taken that their next lesson is even better.
- On completing the internship programme, student teachers have to submit a detailed report of all the activities conducted by them. This report helps in evaluating their performance and they are given marks accordingly.

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

Yes, practice teaching plans are prepared in partnership with school staffs, the details of the same are given below:

- Soon after the practice teaching session is scheduled, college informs the school staff and the school Principal about the same.
- The respective teacher educator informs school teacher about the tentative prepared lesson time table.

- School teachers and Principal overview the prepared lesson time table. They give in their suggestions and share their ideas. Furthermore, they also inform the concerned teacher educator about the school activities that are going to take place during the practice teaching programme, for e.g. any special day celebration, holidays, etc.
- After receiving all this necessary information, teacher educators by involving student teachers prepare final lesson time table.
- Units are given by school teachers.
- Student teachers are free to use available infrastructure and equipments of school if needed for teaching purposes. Also, during the lesson, if any query arises with student teachers, school teacher of the respective school are happy to extend all sorts of help.
- School staff along with teacher educators supervises the lessons given by student teachers and give their formal as well as informal suggestions.

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

The institution understands that it is very important for a student teacher to understand and manage diverse learning needs of school students. Keeping this in mind, throughout the B.Ed. course our teacher educators inculcate in student teachers the attitude to manage with diverse learning needs of school students. Furthermore, care is taken that the lesson plans prepared by student teachers are such that fulfills the learning needs of both advance and slow learners. Also, the B.Ed. course prescribed by the affiliating university covers such topics which help student teachers in understanding the diversity that exists in classroom. For example,

- Course 102 – Educational Psychology, Learning and Measurement Evaluation.
- Course 202 – Personality Adjustment and Evaluation Technique.

- Course 101 and 201 – Psychological Foundation of Education.
- Course 104 and 204 – Educational Technology and Management.

Following are the points that assure that our student teachers are well-prepared to understand as well as manage with diverse learning needs of school students.

- Student teachers are taught all the details of micro teachings skills.
- Student teachers are made aware of different learning needs of school students respective to their social and economical background and psychology. Also, student teachers are made aware of various psychological tests.
- Student teachers are encouraged to make use of latest equipments and technologies in order to fulfill the learning needs of present school students on the whole.
- Student teachers are also taken on a visit to ‘Special Child’s School’ so as to make sure that they understand how to make a connection with such students and hence understand their learning needs.
- Student teachers are also explained the importance of seating arrangement in classroom. For example, slow learners need more attention hence they should be seated in front rows, students with weaker eye sight also needs to be seated in front, physically challenged students should be seated in front rows, etc.
- During their internship, care is taken and guidance is given so as to make every student teacher aware of different learning needs of school students. School staff also discusses the same issue with student teachers and explain them inner nature as well psychology of school students.

For all the above mentioned aspects, our teacher educators constantly guide and train our student teachers and keep on preparing them to face such diversity.

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

All our teachers educators make sure to use latest technology in teaching-learning process with an intention to inculcate the same habit in student teachers. Furthermore,

- Student teachers are asked to prepare their project work, practice teaching lessons, etc. by using equipments like computer, internet, printer, etc.
- Student teachers are also shown CD's and DVD's for better understanding of the topic content and they are explained how such tools and techniques make teaching-learning an active process.
- Student teachers are given enough guidance and complete knowledge of how equipments like projectors, LCD screens, smart board, etc. are used carefully and effectively.
- Using the computer lab, sufficient knowledge about computer operations are given to student teachers.
- Student teachers are supposed to submit their computer works via emails and for the same computer and internet facility are made available.
- To facilitate technology based teaching-learning process, the institution has developed 1 smart class with smart board. Apart from that, other classrooms have facilities like sound system, digital podium, LCD screen, projector, etc.
- The prescribed B.Ed. curriculum has a course 204 which includes computer education of MS Office.
- Teacher educators also check and ensure that the teaching plans prepared by student teachers are such that they utilize technology in their teaching process.

- Computer lab and psychology lab are also developed with an intention that student teachers understand the necessity and value of latest technology in education field.
- Programs like workshops, seminars, guest lectures, etc. on the topic of importance of technology in teaching field are also organized.

2.4 Teacher Quality

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

Yes, practice teaching plans are prepared in partnership with school staffs, the details of the same are given below:

- Soon after the practice teaching session is scheduled, college informs the school staff and the school Principal about the same.
- The respective teacher educator informs school teacher about the tentative prepared lesson time table.
- School teachers and Principal overview the prepared lesson time table. They give in their suggestions and share their ideas. Furthermore, they also inform the concerned teacher educator about the school activities that are going to take place during the practice teaching programme, for e.g. any special day celebration, holidays, etc.
- After receiving all this necessary information, teacher educators by involving student teachers prepare final lesson time table.
- Units are given by school teachers.
- Student teachers are free to use available infrastructure and equipments of school if needed for teaching purposes. Also, during the lesson, if any query arises with student teachers, school teacher of the respective school are happy to extend all sorts of help.

- School staff along with teacher educators supervises the lessons given by student teachers and give their formal as well as informal suggestions.

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

The ratio of student teachers to identified practice teaching schools with reference to the nature of lesson and class strength is as follows:

Micro Lessons - 1:12

Macro Lessons - 1:12

Block Teaching - 1:14

Internship - 1:08 / 1:10

On an average, 20 different schools are selected for practice teaching in the beginning of the academic year. The following details are considered in the selection of schools:

- a) The result of the school
- b) Available physical and other facilities in the school
- c) Timings of the school
- d) The available conveyance facility for student teachers.
- e) Number of classes and number of students

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

Collecting feedback is a regular and continuous mechanism of the institution. During the entire B.Ed. course, there are a number of times when student teachers are given feedback as well as guidance for better performance and improvement. Continuous feedback is provided...

- **During micro teaching sessions**

Peer team and supervising teacher educator give necessary feedback to student teachers and keeping those feedbacks in mind next lesson is monitored to see whether improvement is achieved or not.

Furthermore, audio-video recording of the micro teaching session also helps the student teachers in understanding their own drawbacks and teacher educators guide them accordingly.

- **During practice teaching sessions**

In practice teaching, lessons given by student teachers are monitored by school staff as well as concerned teacher educators. Soon after completing the first lesson, school teacher and teacher educator both guide student teachers and provide their valuable feedback. These feedback help student teachers in understanding their mistakes as well as they get a clear idea about the diverse learning needs of school students. During peer team teaching session, written and verbal feedback of peer group members also help student teacher in understanding their mistakes.

- **During internship program**

While internship, student teachers have to perform all the necessary activities of the school. During this period, constant feedback is given by teacher educator and school staff. Also, since student teachers are organizing different academic and co-academic activities for the first time, school teachers and Principal extend full support. Their performance in every task is monitored, noted and necessary feedbacks are provided. Student teachers convey these feedbacks to their respective supervising teacher educator and receive guidance and assistance accordingly.

- **After examination**

Answer sheets are distributed among student teachers and they are asked to clear their queries related to marks, if any. Teacher educators

guide student teachers on how they can improve their marks and presentation in their next examination. Moreover, how to answer every question is also explained in detail. Answer sheet of those with good marks are distributed in classroom and guidance with example is given to student teachers.

- **During project and assignment submissions**

Generally, during project work, student teachers need constant guidance and feedback. Student teachers are provided verbal feedback and are directed to use means like computer and internet to enhance the content quality of their project.

- **During co-curricular and extra-curricular activities**

Several co-curricular and extra-curricular activities are organized by the institution. Student teachers get constant feedback for the same and their improvement can be monitored by the achievements that they receive in these activities.

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

- The prescribed B.Ed. course covers several such topics which help student teachers in understanding the latest policy directions and educational needs of schools. For instance, topics like Educational Commission, Self Finance Institute, National Knowledge Committee, and In-Service Training Programme, School Administration and Management, Various School Committees, Role of Different Government Organization in School Administration, National Education Policy, School Climate, etc. explain student teachers everything about policy and educational needs of schools.
- The institution provides ample of opportunities to student teachers to interact with DEOs, Principals and teachers of school. They are invited as guest in several college functions and thus informally student

teachers get knowledge and idea about educational needs and current policies of a school.

- Furthermore, educational magazines, journals, internet articles, etc. also help student teachers in understating this issue.
- If any crucial modification in school policies is introduced, teacher educators and Principal provide complete guidance to student teachers and related news articles are also displayed on notice boards.
- Teacher educators monitor the lesson plans prepared by student teachers and make sure if they are as per the educational needs of the respective school or not. Thus, the whole process of preparing lesson plans also gives an idea to student teachers about the education needs of a school.
- Above all, the practice teaching sessions and internship program give ample of experience to student teachers. Student teachers clearly understand the working and management activities of a school and thus understand the current policies and educational needs of a school.
- If any updates are received from the affiliating university or the central government, the same are conveyed to student teachers in Morning Prayer assembly.

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

Following methods are adopted in order to keep pace with the recent development in the school subjects and teaching methodologies:

For Faculties:

- If any circulars or verbal information is received by the Principal the same is immediately conveyed to the staff. Also, circulars are distributed amongst the staff members for study.
- Extra reading materials like magazines like “Madhyamik Shikshan Parishikshan”, “Jivan Shikshan”, etc.

- Guidance and Monitoring by GCERT and DIET.
- Healthy communication with staff of schools selected for practice teaching.
- Organize in-service training program with regard to the revision of syllabus/ recent development in school subject and methodologies for school subjects.

For student teachers:

- B.Ed. course covers several such topics which help student teachers in understanding the development in school subjects and teaching methodologies.
- To keep pace with the recent developments in school subjects, teaching methodologies and several teaching techniques are taught to student teachers as a part of B.Ed. course.
- B.Ed. curriculum have been revised a couple of times in past few years in order to keep pace with recent developments in school subjects.
- During practice teaching sessions, constant guidance and feedback is provided by teacher educators to student teachers especially for recent developments and modifications concerning school subjects.
- Student teachers are encouraged to form a habit of extra reading and they are specifically asked to read magazines that help them in understanding the latest trends and developments of school subjects.
- In addition to this, student teachers are always motivated to make use of following available educational resources to keep themselves updated:
 - Internet
 - E-resources
 - Latest edition of books
 - Latest journals
 - CD's and DVD's on latest syllabus of school subjects
 - Print media

- Circulars
- Expert lectures

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (raining, organizing and sponsoring professional development activities, promotional policies, etc.)

For the professional development of the faculties, the institution has installed all the necessary and latest equipments in the college. These equipments help faculty members in enhancing their teaching quality. A number of seminars, workshops and conferences are also organized and subject experts are invited to enhance the quality of any organized program. Care is taken that staff members participate in these programs actively and thus get benefited. As far as the budget allocation is concerned, all the expenses of the programs which are specially organized for staff development are borne by the common budget. If any staff member is willing to attend a conference, seminar or workshop organized by another institution, necessary adjustments in their teaching schedule is made and if necessary they are also granted leaves. In addition to this, the enriched library of the college has abundant reading materials and staff members are free to recommend reference books for the library. Computer, internet and reprographic facilities are also made available for the staff. Moreover, GCERT – Gandhinagar, provides funds to support minor research projects undertaken by faculty members. Faculty members are also motivated to conduct M.Ed. and M.Phil. lectures.

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

Yes, there are a number of ways in which the institution motivates and appreciates staff achievements. The details of the same are given below:

- Necessary announcements are done in prayer assembly
- Press note is given out having the necessary details of staff achievements.
- Staff achievement details are updated on institutional website.

In management meetings, the Principal communicates staff achievements to the management.

2.5 Evaluation Process and Reforms.

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

Barriers to students learning are identified through:

- Classroom teaching
- Tutorials
- Checking of assignment, project work, class test and internal examination.
- Observation of practice teaching
- Discussion of lesson plans
- Co-curricular activities and competitions
- Computer practical
- Submission work
- Informal discussions

Barriers are communicated through:

- Method lectures
- General lectures
- Feedbacks
- Tutorial meets

Barriers are addressed through:

- Mentoring
- Providing notes and more assignments of trainee's level
- Remedial coaching
- Guest lectures
- Counseling
- Extra reading
- Personal guidance
- Providing internet and computer facilities

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

The distribution of marks for internal evaluation practice-teaching, internship and extra assessment fixed by Veer Narmad South Gujarat University. Details are given below:

B.Ed. course evaluation is divided into two parts:

Part-1 Theory of Education

Part-2 Practice teaching

(1) Theory of Education

(a) External evaluation Sem-I : 350 marks

(b) External evaluation Sem-II : 350 marks

(2) Practice Teaching

1) Sem-I : 100*

2) Sem-II : 100*

3) Annual Lesson : 100*

Distribution of marks shown as below:

(I) Semester-I (i) Micro lessons- 8 each of 5 marks. Total = 40 marks

(ii) Stray lessons - 8 each of 20 marks. Total = 160 marks

Total marks for both = $40 + 160 = 200$, converted into 100.

(II) Semester-II (i) Stray lessons 8 each of 20 marks. Total 160 marks

(ii) Internship lessons 10 each of 4 marks.

Total 40 marks

Semester-II total 200 marks are converted into 100 marks.

(III) Annual lessons – In each method 50 marks. Total 100 marks

(IV) Other than practice teaching

Semester-I

i. Terminal Examination	35 marks
ii. Term Papers	60 marks
iii. Teaching Aids (selected method)	20 marks
iv. Assignment (method-I)	10 marks
v. Assignment (method-II)	10 marks
vi. Experimental work (Based on core papers)	30 marks
vii. Co-curricular activities	20 marks
viii. Computer practical work	15 marks
Total	200 marks

Converted into 100 marks.

Semester-II

i. Terminal Examination	35 marks
ii. Practical work	30 marks
iii. Book Review	20 marks
iv. Co-curricular activities	30 marks
v. Viva	20 marks
vi. Observation Book	10 marks
vii. Computer Practical work	10 marks
viii. Internship	25 marks
ix. Teaching Aid	20 marks
Total	200 marks

Converted into 100 marks.

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

- Marks of tests are displayed on notice board and answer book of internal tests are also shown to student teachers.
- Respective subject faculty discusses the performance of student teachers in examination in general. Also, general feedback and guidance is provided in classroom.
- Answer sheets of previous year student teachers are shown to student teachers and how each answer should be presented is explained in detail.
- Answer sheets of those student teachers who have scored highest marks are also distributed in class for other fellow student teachers to overview.
- Also, teacher educators prepare an answer sheet as an example to show and explain the importance of presentation and examination writing skills to student teachers.
- Remarks are also noted down in answer sheets during evaluation so as to make student teacher understand their mistake.
- Results and improvement are discussed with student teachers during general as well as method lectures.
- Keeping in mind the difficulties faced by student teachers, guidance and suggestions are provided accordingly.
- Teacher educators also discuss about trainee's performance among themselves and thus collectively necessary guidance to individual student teacher is provided. Also, every trainee is motivated to perform well as per his/her personal skill and ability.

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

- The process of internal evaluation is computerized.
- Necessary evaluation documents like question papers, result sheets, etc. are prepared using computer.
- Statistical analysis of trainee's performance in internal examination is done using a computer.
- Monitoring and evaluation of micro lessons is done with the help of recordings made during the lesson.
- Since project work is submitted via email, evaluation of project work is done using a computer.

2.6 Best Practices

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

Innovations in Teaching-Learning:

- Organizing guest and expert lectures.
- Student teachers are taken for field visit to schools for special students.
- During micro lessons, provision for audio-video recording is done and feedback via recorded video is given.
- Student teachers teaching Sanskrit, Hindi and English are supposed to deliver the entire lecture in their languages.
- Collocation of Sanskrit is a part of Sanskrit method.
- Using smart class, digital podium and technology in teaching learning process.
- Exhibitions on the topics like Environment awareness and plastic awareness are organized. Also, Science fair is organized.

- To better understand teaching methods, extra library reading session is conducted. Language lab and psychology lab are also optimally utilized.
- Student teachers present Spark in Science method.
- Publish two hand written magazines every year.
- In every Mathematics method, 5 minutes are spent to conduct any mathematics related activities.
- With an intention to keep teacher educator and student teachers up to date with all the necessary developments in school syllabus, internet and ICT are used optimally.
- ICT and internet are used by student teachers while preparing lesson plans.
- Student teachers are asked to undertake, research activities like action research, experimental study, survey, etc.
- Original works of student teachers are published in college magazine.
- College issues its own E-magazine and teacher educators as well as student teachers collectively work for it.
- Original works of student teachers and faculties are also displayed on bulletin board and notice boards of the college.

Innovations in Evaluation:

- Assignment work and project work are evaluated by two faculty members instead of one.
- Written remarks are given in answer sheet for better understanding of trainee.
- As per the evaluation result of internal tests, guidance and feedback are given to student teachers depending on their personal capacity and caliber.
- Answer sheet of past student teachers are shown to student teachers for better understanding of writing examination papers.

- Unit test is conducted soon after completing one unit.
- In micro teaching, verbal as well as written feedbacks are provided. Also, video recording is made possible in micro teaching and later those video tapes are used to give feedback.
- Student teachers are encouraged to practice writing of University Question papers and Question papers of other colleges.
- At the end of every academic year, student teachers are prepared for interview by Viva-Voice.

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

- The smart classroom facilitates effective usage of ICT in teaching.
- LCD projectors, laptops, digital podium, OHP enhance transmission of curriculum.
- The ICT facilitates the faculty to prepare lectures and make themselves updated.
- Question bank and study materials are made available in the library.
- Digitalized classrooms are used by faculty members as well as student teachers.
- Staff and student teachers are provided with internet facility, essential teaching aids and other materials for teaching learning activities.

**ADDITIONAL INFORMATION TO BE PROVIDED
BY INSTITUTIONS OPTING FOR
RE-ACCREDITATION / RE-ASSESSMENT**

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

Details of evaluative observations of the previous NAAC peer team and the actions taken:

- *There is no provision for self-evaluation or self-appraisal for evaluating the performance of faculty.*

Soon after the first accreditation, the institution has introduced a mechanism of filling self-appraisal report. Every faculty member fills it and submits it to the Principal.

- *Institution has infrastructural facilities like LCD, audio, VCD, T.V., audio recorder and computer, but still there is a need to update ICT resources and Laboratories.*

After the first accreditation institution has upgraded all classrooms and installed equipments like appropriate mike system, LCD projector, digital podium, etc. Also, 1 smart class is developed since the first accreditation. College library is also partially computerized and 1 computer with internet connection for use of faculty and student teachers is made available in library. During first accreditation, institution had 03 computers with internet and today we have in total 40 computers with internet connection. Besides, the institution has also developed a Language Lab, a Psychology Lab and a DELL Computer Lab.

- *For effective teaching learning process, there is a need of professional development of faculty. There has to be a provision for the same and teachers should participate in seminars, conferences*

and workshops. Management must also keep a separate budget for professional development of teachers.

Faculty members are encouraged to attend seminars, workshops and conferences. They are granted necessary leaves and care is taken that their teaching schedule is not affected. Management is also considering the idea of developing a budget for professional development of faculties.

- *There is an urgent demand of ICT. The teachers are also to be oriented for development of software needed for ICT and use of satellite communication.*

Most of the faculty members make use of ICT in their teaching learning process. Student teachers are also encouraged to make use of latest technology during their practice teaching sessions. A number of ICT equipments and gadgets are purchased by the institution since the first accreditation.

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

- Several seminars and workshops are organized for faculty members which help in enhancing their teaching quality.
- All our staff members are Ph.D. degree holders yet the institution motivates them to undertake minor research projects and thus develop an aptitude for research.
- With an intention to develop an aptitude of creative writing in student teachers, the institution publishes two hand written magazine, an annual magazine and an e-magazine.
- Student teachers are motivated to appear for competitive exams and for the same necessary guidance are provided by faculty members.

- Extra reading materials, journals and magazines are made available in the library. Also, computer and internet facility with necessary reprographic facilities are available in library.
- The institution is a recognized CTE institution and hence gets a special grant to organize seminars and workshops related to teaching-learning for school principals and teachers of the surrounding area.
- Online feedback system is introduced and student teachers are asked to provide their feedback concerning the teaching quality of every faculty member.
- Mechanism of continuous monitoring and evaluation is adopted. Constant feedback on student teacher's performance is provided. Project and assignments are given due importance and two faculty members evaluate it instead of one.



Criterion III

RESEARCH, CONSULTANCY

AND EXTENSION

CRITERION - III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Shrirang Shikshan Mahavidhyalaya is a College for Teacher Education (CTE). Every year, GCERT sanctions a grant which is utilized for professional development of faculty members. A part from this grant is utilized by faculties for research activities which lead to self appraisal. This type of research project activity has been initiated by college faculties from 2010-2011.

With an intention to develop research attitude in teachers as well as in student teachers, every year the institution organizes a seminar. Faculties belonging to other self-finance and grant-in-aid colleges which are affiliated to Veer Narmar South Gujarat University enthusiastically participate in this seminar. Furthermore, research journals, magazines, books and other e-resources related to research are also available in the college library.

The institution used to run M.Ed. degree program till 1990-91. As a part of this program, student teachers had to undertake minor research projects. These research projects are still also used as reading materials and it motivates several faculty members as well as student teachers to undertake research activity.

In addition to this, our Principal extends full support to every teacher engaged in research activity. Necessary facilities like computer with

internet, printer and scanner, duty leaves, adjustments in time-table, etc. are all done to motivate researchers. Furthermore, to motivate faculties, their research activities are always appreciated in appropriate programs and functions. We are proud to state that all our faculties are Ph.D. degree holders.

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

- 1) Subject taught in primary and secondary schools.
- 2) Case studies from primary to higher secondary.
- 3) Students related quality management
- 4) Use of ICT in classroom
- 5) Comparative studies
- 6) Studies related to educational psychology, educational technology, method and techniques.

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

Yes, Action Research is encouraged among teachers as well as student teachers. Student teachers undertake action research during their Practice Teaching sessions. Issues like indiscipline, non-punctuality, absenteeism, maladjustment, incomplete homework, etc. are studied by student teachers. Student teachers carry out a survey and find out facts by interacting with school staff and students. Using this data, student teachers prepare a research project under the supervision of their concerned teacher educator. This project is then submitted to the concerned practice teaching schools. These research projects have helped and led to a considerable improvement in teaching quality of practice teaching schools.

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

**DETAILS OF THE CONFERENCES, SEMINARS AND
WORKSHOPS ATTENDED BY THE FACULTIES (2009-2014)**

Dr. K. R. Naik. (Principal)

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	23/03/2009 to 24/03/2009	M. S. Uni., Vadodara	Seminar by Dept. of Education, M. S. University, Vadodara on Management of Teacher Education	National
2	19/04/2009	Saurashtra Uni., Rajkot.	Seminar by NAAC and T.N.Rao College of Teacher Education	State
3	28/03/2010	Bhavnagar Uni., Bhavnagar	Seminar by Dept. of Education, Bhavnagar on Innovations in Teacher Education	National
4	04/10/2010 to 07/10/2010	Mount-Abu Rajasthan	Conference by Brahmakumaris Rajyoga Research Foundation on Spirituality and Science	International
5	20/12/2010 to 21//12/2010	M. S. Uni., Vadodara	Seminar by Dept. of Education, M. S. University, Vadodara	International
6	16/09/2011	V.N.S.G.U. Surat.	Workshop by Knowledge Consortium of Gujarat (KCG - Gandhinagar) & V.N.S.G.U., Surat on Choice Based Credit System (CBCS)	University and State

7	28/08/2011	V.N.S.G.U. Surat.	Seminar by Faculty of Education, V.N.S.G.U., Surat on B.Ed. semester (CBCS)	University
8	18/09/2011	N. H. Patel College of Education, Anand	Seminar by N. H. Patel College of Education, Anand, Sardar Patel University, Vallabh Vidhayanagar	National
9	25/09/2011	B.S.J. College of Education, Khambhat	UGC Sponsored Seminar by B.S.J. College of Education, Khambhat on Promotion of Human Rights	State
10	21/01/2012 to 23/01/2012	V.N.S.G.U. Surat.	Seminar by V. T. Choksi Sarvajanik College of Education & Department of Education V.N.S.G.U., Surat on Higher Education in the 2020	International
11	19/02/2012 to 20/02/2012	V.N.S.G.U. Surat.	Conference by V.N.S.G.U., Surat, Area College Principals (ACPA) with Association of Indian College Principals (AICP)	National
12	07/09/2012 to 10/09/2012	Mount Abu	Conference by Spirituality in Researchers (SIR) Brahmakumaris on Spectrum of Spirituality – A holistic approach in research	International

13	04/03/2013 to 06/03/2013	Chaitanya Dham Chiloda – Gandhinagar	Workshop by Knowledge Consortium of Gujarat (KCG - Gandhinagar) Government of Gujarat on Leadership Retreat for Principals	State
14	30/05/2013 to 04/06/2013	Mount Abu	Conference for College and University Teachers by Rajyoga Education and Research Foundation (Education Winging) Brahmakumaris on Divine Knowledge of Goldenage	International
15	17/08/2013 to 18/08/2013	Sardar Patel Uni., Anand	ICSSR Sponsored Seminar at N. H. Patel College of Education, Anand on A Place to Groom	National
16	23/02/2014	Nani Damam (U.T.)	Sponsored Conference by Council for Teacher Educations by College of Education Nani Daman on Education at Cross Road	National
17	30/05/2014 to 03/06/2014	Mount Abu	Conference for College and University Teachers by Rajyoga Education and Research Foundation (Education Winging) Brahmakumaris on Education in values and spirituality	International

Dr. M. N. Patel

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	03/10/2009 to 04/10/2009	V. T. Choksi B.Ed. College, Surat	Workshop on preparation of question banks for Hindi method in B.Ed. Colleges of Veer Narmad South Gujarat University	Local
2	04/01/2010	Naranlala B.Ed. College, Navsari	One day seminar on question paper of Hindi content and teaching learning method	Local
3	10/07/2010	Surat	“Vanche Gujarat Abhiyan” by Veer Narmad South Gujarat University & Higher Education Commission of Gujarat State	University
4	25/09/2010	N. S. Patel College of Education, Anand	UGC sponsored national level seminar on A Study of Information about Human Rights in Teacher Education	National
5	21/10/2010	Bilimora B.Ed. College	GCERT and CTE sponsored seminar on Human Rights	Local
6	31/12/2010	Aspee Kanya Vidhyalaya, Antalia	Seminar on Effective Communication in Classroom Education	Local
7	17/05/2011	Navsari	Conference Rally with Education Minister & Education Commissioner in Collector Office	State
8	28/08/2010	Veer Narmad South Gujarat University, Surat	CBCS Seminar	University

9	17/09/2011	N. S. Patel College of Education, Anand	In NAAC sponsored National Seminar presented a research paper	National
10	25/09/2011	B. C. J. College of Education, Khambhat	In UGC sponsored state level seminar presented a research paper	State
11	01/03/2012 to 03/03/2012	Bilimora	K.C.G. Seminar in V. S. Patel College of Arts and Science, Bilimora	Local
12	13/03/2012	Bilimora	GCERT and CTE sponsored seminar on Research Methodology	State
13	07/10/2012	V. T. Choksi College, Surat	Seminar on U-Turn in Teaching Learning	State
14	23/02/2014	B.Ed. College, Daman	In national level seminar presented a research paper	National
15	20/03/2014	Bilimora	GCERT and CTE sponsored seminar on Research Methodology	State

Dr. N. K. Patel

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	25/09/2010	N. H. Patel College of Edu., Anand	UGC Sponsored Seminar on Human Rights	National
2	17/09/2011 to 18/09/2011	N. H. Patel College of Edu., Anand	NAAC Sponsored Seminar on Education for Sustainable Development	National

3	25/09/2011	Smt. B.C.J. College of Edu., Anand	UGC Sponsored Seminar on Human Rights	State
4	24/01/2010	Shikshan Bharati College of Edu., Bharthana	Workshop for Understanding the Curriculum and Framework for B.Ed. Course	University
5	18/11/2010 to 20/11/2010	Maganlal Ghia Multipurpose High School, Udwada	Adhiveshan of Gujarat Ganit Mandal (Mathematics Club)	State
6	17/07/2011	V.N.S.G.U. Surat.	Training program for CBCS	University
7	13/03/2012	S.R.S.M., Billimora	Seminar on Research Methodology	University
8	23/07/12	V. S. Patel College of Science and Arts	ICT in Mathematics	University
9	20/03/2014	S.R.S.M., Billimora	Seminar on Research Methodology	University

Dr. V. N. Patel

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	04/05/2010	V. S. Patel College, Bilimora	Seminar by Secondary Education Board on training programme of Science Teachers	State
2	09/05/2010	Bilimora B.Ed. College	A Speaker in Seminar on Secondary School Teachers by Bilimora Vibhag Kelavni Mandal	Local
3	12/05/2010	V. S. Patel College, Bilimora	Seminar by Secondary Education Board on training programme of Economics Teachers	State
4	22/11/2010	Bilimora B.Ed. College	GCERT and CTE organized Seminar on Human Rights	State
5	24/12/2010	Bilimora B.Ed. College	A speaker in seminar of primary school teachers by Bilimora Vibhag Kelavni Mandal	Local
6	31/12/2010	Aspee Kanya Vidhyalaya, Antalia	Seminar on Effective Communication in Classroom Education	Local
7	04/10/2011 to 05/10/2011	Gandhinagar	Workshop on preparation of Sanskrit Sem-II question paper in std. 11 th	State
8	21/10/2011	Bilimora B.Ed. College	GCERT and CTE organized Seminar on Adolescent Education	State

9	30/01/2012	District Institute Educational Training, Navsari	A speaker in seminar on Adolescent Education and Population Education	State
10	12/02/2012	Veer Narmad South Gujarat University, Surat	Seminar by Kamla B.Ed. College, Kamrej and Veer Narmad South Gujarat University, Surat	Local
11	13/03/2012	Bilimora B.Ed. College	GCERT and CTE organized Seminar on Research Methodology	State
12	21/05/2012 to 30/05/2012	Dahod	Workshop on Sanskrit Spoken in Sarasvati School, Dahod	District
13	21/03/2013	Bilimora B.Ed. College	A speaker in seminar by GCERT and CTE on “Sanskrit Care and Growth” for Sanskrit teachers of secondary and higher secondary schools	Local
14	23/02/2014	B.Ed. College, Daman	In national level seminar presented a research paper	National
15	20/03/2014	Bilimora	GCERT and CTE sponsored seminar on Research Methodology	State

Dr. K. K. Tandel

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	25/07/2010	Surat	Conference by Education Department of Veer Narmad South Gujarat University, Surat on presentation of J.Krishnamurti's thoughts	University
2	25/09/2010	N. H. Patel College of Education, Anand	Research paper presented in UGC sponsored national level seminar. Subject: Information about human rights in trainee: A study	National
3	23/11/2010	Shreerang Shikshan Mahavidyalaya Bilimora	A speaker in three day seminar organized by GCERT and CTE on "World peace and human rights"	State
4	24/12/2010	Bilimora	A speaker in seminar on "Communication Skills" for primary school teachers of L. M. P. School	Local
5	31/12/2010	Antaliya Bilimora	A speaker in seminar on "What is a Good Presentation" for teachers of Aspee Kanya Vidhayalaya	Local
6	31/12/2010	Shah N. H. Commerce College, Valsad	A research paper presented in UGC sponsored state level conference Subject: Group Learning in Education Training Institute: An Experimental Study	State
7	10/07/2011	Surat	Leadership in one day training on "Choice Based Credit System" by KCG Gandhinagar and Veer Narmad South Gujarat University	University

8	28/08/2011	Surat	SBCS sponsored seminar on semester-wise curriculum blueprint debates in Veer Narmad South Gujarat University – Education Department	University
9	17/09/2011	N. H. Patel College of Education, Anand	A research paper presented in NAAC sponsored national level seminar Subject: Group Learning in Education Training Insitute.	National
10	25/09/2011	Khambhat	A research paper presented in UGC sponsored state level conference Subject: Workshop on Awareness of Human Rights for pre-service Teachers by Shrirang Shikshan Mahavidhyalaya	State
11	21/10/2012	Bilimora	CTE sponsored seminar on “Adolescent is the best period of life” in Shrirang Shikshan Mahavidhyalaya	State
12	01/03/2012 to 03/03/2012	V. S. Patel College of Education, Bilimora	Three days seminar by Navsari District and KCG on “Quality through research by UGC Minor Research Project”	State
13	07/10/2012	V. T. Choksi Sarvajanic College of Education, Surat	One day seminar by GCERT and CTE on “U-Turn in Teaching-Learning”	State
14	16/10/2012	Gandhinagar	Vayva Seminar on “Development and Problems in Primary Education in Navsari District” as a guide and M.Phil. internal examiner in Kadi Vishvavidhyalaya	State

15	16/01/2013	Bilimora	Conversation in Seminar on “My Favourite Book” Book: “Savdhaan Aa Raste Khatro Che” Kundan Baa Sports and Culture Center. A. V. Patel Commerce College	Local
16	04/07/2013	Ahmedabad	As an evaluator Dissertation proposal for evaluation of M.Ed. programme in IGNOU	National
17	14/02/2014	Rofel Arts and Commerce College, Vapi	As a college leader in workshop Subject: Guidelines for NAAC reaccreditation	Local
18	23/02/2014	College of Education Nani Daman	A research paper presented in National level seminar on “Education at Crossroad” Subject: Group Learning in Education Training Institute: A Survey Study	National
19	19/07/2014	Surat	One day seminar on “Quality in Higher Education and UGC scheme XIIth Plan Guidelines” Veer Narmad South Gujarat University area college Principal association and Navyug Science College, Surat.	University
20	01/10/2014	Bilimora	A speaker in one day seminar by GCERT Gandhinagar and CTE Bilimora	State

Dr. G. R. Patel

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	11/01/2009	Vivekanad B.Ed. College, Surat	Seminar on Innovative Practices in Teacher Training Program	State
2	18/01/2009	V.R. Bhakta B.Ed. College, Kamrej	Seminar on How to Prepare a Research Proposal and Research Paper	State
3	03/10/2009 to 04/10/2009	V. T. Choksi Sarvajanik College of Edu., Surat	Workshop on English Language Teaching	University
4	07/11/2009 to 08/11/2009	Shri Sarvodaya Shikshan Mandal Sanchalit B.Ed. College, Surat.	Seminar on Quality Improvement at School Level	National
5	05/02/2010	Sheth P. T. Mahila College of Arts & Home Science, Surat	Seminar on 21 st Century GURU	State
6	13/02/2010 to 14/02/2010	Smt. Z. S. Patel Women's College, Surat	Seminar on Empowering Women through Education	National
7	25/09/2010	N.H. Patel College of Edu., Anand	Seminar on Human Rights and Human Development : Futuristic Role of Teacher Education	National

8	17/12/2010 to 18/12/2010	V.N.S.G.U. Surat.	Workshop on English Language Teaching	University
9	03/04/2011 to 05/04/2011	H. M. Patel Institute of English, Vallabh Vidhyanagar	Workshop on KRP of English Subject	State
10	28/08/2011	V.N.S.G.U. Surat.	Seminar on B.Ed. Semester System (CBCS)	University
11	18/09/2011	B.C.J. College of Edu., Khambat	Seminar on Human Rights	State
12	13/03/2012	Shrirang Shikshan Mahavidhyalaya, Bilimora	Seminar on Research Methodology	State
13	06/10/2012	OSHO Lotus Charitable Trust, Surat	Workshop on New Vision and Direction in Education	University
14	07/10/2012	V. T. Choksi Sarvajanik College of Edu.	Seminar on U-Turn in Teaching-Learning	University
15	20/03/2014	Shrirang Shikshan Mahavidhyalaya, Bilimora	Seminar on Research Methodology	University

Dr. S. N. Vasava

Sr. No.	Date	Venue	Details of Seminar/Conference/Workshop	Level of the program
1	28/01/2010	College of Education, Kharod	Workshop for Understanding the Curriculum and Framework for B.Ed. Course	University
2	10/07/2011	V.N.S.G.U. Surat.	Seminar on B.Ed. Semester (CBCS)	University
3	28/08/2011	V.N.S.G.U. Surat.	Seminar on B.Ed. Semester (CBCS)	University
4	18/09/2011	N.H. Patel College of Edu., Anand	Utilization of Resources in Secondary Teacher Education for Quality Improvement	National
5	13/03/2012	Shrirang Shikshan Mahavidhyalaya, Bilimora	Seminar on Research Methodology	University
6	04/04/2013 to 06/04/2013	Rofel College, Vapi	Workshop on Preparing Research Proposal and Capacity Building	State
7	21/02/2014	Smt. J. P. Shroff Arts and Commerce College, Surat.	Seminar on Folk Literature	State
8	20/03/2014	Shrirang Shikshan Mahavidhyalaya, Bilimora	Seminar on Research Methodology	University
9	23/11/2014	Shri V. D. Chevetya Mahila College, Rajkot	Seminar on Value Education	National

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

With an intention to enhance the quality of teaching learning, the institution has developed below mentioned teaching aids in the last three years:

For B.Ed. student teachers:

1. Two hand written magazines are prepared every year.
2. During first and second semester, content related charts, transparency sheets, models, story pictures, wall pictures, etc. are prepared for teaching subjects like social science, Gujarati, Hindi, Sanskrit, Mathematics, English, Science, etc.
3. To prepare self-study materials, faculties use internet and library resources to gather information.
4. Readily available charts, drawings, maps, etc. are used to enhance the quality of every delivered lecture.
5. Faculties use internet and other technology based equipments for preparing teaching materials
6. Power point presentations are prepared for better understanding and clarity of the topic content.

For Practice Teaching:

1. To enhance the quality of teaching, student teachers use equipments like OHP, slide projector, LCD projector, mobile, tape-recorder, etc.
2. Teaching techniques and skills taught during micro teaching sessions are used by student teachers during practice teaching.
3. Student teachers try to understand diverse learning needs of school students and use available resources to cater the learning needs of every student.

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

The institution has all the necessary infrastructural facilities like:

- An enriched library with a number of books, journals, magazines, encyclopedias, etc. which cover all the topics of B.Ed. curriculum.
- To develop instructional materials, equipments like computer, laptop, internet, printer, scanner, Xerox machine, CD's and DVD's, etc. are available.

In addition to this, we would like to state that during the last 3 years a mechanism of online submission of project work is introduced. Also, student teachers are given all the necessary knowledge concerning the use of ICT based equipments in their practice teaching sessions. Also, since ours is a College for Teacher Education, we are offered a special grant by GCERT for developing teaching materials.

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

Details of ICT/ Technology related instruction material developed during last five years:

Total 100 CD's, 05 Audio Cassettes, 05 Video CD's, 50 Transparencies etc. were prepared on different subjects making the use of technology.

Video Film on "India an underdeveloped Country"

Transparencies on subject like:

- a. Hindi Grammar
- b. English Grammar
- c. Action Research
- d. Skills of Micro Teaching and Many more.
- e. State
- f. Sanskrit Grammar
- g. Classroom Interaction

- h. Education Tech
- i. Skills of Micro Teaching
- j. Brain Storming

CD's on subjects like

- a. Science & Technology
- b. Demand
- c. Supply
- d. Poverty
- e. Syllabus of Economics content
- f. Grammar of Sanskrit
- g. Syllabus of English Method
- h. Gujarati Grammar
- i. Science Method and Content
- j. Mathematics Method and Content

More than 5 Audio-Cassettes on Songs and Poems in Gujarati are available.

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

During last 5 years, there has been no training programs or workshops organized by the institution. However, we make sure that all our faculty members participate in such programs when organized by other institution. For this, necessary facilities like leaves, adjustment in lectures, etc. is done and they are motivated to enthusiastically participate in such activities for improvement of teaching quality. The details of the training programs and workshops attended by the faculties during the past 5 years are as follows:

Principal Dr. K. R. Naik

Sr. No.	Date	Venue	Details of Workshop	Level of the Workshop
1	03/10/2009 to 04/10/2009	V. T. Choksi College of Education, Surat	Construction of Question Bank – <i>Chairman</i>	University
2	25/05/2010 to 27/05/2010	College of Education, Modasa	Construction of aptitude test for Biology subject	State

Dr. M. N. Patel

Sr. No.	Date	Venue	Details of Workshop	Level of the Workshop
1	28/08/2011	V.N.S.G.U., Surat	Construction of Question Bank	University

Dr. V. N. Patel

Sr. No.	Date	Venue	Details of Workshop	Level of the Workshop
1	28/08/2011	V.N.S.G.U., Surat	Construction of Question Bank	University
2	04/10/2011 to 05/10/2011	Gandhinagar	Construction of Paper Setting of XI th standard	State

Dr. K. K. Tandel

Sr. No.	Date	Venue	Details of Workshop	Level of the Workshop
1	28/08/2011	V.N.S.G.U., Surat	Construction of Question Bank	University
2	14/03/2011 to 15/03/2011	DIET, Navsari	Module writing for primary teachers	State

Dr. G. R. Patel

Sr. No.	Date	Venue	Details of Workshop	Level of the Workshop
1	28/08/2011	V.N.S.G.U., Surat	Construction of Question Bank	University

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

Prin. Dr. K. R. Naik

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
Practice teaching school	Pragatisheel Shikshan	State	0976-327	Nov-Dec 2011
Philosophy by Jain Muni Udayvallabh Vijay	Aditya Kiran	State	0974-4657	Mar 2011

Amalgamation of new strategies into uplift teaching learning process	Book: reconstructing educational Pedagogy to Ameliorate existing teacher education	National	ISBN 978-81-920364-3-4	First Edi. 2011
A study of the probabilities to remove the obstacles against the quality improvement of the high school teachers of Dang district.	KCG E-journal	State	2320-0014	Aug-Sep 2012

Dr. M. N. Patel

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
“A Study of effectiveness & Swarnim Gujarat activities in B.Ed. College of Navsari”.	Research abstract collection of minor research project	State	978-93-5126-808-6	Mar 2011

Dr. N. K. Patel

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
A study of attitudes of students of standard 9 th towards mathematics	KCG E-journal	KCG E-journal	2320-0014	Aug-Sep 2012
A Study of effectiveness of teaching by models for the unit triangle of mathematics subject of standard 9 th .	Research abstract collection of minor research project	State	978-93-5126-808-6	Mar 2012

Dr. V. N. Patel

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
The availability and use of teaching learning materials in the learning of Sanskrit in College of Education	KCG E-Journal	State	2320-0014	Aug-Sep 2012

A comprehensive study of the leading secondary school of District Navsari	Research abstract collection of minor research project	State	978-93-5126-808-6	Mar 2013
Sanskrit Paddhati ane Vishai Vastu	Book	Local	978-93-5126-411-8	July 2013
Shikshanik Technology ane Shala Vyavasthapan	Book	Local	978-93-5126-413-2	July 2013
Shikshan Chintako ane Bhartiya Samaj	Book	Local	978-93-5137-790-0	Nov 2013
Vyaktitva Anukulan and Mapan Mulyankan	Book	Local	978-93-5137-791-7	Nov 2013
Bharat ma Shikshan Pranali no Vikas and Akdashastra	Book	Local	978-93-5137-792-4	Nov 2013
Shikshanik Technology ane Shala Vyavasthapan	Book	Local	978-93-5137-793-1	Nov 2013

Dr. K. K. Tandel

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
A study of the opinions of the seminar on “The awareness about human right” for pre-service teachers organized under the programme of CTE by Shirang Shikshan Mahavidhyalaya, Bilimora	Research abstract collection of minor research project	State	978-93-5126-808-6	March 2013

Dr. G. R. Patel

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
Group work and Pair work techniques: Studnts’ perception	Making learning enjoyable (Ahmedabad Management Association)	State	-	Aug 2009

Story Framing: A Creative Task	Aditya Kiran	State	0974-4657	Oct 2010
Parents' Philosophy of Education	Aditya Kiran	State	0974-4657	Feb 2011
A study of the views of secondary school teachers and students about competition	KCG E-Journal	State	2320-0014	Aug- Sep 2012
Study of Human Rights Enjoyed by Student teachers for their development in pre-service teacher education program	KCG E-Journal	State	2320-0014	Jan-Feb 2013
Shu Apne Javabdaar Nathi?	Aditya Kiran	State	0974-4657	Aug 2013
Sardarshri no Matrubhasha Prem	Aditya Kiran	State	0974-4657	Oct 2013
Hu Pustakalay	Aditya Kiran	State	0974-4657	Dec 2013
Monitor ni Pasandagi	Aditya Kiran	State	0974-4657	Feb 2014

Hajari Shikshak ane Vidyarthine Jodto Set	Aditya Kiran	State	0974-4657	Mar 2014
---	-----------------	-------	-----------	-------------

Dr. S. N. Vasava

Title of Article	Journal	Level	ISSN and Vol. No.	Month And Year
The study of teachers' opinion about the semester syllabus of standard 9 th of Gandevi Taluka	KCG E-Journal	State	2320-0014	Aug-Sep 2012

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

Prin. Dr. K. R. Naik

Sr. No.	Year	Details
1	2012	District co-ordinator for "Vache Gujarat Abhiyan" for Navsari District
2	2010	Appointed as Ph.D. guide by Veer Narmad South Gujarat University

Dr. M. N. Patel

Sr. No.	Year	Details
1	2010	Ph.D. Degree

Dr. N. K. Patel

Sr. No.	Year	Details
1	2012	Ph.D. Degree

Dr. V. N. Patel

Sr. No.	Year	Details
1	2011	Ph.D. Degree
2	2013	Recognized as P.G. teacher

Dr. K. K. Tandel

Sr. No.	Year	Details
1	2011-2015	Co-ordinator of CTE, Shrirang Shikshan Mahavidhyalaya
2	2012	Appointed as M.Phil guide by Kadhi Vishva Vidhyalaya, Gandhinagar
3	2013	Appointed as M.Phil guide by Veer Narmad South Gujarat Univeristy
4	2014	Appointed as M.Ed. guide by IGNU Ahmedabad

Dr. G. R. Patel

Sr. No.	Year	Details
1	2012	Ph.D. Degree
2	2014	Recognized as P.G. teacher

Dr. S. N. Vasava

Sr. No.	Year	Details
1	2014	Ph.D. Degree
2	2014	Recognized as P.G. teacher

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

Details of Minor Research Projects undertaken by staff are as follow:

Prin. Dr. Kishor R. Naik

Year	Topic
2010-2011	A study of the opinions of the trainees of B.Ed. about the teaching work going on in the school, before the start of their training & at the end of their first term training.
2011-2012	A Study of the obstacles and probabilities of its removal regarding the Quality improvement of the secondary and higher secondary schools of Dang District.
2012-2013	A Study of self assessment of adequate competencies related to leadership of secondary and higher secondary schools of Navsari District

Dr. Mansukh N. Patel

Year	Topic
2010-2011	“A Study of effectiveness & Swarnim Gujarat activities in B.Ed. College of Navsari”.
2011-2012	A Study of life oriented Educational activities organized by the B.Ed. training Colleges of Navsari District
2012-2013	A Study Teacher’s reading effect on the teaching work for the students of higher secondary schools of Jalalpore Taluka

Dr. Namrata K. Patel

Year	Topic
2010-2011	A Study of effectiveness of teaching by models for the unit triangle of mathematics subject of standard -9.

2012-2013	The phenomenological inquiry of Teacher — student Relationship in teacher Education institute.
2013-2014	A Study of views of student Teachers about teacher educators' behaviour

Dr. Vinay N. Patel

Year	Topic
2010-2011	A Comprehensive study of the Leading Secondary School of District Navsari.
2011-2012	The Presence and use of teaching learning materials in the education of Sanskrit in Education Colleges
2012-2013	A Study on the consumer awareness of the trainees of teacher education colleges.
2013-2014	Study of programmes which have been organised under “Swarnim Gujarat” in secondary schools in Gandevi Taluka

Dr. Kalpesh K. Tandel

Year	Topic
2010-2011	A study of the opinions of the seminar on “The awareness about human right” for pre-service teachers organized under the programme of CTE by Shrirang Shikshan Mahavidhyalaya, Bilimora
2011-2012	A Study of the effect of T.V. Programme on 11th std. Students in educational activities of higher secondary School in Navsari
2012-2013	The quality of education and the role of principal in the secondary school of Navsari Taluka: A Survey

2013-2014	A Study of the suggestions from the persons who are related with teachers trainees of Navsari District Regarding the quality improvement in secondary levels teachers Trainees.
------------------	---

Dr. Gayatri R. Patel

Year	Topic
2010-2011	A study of Student and teacher perceptions of learning needs.
2011-2012	A Study on the Views of Secondary School Teachers and Students on Competitions
2012-2013	Awareness and Application of the modcom Approach in Teaching of English at Secondary school of Gandevi Taluka : A study.
2013-2014	Views of Prospective teachers, In-service teachers and Teacher educators about teacher Education Programme: A Study

Dr. Shital N. Vasava

Year	Topic
2011-2012	The Study of Teacher's Opinions about the semester syllabus of Std — 9 of Gandavi Taluka
2012-2013	The Opinions of Gandevi Taluka Teacher's regarding evaluation of the first semester text book of Gujarati of 8 th standard: A Study
2013-2014	The Study of reasons for the pronunciation defects of Adivasi trainees of B.Ed., Colleges of Navsari District.

3.3 Consultancy

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

Yes, our Principal and faculty members have provided consultancy services during the last five years. The details of the same are given below:

- Our faculty members provide consultation as and when needed to private as well as public institutions of the surrounding area.
- Our Principal and faculty members also provide their consultation during interviews conducted for employing teachers at primary and secondary schools of the surrounding region.
- Our Principal serves as an advisor at Aspi Kanya Vidhayalaya. Furthermore, since he is a registered Ph.D. guide, he provides guidance to M.Ed., M.Phil. and Ph.D. students.
- Prof. Dr. M. N. Patel works as a councilor for IGNOU.
- Prof. Dr. K. K. Tandel is also a registered M.Phil. guide and hence provide guidance to students perusing M.Ed. and M.Phil.
- Our faculty members also provide necessary guidance to student teachers concerning the examination of TET and TAT.
- Prof. Dr. V. N. Patel conducts “Spoken Sanskrit” classes in surrounding schools.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, all our faculties are competent to undertake consultancy. Various fields in which our staff members can provide consultancy are:

1. ICT – Dr. Kishor Naik
Dr. Gayatri Patel
Dr. Shital Vasava
Dr. Namrata Patel
2. Research and Extension activities – Dr. Kishor Naik
Dr. Mansukh Patel
Dr. Kalpesh Tandel
Dr. Vinay Patel
3. Admission matter – Dr. Mansukh Patel
4. Personality Development – Dr. Kishor Naik
Dr. Vinay Patel
5. Career Counseling – Dr. Mansukh Patel
6. Women Empowerment – Dr. Shital Vasava
Dr. Namrata Patel
Dr. Gayatri Patel

With an intention to publicize the expertise and skills of our faculty as well as student teachers, the institution publishes a quarterly online magazine “Dhabkaar” and an annual magazine “Shrirangam”. All the original works of faculty members and student teachers are published in these magazines. Also, these magazines contain all the achievements of the institution.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

All the consultation services that the institution on the whole and the staff members individually provide are free of charge. Therefore, no revenue is generated.

4. How does the institution use the revenue generated through consultancy?

Not Applicable

3.4 Extension Activities

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

- Every year, the institution organizes such programs which benefits general public on a greater extent. A list of some of those activities is mentioned below:
 - Biscuit Distribution
 - Tree Plantation Program
 - Blood Donation Program
 - Literacy Campaign
 - Cleanliness Drive
 - Environmental Awareness Program
 - Plastic Awareness Exhibition
 - AIDS Awareness Exhibition
- Faculties of our college provide free consultation to different institutions. Their knowledge, guidance and assistance prove to be very useful to other institutions. For instance, our faculty member Dr. Kishor Naik and Dr. Mansukh Patel works at Aspi Kanya Vidhyalay as an advisor and Navchetan High School as a trustee respectively.
- Our Principal Dr. Kishor Naik, Prof. Dr. Mansukh Patel, Prof. Dr. Kalpesh Tandel and Dr. Gayatri Patel work as members of University Board of Studies. Their knowledge and experience proved to be useful

in making curriculum related decisions and thus they help all the university affiliated B.Ed. colleges.

- Our Principal Dr. Kishor Naik is also associated with following institutions and provides consultation to the same:
 - Amalsad Kelavni Mandal
 - Andheshvar Mahadev Mandir
 - Jilla Shikshan Talim Bhavan
 - Oasis Valley
 - DIET
- Prof. Dr. Vinay Patel is associated and works as a consultant in Billimora Vibhag Koli Patel Samaj, Billimora and Navsari Madhya Vibhag Koli Patel Samaj Kelavani Mandal and his guidance and experience are utilized by the said institutions.
- Prof. Dr. Shital Vasava is a member of Prayan Foundation and Social Institution, Vyara. Her guidance and input helps the said institutions.

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

The Principal and the faculty members maintain a very good rapport with the community. Care is taken that every activity organized by the institution benefits the community, especially the surrounding areas of the college. The benefits received from the community are listed below:

- Principal, teachers and student teachers raise fund once in a year from the community. In this fund raising activity, people from the surrounding area co-operate very well. This fund is utilized for helping economically weaker student teachers as well as in developing teaching-learning aids of the institution.

- Many donors from the society sponsor prizes of cash and kind to student teachers on different occasions like prize distribution and annual day.
- Lions Club of Billimora organizes competitions for student teachers of our institution and give prizes and certificates to winning student teachers.
- Schools in the surrounding area of the institution render their support in every manner with an intention to help student teachers acquire proficiency in teaching.
- Several NGO's also organize different activities, programs and competitions for our faculties as well as student teachers.

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

The future plans and major activities that the institution plan to undertake to provide community orientation to student teachers are:

- Development of Consultancy centre
- Development of Vocational Guidance Centre
- Conduct Personality Development Classes in Schools
- Undertake a project for school student and teachers on use of IT in schools

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

Yes, in the past 5 years, the institution has completed projects on the topics mentioned below especially with the intention of community development:

- Limiting and eradicating the use of plastic and plastic products.
- Developing botanical garden in practice teaching schools.
- Presentation of Swami Vivekanand's biography as a play.
- Vocational Guidance Program.

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

To develop social values in student teachers, the institution organizes:

- Blood Donation camps
- Distribution of biscuits in government hospitals and old age homes every Thursday.
- Tree Plantation
- Literacy Drive
- Eradication of blind faith
- Monetary support to Schools for Blind in Valsad, Navsari, Kachholi and Surat.
- Supporting women who are working from home by purchasing their goods.
- Supporting blind workers by purchasing handicraft items made by them.
- In everyday assembly, discussions on present social environment are done.

To develop citizenship values in student teachers, the institution organizes:

- Democracy election pattern is followed for student council elections.
- Seminar on Human Rights.
- Healthy discussions are done on the topic of duties and responsibilities of a good citizen.
- Complete information and additional discussion covering the topic of Voter's Rights is done.
- Celebration of National Festivals.

- With an intention to develop good citizenship values in student teachers, biographies of famous national heroes is presented and discussed.
- Presentation explaining the importance of National Flag.

3.5 Collaborations

- 1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

National Level Linkages

- GCERT (CTE)
- DIET
- DELL
- SCOPE

Benefits from linkages:

- The institution is recognized as a CTE (College of Teacher Education) by Gujarat Government. As a result of this recognition, GCERT sanctions a grant to the institution for enhancing the teaching quality and for professional development of the faculties. With the help of this grant, the institution develops several teaching aids, organizes seminar and workshops, etc. and ensures the improvement in teaching quality of faculties, teachers, Principals as well as student teachers. Also, a part of this grant is utilized by teacher educators to support their research work.
- By associating with DIET in Navsari, Dang and Valsad, our institution is able to organize several seminars and workshops. The institutions have initiated E-magazine and have arranged several guest lectures with the help of DIET.

- With an intention to develop computer skills of faculties as well as student teachers, Gujarat Government has sanctioned a special grant to develop a computer lab in the institution. A Dell computer lab with 26 computers all connected to internet is established and will start operating in 2015.
- Since we are maintaining very good terms with schools and other colleges of the area, full-support concerning the training and skill development of student teachers is extended by such institutions.
- Association with NGO's like Lions Club, Lioness Club and Rotary Club have benefited in the following ways:
 - Organizing programs like blood donation camps, medical checkup camps etc. have become easier.
 - Drawing, poetry, etc. competitions are organized by these NGO's and our student teachers are given an opportunity to prove their skills.
 - Lion's Club awards student teachers who have performed very well in university examinations and thus motivates them.

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

No such linkages have been established yet by the college. However, we are looking forward for such an opportunity.

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

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**

- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

Curriculum Development

Since ours is an affiliated institution, no linkages are helpful in development and designing of curriculum. Faculty members, work as members of University's Board of Studies, but the curriculum designed by university are followed as it is.

Teaching

- Several seminars and guest lectures are organized with the help of linkages that we have maintained with other B.Ed. colleges. Principal and faculties of other B.Ed. colleges are invited for enlightening our faculties and student teachers on topics like technology based teaching methods, use of ICT equipments while teaching, etc.
- Also, the Dean of Education department of the affiliating university is invited every year as a resource person in seminars covering topics like teaching methods, supervision and evaluation.

Training:

Principal and faculties of the institution with whom we have linkages extend their support and help in every manner to enhance the teaching-learning quality of our institution.

Practice Teaching:

For practice teaching, we have linkages with schools in the nearby areas. During the practice teaching session, student teachers undertake action research and try to figure out different issues concerning school education. They collect this data on the basis of the discussions that they do with school staff and Principal. Later, by studying every issue in depth, they come up with solutions and thus help the practice teaching school.

University organizes a competition on practice teaching in which all the affiliating B.Ed. colleges participate. By participating in this competition our student teachers get a very good opportunity to understand every teaching method in details as well as they understand how to perform the task of teaching even better.

Research

We have maintained good terms with other B.Ed. colleges affiliated to the same university. Due to this association, our Principal and faculties are invited for paper presentation in any seminar related to research. Also, they go for paper presentation in several other state and national level universities.

With the help of the grant given by GCERT for quality enhancement and advancement purpose, faculties are able to undertake minor research projects.

Consultation:

Consultation is offered as well as obtained from the institutions that we have linkages with. A teaching-learning conducive atmosphere is maintained.

Extension:

Linkages with NGO's and other public welfare organizations help the institution in organizing extension activities like AIDS awareness rally, blood donation camps, etc. with ease.

Publication:

The institution undertakes minor research project with the help and support of GCERT and CTE and abstract of these projects are published into books with ISBN numbers.

Student Placement:

The institutions linkages with practice teaching school helps in student placement. Our annual magazine "Shrirangam" has name and contact details of every student teacher clearing B.Ed. program and thus Principal

and staff of practice teaching school contact them or refer them as and when need.

**4. What are the linkages of the institution with the school sector?
(Institute-school-community networking)**

The institute has linkages with the following institutes:

1. L. M. P. Reva & M.C.Z. Higher Secondary School, Bilimora
2. J. J. Mehta Sarvajanik High School, Bilimora
3. M & R Tata High School, Bilimora
4. N. C. M. Kanya Vidyalaya, Bilimora
5. Aspee Kanya Vidyalaya, Antalia
6. Vaniya Mill High School, Antalia
7. R. N. Naik Sarvajanik High School, Sarikhurad
8. Sir C.J.N. Boys Highschool, Gandevi
9. D.I.Kapadia Girls High School Gandevi
10. H. D. Kanya Vidyalaya, Amalsad
11. H. D. Sarvajanik Vividhalaxi High School, Amalsad
12. Desai K.K. Sarvjanik High School, Dhamdachha
13. D. E. Italia High School, Chikhali
14. Sarvajanik Highschool, Bhathala (Internship)
15. The Ambika High School, Gadat (Internship)
16. B.C.J. Sarvajanik High School, Bigari (Internship)
17. Jamnabai Sarvajanik Kanya Vidyalaya, Valsad (Intemship)
18. P. P. Savani High school, Surat (Internship)
19. Kasbapar High school, Navsari (Internship)
20. Nagarpalika High School, Navsari (Internship)

College maintains excellent rapport with practice teaching schools. Principals and teachers of practice teaching schools are often invited to attend programs organized by the institution. Also, they are at times invited as chief guests to judge the knowledge of our student teachers as

well as to enlighten them more and more about the changing trends in school education system. Furthermore, we would like to state that, internship in reputed school gives a very good opportunity to our student teachers to understand the working of school better as well as most of the student teachers are absorbed by the practice teaching schools every year.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, the Principal and faculties are in constant contact with practice teaching school staff. They are often invited to attend programs organized by practice teaching schools as well as school staff is also invited to attend programs organized by the institution. Before every practice teaching session, the principal and concerned staff members of the institution contact practice teaching schools personally and make necessary arrangements. Also, practice teaching lessons are prepared by involving school staff and their conveniences, suggestions and recommendations are given due importance.

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

Our faculty collaborates with school, other college and university faculties in the following ways:

- Faculties are invited to attend programs organized by other institutions. Also, they are often invited to give enlightening lectures.
- In practice teaching schools, our faculty members are invited as judges and resource persons for several programs and activities.
- Faculties of the institution are also invited as chief guest on occasions like prize distribution, annual day, fair well programs, etc. of the practice teaching schools.

- Our faculties are members of university's Board of Studies thus this gives them an opportunity to collaborate with university faculties.
- Prof. Dr. Mansukh Patel of our institution works as a councillor in Indira Gandhi National Open University. Also, many of our faculty members work as external superintendent of other colleges.
- Principal and faculty members also work as internal and external guides for M.Ed., M.Phil and Ph.D. students.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

Research:

- Necessary guidance and consultation is provided by the Principal of the institution.
- Faculties are motivated and necessary arrangements in their teaching time table is done to attend research related seminars and workshops.
- Faculties are free to use all the available resources like library, computer, internet, printer, scanner, etc. of the institution to prepare themselves for paper presentation.
- Journals related to research and abstract of research projects are included in library.
- A special seminar on the topic of Research Methodology is annually organized by the institution with an intention to motivate and develop research attitude of faculties and student teachers.

- Student teachers are also encouraged to undertake research and for the same they are assigned Action Research Project which they have to undertake as a compulsion during their practice teaching session.
- Complete support is provided to staff members who are working on paper presentation and publications.

Consultancy:

- Our Principal and faculty members, provide special consultancy to newly established B.Ed. colleges.
- Latest reading materials that help faculties and student teachers to understand the changing trends of school education are added to library. This also helps them while providing consultancy to other schools and colleges.
- Faculties of college provide the services as member of LIC committee and selection committee, etc.

Extension:

- More and more linkages that can support our extension activities are made.
- For organizing extension and public welfare activities smoothly, well-known personalities from the community are involved in institution's activities.

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

Research:

- Every year the institution publishes a research abstract which bears ISBN number.
- Minor research project are undertaken by faculties and action research projects are assigned to student teachers.
- Every year a special seminar on the topic of Research Methodology is organized by the institution.

- Our Principal Dr. Kishor Naik renders his services as a research guide to students pursuing M.Ed., M.Phil. and Ph.D. degree course. Also, Prof. Dr. Kalpesh Tandel is a registered guide for M.Ed. and M.Phil. course.
- The faculties of the college develop different research tools.

Consultation:

- Prof. Dr. Vinay Patel prepared the question paper for XIth standard in the subject of Sanskrit.
- Prof. Dr. Kalpesh Tandel works for designing the teaching module for teachers.
- In addition to this, the institutions with which we have connections ask our faculties to render consultation services on different topics. Our faculties render this service without charging any consultation fees.

Extension:

- College has developed a botanical garden in the college and student teachers are given significant knowledge of the same.
- Every Thursday, in the prayer assembly, a donation is collected from faculties and student teachers. The amount received is utilized to distribute biscuits in government hospital as well as to help economically weaker student teachers.
- All the faculty members and student teachers are readily available to donate blood to needy patients of government hospitals.

**ADDITIONAL INFORMATION TO BE PROVIDED
BY INSTITUTIONS OPTING FOR
RE-ACCREDITATION / RE-ASSESSMENT**

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

- The principal of the institution motivates and provides sufficient guidance to faculty members for undertaking research activities.
- To enhance the quality of research activities, a part from GCERT grant is utilized.
- Duty leaves and necessary arrangement in the teaching schedule of faculty members is done who are undertaking research.
- The institution subscribes to research related journals and magazines.

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

- IQAC was formed after the first accreditation and meets regularly.
- Research and consultation activities are given priority.
- Research abstract bearing ISBN number is published by the institution.
- Complete data of all the activities and programs organized by the institution is maintained.
- Since the first accreditation, due stress is laid on consultation services and now in one way or the other every staff member is engaged in some consultation activity.
- Extension activities are given due importance and care is taken that every faculty member and trainee participates in extension activities.
- Faculties started undertaking publication work and their papers were published in e-journal and ISBN number bearing journals.



Criterion IV

INFRASTRUCTURE AND LEARNING RESOURCES

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes, the institution has a very good infrastructure as per the NCTE norms. The total area of the college including the campus, garden and main building is 12,000 Sq. Mts. The institution has two buildings, Center of Teacher Education and Academic. In Academic building in all we have 18 rooms which are divided into:

- Principal office
- Ladies room
- Clerk office
- 6 private cabins for faculties
- One computer and Xerox machine room
- 5 classrooms
- 4 method rooms
- One conference room
- Separate sanitary facilities for ladies and gents
- Library
- Computer Room
- Multipurpose hall
- Store room

In addition to this, the college has proper drinking water facility and for the same a RO plant is also installed. The institution has also developed a botanical garden keeping in mind the environmental issues.

Furthermore, in Center of Teacher Education building we have a Psychological Lab, Science method room, a Science lab, a Mathematics room, etc.

Details of Amount invested in developing infrastructure:

Sr. No.	Items	Approximate Amount
1	Books and Journals	1,00,000/-
2	Equipments (Refrigerator, water purifier, digital camera, public address system, inverter, DVD player, projector.)	2,00,000/-
3	Construction/Extension Renovation of: building, classrooms, laboratories, library, seminar hall, committee room	4,00,000/-
4	Essential spares and components for instruments and maintenance and repairing of instruments.	1,00,000/-
5	Improvement of existing premises	5,00,000/-
6	Competence building initiatives in college (for workshop)	1,00,000/-
7	Education innovations	1,00,000/-
8	Improvement of facilities in existing premises (Common room and sanitation facilities for women)	50,000/-
9	ICT in education	1,00,000/-

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

Until 1998, the college was running M.Ed. degree course and hence there are sufficient classrooms to satisfy and keep pace with the academic growth. Necessary equipments like books, audio-visual aids, etc. are purchased with the help of funds acquired by college as well as UGC grants (11 plan). The institution has also applied for UGC grant under 12 plan to meet the expenses of college building renovation. In addition to this, several funds in cash and kind are received from local donors, alumni, management, etc. which are all utilized to develop the existing infrastructure in some or the other way.

Furthermore, we would like to mention that the present infrastructure is sufficient enough to satisfy the present academic needs of the college. Also, the existing infrastructure is enough to keep pace with the academic growth for next several years.

3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

Facilities and equipments available for co-curricular activities, extra-curricular activities, sports and games:

- Library
- Psychology Lab
- Science Lab
- Computer Lab
- Multi-purpose hall
- Seminar hall
- Indoor sports room
- Common playground
- Common gymnasium
- Necessary sports equipments and indoor games like carom, chess, etc.
- Necessary musical instruments with appropriate sound system

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

Facilities like multipurpose hall, psychology lab, computer lab, library, hostel and equipments like LCD projectors and sound system are shared with outer agencies and institutions managed by the same Management on different occasions. Multipurpose hall and classrooms are also utilized to organize election activities, CTE seminars, workshops, etc.

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

To ensure the health and hygiene of the staff and student teachers, the institution has developed following facilities:

- Spacious and well-ventilated classrooms.
- Common room for girl student teachers
- Separate men and women sanitation facilities (care is taken that sanitation facilities are cleaned using good products and maintained properly)
- Dustbin in every classroom as well as in the corridors and all the accumulated waste is disposed properly.
- A complete first aid box is maintained and utilized whenever an emergency situation arises. For urgent medical attention, the institution has collaborated with Dr. Jayant Naik, who immediately visits the institution whenever an emergency arises.
- For clean and pure drinking water, the college has installed RO plant on the campus.
- Canteen facility is available on campus and light and healthy refreshments at competitive rates are offered to student teachers.

- Keeping the environmental issues in mind, the institution has planted sufficient number of trees on of the campus. Also, we would like to mention that a botanical garden is developed on our campus and student teachers are given sufficient knowledge concerning the use and benefits of different plants.
- Programs covering the topics like healthy life, yoga, importance of exercise, etc. are organized regularly by the institution for enlightening staff and student teachers.
- Three days Yoga camp is organized every year.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes, we have hostel facility on our campus for girls and it is also utilized by other institutions of the campus. 48 girls are accommodated in hostel for now and the facilities available are as follows:

- 25 rooms and each room is shared by 2 girls.
- Proper sanitation facilities.
- Uninterrupted supply of water and electricity throughout the day.
- Recreational facilities like common play ground, indoor sports equipments, television, etc. are available in hostel.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

Details of budget allocation and utilization are as under:

Sr. No.	Title	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Building	-	-	-	-	-
2	Laboratories	-	-	-	-	-
3	Furniture	-	-	6525/-	65,700/-	12,065/-
4	Equipments	-	-	-	-	-
5	Computer	7,000/-	-	2,000/-	-	-
6	Transport/Vehicle	-	-	-	-	-
7	Library reading materials	16,562/-	14,115/-	14,537/-	26,974/-	25,229/-

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

The smooth and regular functioning of the institution ensures that all the available infrastructure is used optimally.

- All the classrooms are operated regularly for carrying out teaching learning activity.
- Multi-purpose hall is utilized for organizing seminars, workshops and other co-curricular activities.
- Play ground and other sports equipments are also used on regular basis by student teachers.
- Library is utilized by staff, student teachers, alumni and students undertaking research work under the guidance of any faculty member of the institution.
- NGO's and outer agencies also sometimes organize programs on our premises and thus this adds to the utility of the available infrastructure.
- Science, psychology and computer lab are continuously used by staff and student teachers.

Furthermore, college building and classrooms are also used for programs like elections.

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

Being an academic institution, the college understands and feels responsible towards the environmental issues. Keeping this in mind, care is taken that the college campus is always neat and clean. As ours is a B.Ed. college, use of hazardous chemicals for academic purposes is minimum, yet the institution takes care that such materials are handled carefully if used for any activities. Some of the activities organized by the college every year with an intention to address environmental issues are:

- Tree Plantation Day
- Environment Awareness Program
- Cleanliness Drive
- Competitions like poster making and collage making on topics related to environment.
- Guidance and Exhibition regarding use of botanical garden and medical plants.

Moreover, the college takes due care that all the E-wastes are also disposed properly or sold out to an appropriate and concerned person.

4.3 Library as Learning Resource

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

Until 1998 Mr. Bhupat B. Desai served our college as a librarian for 27 years and since his retirement no permanent librarian is appointed. NOC for appointing a permanent librarian is in process. However, for now the

college has appointed an adhoc librarian, Mr. Kaushal Tandel (B.Sc., B.Ed. & B.Lib.), and thus the library is well-maintained and all library related activities are running smoothly.

- 2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

Library resources available for staff and student teachers are as follows:

Number of Books	23,576
Text Books	550
Reference Books	23,114
E-books	10
Journals and Magazines	44
Encyclopedias	03
Computer with internet connectivity	01
Educational CD and DVD	100

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

Yes, the institution does have a library committee which takes care of library functioning and reviews library resources. The composition and functions of this committee are as follows:

1. Dr. Kishor Naik (Principal)
2. Mr. Kaushal Tandel (Librarian)
3. Dr. Mansukh Patel (Senior Lecturer)
4. Student's Representative

Functions of the committee:

- Prepare the list of books to be purchased.
- Prepare the list of magazines to be subscribed.
- Design the format and method of lending books to student teachers.
- Takes decisions regarding the purchase of new software's and upgradation of library.
- Obtains feedback from staff and student teachers and takes essential steps accordingly.
- Organizes different programs covering the topics like importance of extra reading, etc.
- Manages library expenses and budget.

Furthermore, we would like to state that the librarian takes due care that all the library activities are optimally completed and necessary paper work is done. For instance,

- Register having complete details on books given to teaching-staff, non-teaching staff, student teachers and alumni is maintained.
- Demand registered is maintained.
- Register having details of new additions is maintained.
- New arrivals are displayed on library notice board and staff and student teachers are enlightened about the same by the librarian.
- Suggestion box is opened every week and if any strong suggestions comes up necessary steps are taken.

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

Yes, the process of Computerization is going on and the institution has purchased SOUL software for the same. Almost 50% of the books are entered in the data. The institution plans to obtain Online Public Access Control – OPAC in near future and thus monitoring of transaction of books will be completely computerized.

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

Yes, we have a computer in our library which is connected to internet. Librarian, staff and students are free to make use of this computer and internet facility. Furthermore, necessary reprographic facilities are also available in the library which is utilized by staff, student teachers, alumni and students belonging to other institutions who have access to the library.

6. Does the institution make use of INFLIBNET/ DELNET/ IUC facilities? If yes, give details.

No the institution does not make use of the said facilities but we have purchased SOUL software for smooth running of library activities. We also plan to purchase OPAC in future for handling library related activities.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

Working days of the library in an academic year are 226. It remains open for 6.30 hours every day. The library timings are 11.00 AM to 5.30 PM. During examinations, library timings are extended and it works from 10:00 AM to 6:00 PM. Our library is also working during summer and winter vacations and its timings are 8:00 AM to 12:00 PM.

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

Necessary details about the new arrivals are displayed on the library notice board by the librarian. Also, a new arrival rack for magazines is maintained in the library via which staff and student teachers gets to know about the new arrivals. In addition to this, the librarian verbally informs

staff and student teachers about the new arrival depending on their subject of interest. Teacher educators also advertise new arrivals in the classroom and inform and guide student teachers about the same. Staff are also informed about the new arrivals by the principal in the staff meetings and student teachers and staff both get to know about the same in prayer assembly too.

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

No, the institution does not provide book bank facility. However, we are planning to start the same in near future.

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

Special facilities provided to physically challenged student teachers are:

- Special sitting arrangement is offered to such student teachers.
- They are exempted from standing in any queues for library works.
- Librarian attends them on first priority as well as helps them finding the books and reading materials they are looking for.
- All our staff members and student teachers also help physically challenged student teachers in operating library and acquiring reading materials.

4.4 ICT as Learning Resource

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

Following ICT facilities are available in the college for ensuring the smooth running of day to day academic and non academic activities of the college:

Equipments	Quantity
Computers	40
Laptops	03
UPS	30
Printers	05
Xerox Machine	02
Scanner	02
LCD Projector	09
OHP	02
Television	02
Tape Recorder	01
Camera	02
Video Camera	01
Web Cameras	26
Display Monitor	01
Speakers	06
Paxiscope	01
Digital Podium	01
Smart Board	01

The institution has adopted the idea of ICT based teaching learning methods and hence all the above mentioned equipments are regularly and optimally utilized by teaching staff. Student teachers are also motivated to use ICT based teaching methods in their practice teaching sessions and for the same necessary guidance and training on the use of ICT gadgets is given to them by teacher educators.

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

Yes, there is a provision for computer education in the curriculum. In Semester-I MS Word and MS Excel and in Semester-II Power Point Presentation and Internet is covered.

Furthermore, student teachers are asked to submit their project work via email to their concerned teachers. Institution is working hard to increase computer literacy programs continuously. Also, Gujarat Government has developed a English Language and Computer Lab in the institution.

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

The institution very well understands the importance of the knowledge of ICT but it understands more the importance of its usage in teaching-learning process. Keeping this in mind, care is taken that all teacher educators make use of ICT in their teaching process. This not only ensures better understanding of the curriculum topics but it also ensures that student teachers will use ICT gadgets and equipments in future as teachers. Thus to incorporate use of ICT in teaching,

- Faculties are motivated to prepare their teaching plans using computer and internet facilities as well as prepare Power Point Presentation on their concerned topics.
- Necessary ICT equipments are made available in every classroom and sufficient and regular use of those equipments in teaching learning process is monitored by the Principal.
- Computer and internet facility are also made available in library for staff and student teachers to use.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The institution understands the diverse and changing learning needs of school students. Therefore, complete guidance and knowledge of using ICT equipments in teaching process is given to student teachers. In practice teaching sessions, student teachers use ICT in following ways:

- Gather information from internet and prepare CD's and presentations on units allocated to them.
- Use audio cassettes and transparencies while conducting a theory lecture.
- Use graphs, maps, charts, photographs, etc. available on internet to enrich the quality of practice teaching.
- Prepare self study materials using internet and DVD's.

4.5 Other Facilities

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

Yes, the institution does share its instructional infrastructure with other institutions. It is shared in the following way:

- Self study material like charts, graphs, CDs, etc. prepared by student teachers are given to the schools where they go for giving their practicing lessons.
- Faculties of other B.Ed. colleges share study materials prepared by our faculty members and utilize them in their teaching-learning process.

- Instructional equipments like LCD projector and other audio-visual aids are utilized by outer agencies whenever they organize a program in our institution.
- Schools and colleges located in the surrounding area of our institution also have access to our library. Also, alumni and students undertaking research work under the guidance of our staff members have access to library. Thus, reading materials from the library is shared.

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

All the necessary audio-visual aids like CD's, DVD's, transparencies, LCD, projectors, mike and sound system, etc. are available with the institution. Teachers educators make sure that such teaching aids are utilized while teaching sessions and as well encourage their student teachers to use them in their practice teaching sessions. Student teachers are given complete guidance on usage and maintenance of such equipments. To encourage student teachers further, the institution organizes a number of programs like seminars and workshops that help student teachers in understanding the usefulness of audio-visual teaching aids and their appropriate use in teaching field.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

For developing teaching skills of student teachers, the institution has developed a Psychology, Science and Computer Lab. Since the institution has developed these facilities in the past few years, equipments and materials related to these laboratories have not undergone any major

repairs or maintenance. However, as and when a necessity arises, the institution hires professionals and gets the maintenance as well as the repairing work done.

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

Multipurpose hall: The institution has developed a multipurpose hall with a capacity of 125 to 150 seating. All the necessary equipments and tools to organize a seminar or workshop are available in this hall. Appropriate and advance sound system are also installed.

Music and sports: The institution have a common play ground which is utilized for different outdoor games as well as an indoor sports room is developed which contains game equipments like chess, carom, etc. Institution also has musical instruments like harmonium, drums, etc.

Seminar hall / common hall: A seminar hall is developed with the facilities like amplifier, sound system, digital podium, computer, internet, etc. The seating capacity of this hall is 125.

Transport: The institution does not have its own transport vehicle. However, as and when a necessity arises, vehicles are rented.

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

Yes, all our classrooms are equipped with ICT tools like LCD projector, appropriate sound and mike system, digital podium, etc. Also, the institution has developed a smart class and installed a smart board in it.

4.6 Best Practices in Infrastructure and Learning Resources

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

All our faculties are computer literate and hence use of ICT based equipments in teaching learning is highly promoted. Every year, several seminars and workshops are attended by our faculty members which promote as well as motivate faculty and student teachers to use ICT in teaching learning process. Throughout the B.Ed. course, student teachers are explained in detail the importance of enriching their teaching lessons by using ICT based equipments. Efforts are made that every trainee becomes a tech savvy and thus enriches their practice teaching lessons with the help of ICT. To accomplish this goal, care is taken that every lesson prepared by faculty has use of technology in some or the other way. Faculty members work hard to ensure that teaching is completely student centric, interesting and ICT based.

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

- Use of digital podium in day to day academic activities.
- For better understanding of curriculum topics, PPT is made using charts, graphs, photographs and other related details available on internet.
- Student teachers are asked to submit their project work via email as well as they are also asked to submit their feedback, if any, via emails.
- Important and urgent information is distributed by sending Bulk SMS.
- Equipments like mobile, LCD, laptop, OHP, etc. are used by faculty as well as student teachers during teaching-learning.

- Use of ICT equipments is even motivated in co-curricular and extra-curricular activities.
- An e-magazine is published every three months.

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

The institution has an infrastructure as per NCTE norms and care is taken that the available infrastructure is used optimally to carryout day to day academic activities. Some of the innovative practices adopted by the institution in infrastructure and learning resources are:

- Appropriate budget is allocated for the maintenance and expansion of infrastructure.
- To make sure that all the infrastructure is utilized optimally, the institution shares its resources with sister institutions.
- Use of ICT based equipments in academic and office activities on regular basis.
- More and more reading materials, latest journals, magazines, encyclopedias, dictionaries, bibliographies, educational and research surveys, abstracts, reports, foreign publications, etc. are added to library every year.
- Computerization of library and extensive use of internet in gathering extra reading materials.
- Use of computer and internet by student teachers for completing project work and assignments.
- Submissions of project work and assignments via emails.
- Preparation of lesson plans using computer and internet facility.
- Preparation of self-study materials by student teachers with the help of online search engines.
- Use of LCD, over head projectors, digital podiums, PPT, transparencies and other audio-visual aids in teaching learning process.

- For uninterrupted power supply, UPS and generators are installed in campus.
- Development of Psychology, Science and Computer lab for better understanding of curriculum topics.

**ADDITIONAL INFORMATION TO BE PROVIDED
BY INSTITUTIONS OPTING FOR
RE-ACCREDITATION / RE-ASSESSMENT**

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

- ***Science lab, Psychology lab and ETC room needs improvement.***

Since first accreditation, several equipments are added to science and psychology lab. Also, its regular use is promoted amongst faculties and student teachers.

- ***The institution has an enriched library yet there is a scope to add more reading materials. Also, journals and magazines are limited in number and thus needs to be subscribed. Library also needs to be computerized.***

Since first accreditation, library has undergone several changes. Outdated and old books are disposed off and care is taken that useful and worn out books are refurbished. In past few years, institution has subscribed to 03 new journals and 44 new magazines. Also, 03 encyclopedias are added to library after the first accreditation. Library is also partially computerized using SOUL software and steps are taken to digitalize library completely. A computer with internet connectivity and a printer are also available in the library for staff and student teachers to use. There are in all 23,580 books in the library.

- ***Computers are not available in sufficient numbers. Usage of ICT based equipments in teaching learning must be promoted.***

After the first accreditation, the institution has purchased 30 computers and all of them are connected to internet. Care is taken that more and more ICT based equipments are utilized in teaching learning process. In order to accomplish this goal, equipments like LCD, over head

projectors, digital podiums and other audio-visual aids are added to classrooms. Also, 01 smart classroom is developed in which a smart board is installed.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

Keeping the observations and suggestions of the previous peer team in mind, several changes have been made in the institution and its working. For instance,

- Science, Psychology and Computer lab are developed. New and latest equipments are added to these laboratories and care is taken that these facilities are used on regular basis in teaching learning process.
- LCD, over head projectors, digital podium, computer, laptops, broad band internet connection, smart board and other teaching aids like charts, graphs, maps, CD's and DVD's etc. are added to the institution.
- Display materials, printer, Xerox machine, WIFI, generator, UPS, RO plant, sound systems, necessary furniture etc. are also added to the institution's infrastructure. Also, necessary renovation work like flooring and coloring is also undertaken.
- Computerization of library using SOUL software is done. A computer with internet connectivity is also added to the library and staff and student teachers have complete access to it for searching extra reading materials.
- A mechanism of collecting online project work, assignment and feedback is introduced in the past few years.



Criterion V

STUDENT SUPPORT AND PROGRESSION

CRITERION: V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

Centralized admission committee of the affiliating university grants admission to applicants for B.Ed. course. Admissions are strictly granted on merit basis and as per the UGC and Gujarat Government norms. Applicants who have completed graduation and post graduation in any field are eligible to apply for B.Ed. degree course.

Orientation Program:

Once the admissions are granted by Centralized Admission Committee, the institution organizes a four day orientation program. Student teachers who have gained admission in our college are warmly welcomed and after the basic introduction their counseling starts.

During the orientation program, all necessary information concerning the B.Ed. degree course is given to student teachers. All the faculty members conducts a introductory lecture and explains different aspects associated with B.Ed. degree course. A brief discussion on the below mentioned topics also takes place in the classrooms:

1. Significant Changes Introduced in Education
2. Present Academic Atmosphere Prevailing in Schools
3. Student Centered Teaching Learning
4. Importance and Meaning of Prayer Assembly

5. Behavioral Problems of Adolescence
6. Effective Leadership
7. Communication
8. Teenage and Suicide Cases
9. Expectation and Reality of Teaching-Learning Field
10. What is a Good Presentation
11. Life Skills
12. Language Skills of a Teacher
13. Necessity and Importance of Reading for a Teacher
14. Skills Necessary to Handle a School
15. Structure of B.Ed. Degree Course
16. Use of ICT in Classroom for Teaching

In addition to the above mentioned topics, topics like B.Ed. curriculum, selection of methods, co-curricular activities, extra-curricular activities, internal marking system, project and assignment submissions, practice teaching, etc. are also discussed briefly.

After the completion of the orientation program, every admitted student teacher is well aware of B.Ed. degree course and its different aspects. Student teachers are given complete guidance and advice concerning the different activities which they will be undertaking during the B.Ed. degree course.

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

The institution works hard to provide a safe, secured and learning conducive environment to student teachers. For this, there are several facilities developed in the past few years and utmost care is taken that the curriculum studies is not merely exam oriented but results into over all development of student teachers. In order to promote motivation,

satisfaction, development and performance improvement the institution provides its student teachers with following facilities:

- A clean neat and teaching learning oriented atmosphere on campus.
- All necessary and latest ICT equipments are available in classrooms for a better and more satisfying teaching-learning experience.
- All the classrooms are spacious and have appropriate sitting arrangements. LCD screens and projectors are also installed in every method room.
- Academic calendar and time table are designed before the commencement of the academic year and all the activities are organized systematically accordingly.
- A number of co-curricular and extra-curricular activities are organized throughout the year to ensure that every student gets a chance to show their inner skills and abilities. It is made sure that all the 100 student teachers participate in every activity.
- Several guest lectures are arranged throughout the year and subject experts are invited to deliver enlightening lectures on different topics.
- Our institution is recognized as a College for Teacher Education and therefore we get a special grant to develop teaching materials and train in-service Principals and teachers.
- A partially computerized library with 23,576 books is developed in the institution. Also, a computer with internet facility and reprographic facilities is made available in the library and staff and student teachers both have complete access to these facilities.
- Psychology, Science and Computer Lab are developed by the institution.
- A common play ground, indoor sports room, multi-purpose hall, botanical garden, etc. are developed with an intention to enhance the performance of student teachers in every field.

- Student teachers are given complete guidance concerning the competitive exams like GPSC, UPSC, NET, SLET, etc.
- Different committees are organized in order to monitor all the activities organized by the college and care is taken that each and every student teacher participates in such co-curricular and extra-curricular activities of the college.
- Peer tutorials are organized.
- Student teachers are given an opportunity to work as editors of college annual magazine.
- Student teachers act as members of different committees and hence play a vital role in organizing different activities throughout the year.
- Student teachers are asked to handle prayer assembly in order to inculcate in them the skills of conducting prayer assembly as school teachers.

Furthermore, we would like to state that a very healthy rapport is maintained by our staff members. Student teachers are free to contact any staff person for their studies related as well as personal problems. Also, a suggestion box is kept in library and in college campus and the Principal of the institution takes personal note of this suggestion box. If any grievance comes up, they are addressed with utmost priority and care.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Year	Male	Female	Total
2009-10	-	01	01
2010-11	-	01	01
2011-12	-	01	01
2012-13	01	02	03
2013-14	-	01	01

Reasons encountered for dropout:

- Marriage of female student teachers
- Family problems
- Physical problems
- Financial problems
- Going abroad for further studies
- Got admission in Ph.D.
- Got a lucrative job offer
- Low self-confidence and not sure about clearing exams

There is no formal mechanism adopted to address this issue but as soon as the Principal or any teacher gets to know about a student teacher who is at the risk of dropout, following measures are taken.

- A meeting with their parents is arranged and they are tried to convince that their child should not leave studies.
- Student teachers who are quitting studies because of job offers are explained in details the benefits of studying further as well as the job opportunities that they can expect once they are B.Ed. degree holders.
- Student teachers with low self-esteem are identified on the basis of their performance and all necessary measures like providing them extra-reading materials, initiating remedial classes, etc. are taken. Such student teachers are given necessary counseling and steps are taken to boost their confidence.
- Regular absentees are identified and interventions by faculty members are initiated.
- Student teachers who are quitting studies because of financial problems are helped by collecting a fund in college.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

Student teacher's overall development is the prime goal of the institution. Keeping this goal in mind, the institution takes all necessary steps to provide help and support to student teachers. There are a number of facilities and additional services that the institution and its staff provide to student teachers. Some of these additional services which help student teacher in clearing competitive examinations and prepare them to compete the present job market are listed below:

- Organizing educational tours
- Provide professional guidance as and when a necessity arises. Organize guest lectures specially to enlighten student teachers about present job market and expectations.
- Provide Psychology, Science and Dell Lab.
- Extra reading and reference materials are made available in the library.
- Inform student teachers about extra reading materials and important educational websites.
- Provide guidance for NET/SLET/TET/TAT and several other competitive examinations.
- Guide student teachers in selecting appropriate optional subjects and course content.
- Provide information concerning job vacancies as well as recommend student teachers.
- Provide career guidance and placement services.
- Prepare student teachers to face interviews successfully.
- When student teachers go for demonstration lesson in schools, they are given complete guidance and also materials that they can use while demonstrations are provided.

Gujarat Government has made TAT (Teacher Aptitude Test) for recruitment of teachers. Therefore we lay more stress on TAT or TET examination and prepare our student teachers to clear it.

Details about number of student teachers clearing

TAT/TET in last two years

Year	No. of student teachers clearing TAT/TET
2012-2013	17
2013-2014	23

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Most of the student teachers opt for teaching career and few teacher student teachers go for higher studies. The details of the same are given below:

Sr. No.	Year	Percentage of students going for higher studies	Percentage of students who opted for teaching career
1	2011-12	05%	90%
2	2012-13	06%	80%
3	2013-14	07%	92%

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

Yes, the institution maintains a healthy rapport with past students and helps them as and when they need it. They are free to contact the Principal and staff of the institution for any queries or professional advice.

Furthermore, we provide following facilities to our past students on regular basis:

- They are free to operate the library and borrow books and extra reading materials to support their research work.
- They can also recommend books, journals and magazines that should be added to library and such suggestions they can convey via suggestion box available in the library.
- Students who have taken up teaching as a career can borrow charts, graphs, maps, CD's, DVD's, PPT, transparencies, etc. from the college for their personal use at their respective classroom teaching.
- Students who constantly keep in touch are also informed about the new arrivals by staff and librarian.

Thus, there is a healthy bonding between past students and the institution and a constant give and take relationship exists even after student teachers graduating from the institution.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution does provide placement services, but it works on informal basis. The members working for placement services help student teachers in acquiring jobs. The institution constantly gets inquiries from nearby schools and other educational institutions and student teachers of the institution are recommended for the same. Also, mock interviews and placement agencies are arranged for student teachers' benefit. The numbers of student teachers who have benefited from these services in the past 2 years are as under:

Year	Number of student teachers benefitted
2012-2013	16
2013-2014	18

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

There are no such difficulties faced by the institution.

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

Yes, the institution does have arrangements with practice teaching schools for the placement of student teachers, but this connection is only limited to private schools. Appointments in grant-in-aid schools are given purely on merit basis and also only after clearing the TAT or TET examination.

Also, our annual magazine contains name and contact details of every student teacher and this magazine is distributed amongst the practice teaching schools. Therefore contacting any student teacher for placement is easy for practice teaching schools.

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

The placement cell of the institution consists of four members. The Principal and 3 staff members are a part of this cell. No special budget or services is provided for this cell since all the expenses of the activities organized by this cell are borne by the institution from the common budget and common infrastructure is used by the cell for its activities.

5.2 Student Support

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

At the beginning of the new academic year, Principal holds a meeting with staff and as a result, an institutional academic calendar is prepared. All curriculum, co-curriculum and extra-curriculum activities are listed and a date for every event is fixed. Sundays, holidays, vacations, internal and external examinations, etc. are all noted down and each activity is planned systematically. Care is taken that this calendar is strictly followed. Also, the calendar is flexible and if any necessity arises, alterations are made accordingly. The institution has adopted the mechanism of continuous monitoring and feedback collection as far as the academic calendar is concerned. The principal keeps on checking and verifying that every activity is undertaken as per the academic calendar. Staff members also keep on monitoring the success of academic calendar and if any problem arises immediate staff meetings are hold and shortcomings are responded. A feedback concerning the academic calendar is verbally collected by the Principal from teaching staff, non-teaching staff and student teachers. Taking this feedback into consideration the next year's academic calendar is planned more systematically.

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

The same academic calendar is followed for differently abled student teachers too. However, necessary facilities are provided for differently abled student teachers so as to make sure that they cope up and adjust with the planned curriculum. For instance,

- Internal and external examinations are conducted as planned but for physically challenged student teachers, care is taken that their examination classes are arranged on ground floors. Thus, necessary facilities depending on the type of disability of the student teacher are offered.
- Student teachers with compromised eye sight are seated in front rows.

- Sports, games, cultural activities, etc. are designed in such a way that differently abled student teachers can also participate in it.
- During practice teaching help is provided to write black board work and journals.

3. Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the institution does have mentoring arrangements and it is carried on two levels, in the institution and in practice teaching schools.

Mentoring in the institution:

Each faculty member is given a group of 12 to 14 student teachers and the concerned faculty member is supposed to mentor as well as provide academic and personal guidance to this group throughout the academic year. Mentoring by faculty is also done while micro teaching lessons when peer group of student teachers are attentive in classroom.

Mentoring in practice teaching schools:

When student teachers are sent for internship, principal and staff of their respective schools monitor their performance and report their respective supervising faculty. Throughout the 1 week of internship this monitoring continues as well as suggestions and advice for better performance are also given to student teachers.

In such a mentoring mechanism, both slow and advance learners are identified and advised accordingly.

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

- Seminar and workshops are organized for professional development of faculties. Also, they are motivated to attend such programs if organized

by other institutions and necessary arrangements in their teaching schedules and leaves are granted for this purpose.

- Science, Psychology and computer labs are developed by the institution.
- Faculties are provided with latest ICT based teaching gadgets and for their effective use the Principal guides and motivates the faculties.
- All types of research and publication activities of the faculties are supported and motivation is given.
- A number of reading materials is added to library every year and steps are taken to fully computerize the library instead of being partially computerized.
- Personal achievements of faculties are appreciated and announced at appropriate occasions.

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

Yes, the institution does have its personal website, www.srsmbilimora.in, which is regularly updated.

The details available on the institutional website are:

- Vision and mission of the college
- Infrastructure facility
- B.Ed. curriculum, internal and external examination system and monitoring and evaluation mechanisms adopted by the institution.
- Details concerning library, e-magazine of the college, alumni association, seminars and workshops organized by the college, etc.
- Mandatory disclosures, AQAR, photo gallery, etc.
- Details and achievements of teaching, non-teaching staff and past student teachers.
- Results, honors and list of seminars and workshops organized by the college.

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

There is no formal remedial program run by the institution for low achievers. However, low achievers are identified from the beginning of the academic year and care is taken that extra attention is paid to such student teachers. Following steps are taken to ensure progress and succession of low achievers:

- Remedial classes are conducted.
- They are given necessary details about extra reading materials.
- Before the internal and external examinations, low achievers are asked to solve previous question papers and necessary guidance is given in return by the faculties.
- After every internal examination, they are personally shown the answer sheets of advance learner and thus motivated to perform well.
- Advance learners are asked to help their fellow low achievers during classroom teaching for better understanding.

7. What specific teaching strategies are adopted for teaching

(a) Advanced learners and (b) Slow Learners

Advanced learners:

- Hidden talents of advanced learners are identified and they are guided to develop their skills further.
- Their learning needs are understood and lectures are planned accordingly.
- They are given extra responsibility during any co-curricular or extra-curricular activities to understand and use their capacity and capability to fullest.
- For assignment and project work, they are given difficult topics to prepare and hence the task is made more challenging.
- They are asked to teach in XIth and XIIth standard during lessons.

Slow learners:

- Their difficulties and queries are addressed on top priority.
- Topics for assignments and project work are assigned keeping their capability in mind.
- Complete guidance concerning the use of library, ICT and laboratories as a learning resource is given to them.
- Remedial classes are conducted for them.
- Their low performance in examinations is discussed with them in personal and necessary guidance is given.

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

Following guidance and counseling services are provided:

(a) Academic guidance and counseling.

The institution organizes a 4 day orientation program in the beginning of the academic year. Academic guidance and counseling is provided to student teachers right from the beginning of this orientation program. Further, throughout the course, guidance for preparing teaching lessons, project work, presentations, data analysis, extra reading, etc. are provided continuously. Past students who are planning for further studies also seek guidance from faculties.

(b) Career Counseling

Necessary information concerning the further study options and competitive exams that will help them securing better job opportunities are provided by faculty members. Guest lectures are arranged and student teachers are benefitted.

(c) Personal and Placement Counseling.

All our student teachers come from different social and economical background. Faculty members try to develop an emotional connection with every student teacher and thus try to understand their personal problems

and guide accordingly. The placement cell of the college helps student teachers in acquiring good jobs as well as prepares them to face interviews successfully.

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

A grievance redressal committee is formed in the institution which looks into the complaints of the student teachers. Following steps are also taken to understand the grievances of student teachers:

- Suggestion box is kept in library where in student teachers can drop their suggestions as well as complaints without revealing their identity.
- A healthy rapport with student teachers is maintained and a friendly atmosphere prevails on campus due to which student teachers can directly contact the Principal or members of grievance redressal cell and discuss their problems.
- At the end of every year, feedbacks are collected from student teachers and if any major complaint comes up immediate actions are taken.
- During Viva-voice they are asked about the suggestions for the college.

Grievances reported in the past two years are:

- Alteration in college timings.
- If student teachers cannot reach on time during practice teaching because of train schedules, they are considered and allowed to attend the next lecture.
- Grievance concerning the cleanliness of utility block.
- Library should be working on all days during vacations.
- For commuters, first period should not be arranged in morning schools.

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

Giving advice to student teachers for better performance is a continuous process. Right from the first day, student teachers' performance is monitored and their shortcomings are listed. Faculties recognize advance and slow learners and guide them accordingly. On different stages like while teaching in method room, during co-curricular activities, during practice teaching, internship, while submitting project and assignment work, etc. student teachers are monitored thoroughly and advised for improvement.

Student teachers' performance in extra-curricular and sports activities are also monitored with due concern. Each individual's performance is noted and their shortcomings are discussed with them in personal. Through continuous supervision and guidance, overall development of a student teacher is achieved.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Preparation for practice teaching starts with the writing and developing a lesson plan. Student teachers write a lesson plan and get it checked by their respective supervising faculty member. This process of checking and re-checking goes on until a perfect lesson plan is prepared. Thus, before going for practice teaching, every student teacher is completely prepared for practice teaching. Besides, the institution ensures the student teachers' competency to begin practice teaching by following activities:

Micro teaching:

Orientation: The concept of micro teaching is explained in detail to student teachers. Student teachers are divided into 8 to 10 groups and

every group consists of 12 to 14 student teachers. One faculty acts as supervising method master and takes complete responsibility of their respective group of student teachers.

Following 8 (4 + 4) skills in micro teaching are taught to student teachers:

- Set Induction Skill
- Skill of Fluency in Questioning
- Illustration skill
- Stimulus Variation Skill
- Explanation Skill
- Reinforcement Skill

Complete demonstration of each every skill is given by faculties. Videos are also shown to student teachers to clarify the concept of different teaching skills.

Planning Session:

- 4+4 micro lessons are given by each student teacher using both the methods.
- Feedback by peers and method master is given.
- Re-teaching by student teachers
- Re-feedback

Practice Teaching:

Student teachers are constantly monitored and continuous feedback and guidance is provided for improving their teaching skills. Monitoring is done by observers and method master.

- During team teaching, necessary details about lesson and lesson plan are explained to student teachers.
- Student teachers are divided on the basis of methods and method master explains every method in detail.
- Once all the points of preparing a lesson plan is cleared, every student teacher is given 2 lesson plans to prepare and these are checked and corrected by their respective method master.

- Complete demonstration is given by method master and necessary guidance and feedback to student teachers is provided.
- Macro lesson units are divided amongst student teachers and they are supposed to prepare a lesson plan accordingly. These lesson plans are checked and re-checked several times until a perfect lesson plan is prepared. Only after preparing a perfect lesson plan a student teacher is supposed to go for practice teaching.

Thus, by above mentioned pre-practice preparation, the institution ensures that every student teacher is completely prepared and competent for undertaking practice teaching.

5.3 Student Activities

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

- List the current office bearers**
- Give the year of the last election**
- List Alumni Association activities of last two years.**
- Give details of the top ten alumni occupying prominent position.**
- Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institution does have an Alumni Association.

(i) List the current office bearers

Designation	Name
Chairman	Prin. Dr. Kishorbhai R. Naik
Secretary	Prin. Jayshreeben Desai
Member	Dr. Namrataben K. Patel

(ii) Give the year of the last election

2014

(iii) List Alumni Association activities of last two years.

- Since last two years, OSA gathering is held and following activities are a part of this gathering.
 - Expert lecturers are invited to deliver speech on topics like “Present Education System, Teachers and Responsibilities”, “New Trends in Education and Teaching Quality”, etc.
 - Student teachers who have secured highest marks are awarded with medals and cash.

(iv) Give details of the top ten alumni occupying prominent position.

Sr. No.	Name	Present Position
1	Ratilal J. Patel	CEO, SUDA, Surat.
2	Dr. Kishor R. Naik	Principal Shrirang Shikshan Mahavidhyalaya, Bilimora
3	Ms. Jayshree Desai	Principal ASPEE Kanya Vidhayalaya, Antaliya.
4	Mr. Sunil G. Patel	Anti Corruption Bureau, Navsari.
5	Dr. Jayesh A. Naik	Reader Education Department, VNSGU, Surat.
6	Dr. Deepika B. Shah	Head of Edu. Department, VNSGU, Surat.
7	Dr. Nanu D. Patel	Faculty Member Shrirang Shikshan Mahavidhyalaya, Bilimora

8	Dr. Kishorsingh N. Chavda	Principal Amroli College
9	Dr. Sureshbhai S. Padvi	Reader Hemchandracharya North Gujarat University, Patan
10	Dr. Chhayaben R. Pandya	Principal Sarvodaya College of Education Shamaldevi Derol, Dist. Panchmahal, Gujarat.

(v) Give details on the contribution of alumni to the growth and development of the institution.

The main activity of the Alumni Association is taking care of medals and prize distribution amongst outstanding student teachers of the institution. For this purpose, every year 5 medals and an amount of rupees 4,416/- is distributed amongst outstanding student teachers of the institution. So far, rupees 19,500/- has been collected in this fund. With every passing year, more and more donation from Alumni Association is received. Apart from that, whenever any member of Alumni Association visits the college, on the basis of their past and present experience they guide and provide their valuable suggestions to student teachers.

Sr. No.	Year	Gold Medal	Silver Medal	Total amount spent in rupees
1	2011-12	5	1	4,332/-
2	2012-13	4	1	4,316/-
3	2013-14	5	1	4,416

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

With an intention to encourage student teachers to participate in extra-curricular activities, the institution organizes a number of programs throughout the year. Sports day, celebration of different days, annual day, various competitions, etc. are all organized to motivate student teachers to participate actively. Student teachers' achievements are appreciated and they are awarded for their outstanding performances which again encourage them to perform well. The details of the achievements of student teachers in the past two years are as follows:

2012-2013

Sr. No.	Practical work/Competititons	Name	Number
1	“Power Point Presentation” by Dharampur B.Ed. College	Patel Upagna R.	1
2	“Elocution Competition” by Naranlala B.Ed. College, Navsari	Patel Roshni S.	3
3	“Complete the Poem / Stanza Competition” by V. S. Patel College	Tandel Dinesh B.	2
4	“Drawing Competition” by J. Z. Shah Art and H. P. Desai College, Amroli, Surat	Patel Chirag D.	2
5	“Drawing Competition” by Satya Sai and V.S.Patel College, Bilimora	Patel Roshni S.	2
6	“Elocution Competition” by Shree Ram Krishna Mission Ashram, Vadodra	Patel Roshni S.	2

7	“Complete the Poem / Stanza Competition” by J. Z. Shah Art and H. P. Desai College, Amroli, Surat	Patel Avni C.	2
8	“Kite Flying Festival” by Bilimora Vibhag Kelavni Mandal	Patel Hardik N.	1
9	“Kite Flying Festival” by Bilimora Vibhag Kelavni Mandal	Mistry Ankita K.	2
10	“Rangoli Competition” by V.S.Patel College, Bilimora	Patel Roshni S.	2

2013-2014

Sr. No.	Practical work/Compeititons	Name	Number
1	“Prayer Competition” by J. Z. Shah Art and H. P. Desai College, Amroli, Surat	Patel Rimpal K.	1
2	“Patriotic Songs Competition” by V. R. Bhankta B.Ed. College, Kamrej	Patel Rimpal K.	2
3	“Chanting Sloka Competition” by J. Z. Shah Art and H. P. Desai College, Amroli, Surat	Chaudhary Shivranjni R.	2
4	“Chanting Sloka Competition” by Mahavir Vidhya Mandir B.Ed. College, Surat.	Chaudhary Shivranjni R.	2
5	“Elocution Competition” by Bhestan B.Ed. College, Surat.	Fofanya Varsha S.	3
6	“Model Presentation” by Education College, Nani Daman	Parmar Avni R.	1

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

Student teachers are constantly motivated to submit their personal and original works for college publications. By publishing below mentioned materials, the institution gives student teachers an opportunity to show and prove their talents.

- Hand written magazines
- Annual magazine of the institution – “*Shrirangam*”
- E-magazine of the college which is published every three months – *Dhabkaar*
- Also, we have student corner, literature corner and library corner where students are free to display their works.

The Principal and faculty members of the institution take personal interest in institutional publications and thus guide student teachers and motivate them.

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

Yes, the institution does have a student council. Different student council committees are formed every year and the election and selection procedure is followed as prescribed by the affiliating university. For every committee, one chairman, one general secretary and members are selected. Funding for various activities organized by the below mentioned committees is borne from the common budget. Name and functions of different student council committees are given below:

(I) Finance Committee:

- Principal and staff members inspire student teachers to collect fund.
- The fund collected from student teachers, well-wishers and advertisements are utilized for organizing student teachers' welfare activities, preamble of magazine and organizing cultural programs.
- Members of finance committee also takes care of the budget accounts of different committees of the college.

(II) Magazine Committee:

- Committee members inspire faculty members and student teachers to give in their original works.
- Publishes the magazine "Shrirangam" annually. Prepares two hand written magazines and 1 quarterly e-magazine 'Dhabkaar'.
- Collects data and photographs concerning college activities and published it in the annual magazine.

(III) Planning Forum Committee:

- Committee members work hard to maintain notice boards, black boards, etc. Displaying important content and announcements, photos, news, posters, etc. is all done by the committee members.
- Morning Prayer assembly is planned and conducted by student teachers as guided by the members of planning forum committee.

(IV) Cultural Committee:

- National festivals, special day celebrations, etc. are all planned and organized by the cultural committee.
- Student teachers are given complete guidance by the committee members and are involved in the planning and execution of cultural activities.
- Annual Day Function is also planned and programs are executed as decided by the members of Cultural Committee.

(V) Tour Committee:

- One day compulsory educational tour is planned as prescribed by the affiliating university (Veer Narmad South Gujarat University, Surat.). The tour committee of the institution plans this tour and takes responsibility of student teachers and faculty members taking part who are participating in this tour. Places of educational, historical and scientific importance are selected and student teachers are taken for a one day tour.

(VI) Debate Committee

- Debate committee arranges various curricular and co-curricular competitions. Guest lecturers are invited and the member of debate committee takes care of the entire program.
- Student going for inter-college competitions are given guidance and are prepared to perform well by the members of this committee.

(VII) Sports Committee:

- The sports committee works hard to enhance the knowledge concerning sports and physical education amongst students.
- The committee organizes sports day every year and all the student teachers participate actively. Outdoor games like cricket, volleyball, kho-kho, race, etc. and indoor games like chess, carom, table-tennis, badminton, etc. are organized.
- Student teachers are also motivated by committee members to participate in sports tournaments organized at different levels.

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

Different committees are formed in order to handle works of different fields. Activities like cultural programs, sports competitions, debate and elocution competition, drawing competitions, poetry competitions,

celebration of different days, etc. are all handled by these committees and are organized as per the college academic calendar. All the office bearers of these committees as well as the student teachers who are members of these committees take active part in all the activities. The general secretary keeps a note of all activities as well as remains active throughout. All the staff members co-operate with the working of these committees and provide essential facilities and guidance. The Principal monitors and evaluates all the activities and takes care that every activity is successfully accomplished.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

There is no special or formal mechanism adopted to seek feedback from past students and employers. However, as and when a favorable situation arises, the Principal and staff members seek verbal feedback. If any constructive suggestion comes up they are given due importance and future activities and programs are planned accordingly.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

- A students' welfare fund is developed and student teachers belonging to economically weaker sections are provided monetary help.
- With an intention to develop compassion and social values among student teachers, the institution collects fund on every Thursday. Both

student teachers and faculty donate willingly as per their capacity and this collected fund is utilized in purchasing biscuits for distribution in old age homes, orphanages and government hospitals.

- Teaching-learning methods are adopted keeping the learning needs of both slow and advance learners.
- In cultural activity, a participation of 100 student teachers is maintained and monitored.
- To develop creative writing skills in student teachers, the institution publishes a yearly magazine “*Shrirangam*” and a 3 months e-magazine “*Dhabkaar*” and two handwritten magazines.
- Several competitions like quiz competitions, elocution and debate competitions are organized to develop interactive skills of student teachers.
- Seminars and workshops are organized for motivating student teachers on different topics.
- To develop their presentation skills, they are given a chance to conduct prayer assembly everyday.

**ADDITIONAL INFORMATION TO BE PROVIDED
BY INSTITUTIONS OPTING FOR
RE-ACCREDITATION / RE-ASSESSMENT**

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

- *There is no formal arrangement to seek feedback from student teachers.*

After the first accreditation, the institution has developed a formal mechanism to collect feedback from student teachers. Student teachers are given feedback forms at the end of every year and they are also supposed to fill in the online feedback form of the college.

- *No placement services are provided*

Placement cell is developed in the institution and steps are taken to prepare and train student teachers to face interviews successfully.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

- In addition to the government scholarships, the institution has also initiated a Student's Welfare Fund. Student teachers collect fund from the institution and the society and the amount collected is used to help student teachers belonging to economically weaker sections.
- Student teachers are encouraged to give their original works for publication in annual magazine as well as in e-magazine of the college.
- Student teachers work as members of different committees, they are assigned committee related duties with an intention to inculcate in them leadership and management skills.

- The institution works hard to minimize the dropout rate. Student teachers who are at the risk of dropout are given special counseling. If needed their parents are also invited and a meeting is held with them.



Criterion VI

GOVERNANCE AND LEADERSHIP

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values?

How are they made known to the various stakeholders?

Purpose:

To impart value based education, bring out creative aspects and inculcate in student teachers the qualities like honesty, patriotism and sincerity and thus provide highly educated, skillful and modest teachers to society.

Vision and Mission of the College:

- To impart high quality and value based education to student teachers.
- To provide necessary technical and professional guidance to the student teachers.
- To provide a clear vision to a student teacher, with an intention to make them creative and responsible thinkers.
- To provide necessary training and guidance to in-service teachers for their self-appraisal.
- To develop healthy relations with other educational institutes and society to enhance the quality of teacher education in general.
- To contribute towards a better and superior society by providing educational and social services.

Values:

The institution tries to inculcate in student teachers the following values:

- Modesty
- Sensitivity
- Punctuality

- Patriotism
- National Integration
- Tolerance towards all religions
- Gender equality
- Scientific attitude

The institution conveys its purpose, vision, mission and values to its stakeholders in following ways:

- Purpose, vision, mission and values of the institution are mentioned in institution's prospectus and website.
- The Principal of the institution mentions and conveys the purpose, vision, mission and values of the institution in suitable functions.
- Vision and mission are also displayed at the entrance of the college, on notice board, classrooms as well as printed in the annual magazine 'Shrirangam', calendar and newsletter.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the goals and objective concerning the society, school sectors, education traditions and value orientations are a part of the institution's mission. To fulfill its mission as well as goal and objective of presenting highly qualified, understanding and modest teachers to the society, the institution takes every necessary step and organizes various programs. By the completion of B.Ed. degree course, the student teachers are clear with the goals and objectives of the institution and the responsibility that any education institution bears towards the society. Once our student teachers are out they fulfill all their responsibilities by being a good and responsible teacher.

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

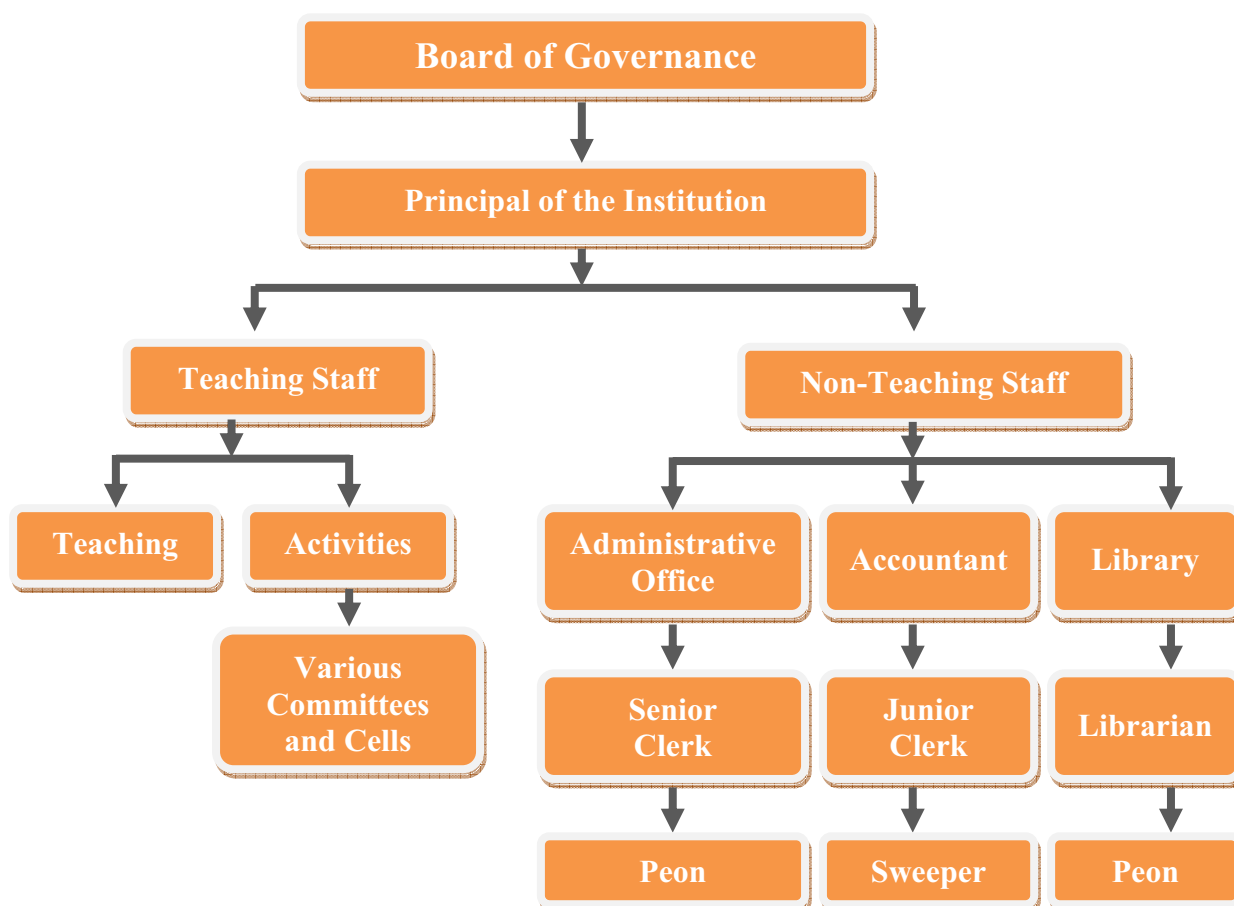
Shree Rang Shikshan Mahavidhyalay was established in June 1968 and is working under Bilimora Vibhag Kelavni Mandal. The office bearer of the management takes active role in decision making process of the institution.

The members of the Managing body are:

- Chandubhai K. Modi President
- Sureshbhai P. Nemani President, working committee
- Bharatbhai K. Patel Vice-President, working committee
- Bharatbhai M. Amin Chairman, standing committee
- Jasminbhai J. Desai Vice-Chairman, standing committee
- Mukeshbhai B. Mehta Secretary, BVK Mandal
- Bipinbhai M. Ahir Joint Secretary, BVK Mandal

The Principal, teaching and non-teaching staff and several committees work under this governing body and takes care that all the activities of the institution including teaching-learning are carried on effectively.

ORGANIZATIONAL STRUCTURE OF THE INSTITUTION



Activities of the Management:

- Decides norms and regulations of staff appointment.
- Prepares annual budget and monitors and verifies its implementation.
- Prepares Income and Expenditure budget.
- Makes sure all the institutional norms and regulations are followed.
- Helps in acquiring additional facilities and equipments.
- Motivates teaching and non-teaching staff to attend seminars and workshop which help them achieve excellence in teaching as well as self-appraisal.
- Appreciates and awards staff and student teachers for their outstanding achievements.

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

In the beginning of every academic year, staff meeting is held. The Principal of the institution delegates duties and responsibilities among staff members and throughout the year monitors the successful execution of those responsibilities.

Every staff members are assigned with duties and responsibilities as per their capacity and capability. Any mistakes if committed in the past academic year are discussed in detail and care is taken that the same are not repeated in the next year. Also, throughout the year, in every staff meeting a general discussion is held on the duties and responsibilities of every staff members and if any difficulties are faced resolutions are instantly passed.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The institution collects verbal feedbacks from all the stakeholders after the completion of every activity as well as at the end of every academic year. The Principal of the institution conveys the result of these feedbacks to the management during meetings and in general conversations. Thus, the management gets a clear idea about the working and activities of the institution regularly.

Furthermore, the management members are always invited in every activity of the institution. This gives an opportunity to the management to review every activity personally and thus monitor the performance of staff/student teachers and institution on the whole.

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

With an intention to continuously monitor the achievement of vision and mission of the institution, care is taken that every institutional activity, whether they are academic, co-curricular or extra-curricular, are thoroughly monitored and after the completion feedback concerning the same are collected. The Principal of the institution maintains constant contact with staff members and checks if all the institutional activities are in tune with achieving institutional vision and mission. Generally, no barriers in achieving institutional goals have been faced so far, but if any in future arises, they will be addressed with top most priority and concern. Also, the governing body, IQAC, staff and student council are always ready to help in achieving institutional goals and objectives.

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

The management maintains a good rapport with staff and tries to encourage them in every possible manner to take active part in improving the institution's performance. Following steps are taken by the management to motivate and encourage staff's involvement for improving and enhancing the efficiency of the institution:

- Provides necessary facilities to staff for enhancing their teaching quality.
- In any decision making process, staff are involved and their suggestions are taken into consideration.
- Management never forces any decision on staff without letting them know about it.
- Any difficulties faced by staff are resolved with utmost priority.

- Whenever staff members are invited as resource person by other academic institutions, they are given complete liberty to attend the same.
- Organizes several faculty development programs, seminars and workshops.
- Motivates and permits faculty members to attend orientation and refresher courses.
- If any faculty member is undertaking research work or working on minor research project, necessary facilities are provided by the management.
- Their achievements are very well communicated to the student teachers, stakeholders and society as well as they are appreciated on suitable occasions.
- The management organizes a “Get together” program for all the academic institution working under it and appreciates outstanding achievements of the faculty members on this occasion.

Such a friendly attitude adopted by the management motivates the staff's involvement in all institutional matters and processes.

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

The Principal works as the head of the institution and is involved in every activity of the college. He plays a vital role in conveying the institution's performance to the top management as well as maintains a healthy rapport between management and staff.

The principal takes care that all the duties are decentralized as per the efficiency and capability of teaching and non-teaching staff. Guiding staff and monitoring their performance, taking care that every activity of the institution is in tune with its goals and objectives, addressing staff and

student teacher grievances, etc. are all a part of the Principal's duties. Right from preparing the academic calendar to acquiring necessary grants and utilizing all the available resources all takes place under the Principal's supervision and as per his guidance.

The institution is fortunate enough to have a very responsible, precise and understanding Principal, who reports regularly to management, provides academic leadership to faculty, takes care about student teachers' grievances, acquires essential grants and make available necessary facilities to the institution all at the same time.

6.2 Organizational Arrangements

- 1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

FINANCE COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Discussed and decided the budget for the whole year.
2	Decided to guide student teachers to collect funds via advertisements and from well-wishers
3	Decided to utilize the collected fund for organizing cultural programs and publishing annual magazine

MAGAZINE COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decided the topics for annual magazine “ <i>Shrirangam</i> ”.
2	Collected student teachers’ and faculty’ creative works and other information for ‘ <i>Shrirangam</i> ’.
3	Selected student teachers’ creative works and put all the details about the activities organized by the college in the annual magazine.

PLANNING FORUM COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Discussed and decided to put photos, spark, news, etc. on college bulletin board.
2	Planned guest lectures and expert speeches to be organized in future.

CULTURAL COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decisions about celebrating national festivals and other different days.
2	Decision about training student teachers on how to present their skills in cultural events was taken.
3	Format of cultural programs and its activities were decided.

TOUR COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decisions about declaring one day tour was taken.

DEBATE COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decision about the various competitions held during the first semester
2	Decision about the various competitions held during the second semester

SPORTS COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decisions concerning sports day and games to be organized was taken.
2	Decisions concerning the physical and mental training to be provided to student teachers was taken.

SCHEDULED TRIBE DEVELOPMNT CELL	
Number of meetings held	Important Decisions Taken
1	Decisions concerning the government scholarships available for SC/ST/OBC was taken.
2	Decision regarding providing financial help to student teachers belonging to economically weaker sections was taken.

ANTI-SEXUAL HARASSMENT CELL	
Number of meetings held	Important Decisions Taken
1	Committee was formed and decided to inform student teachers about the activities of the cell and how their complaints will be addressed.

ANTI-RAGGING CELL	
Number of meetings held	Important Decisions Taken
1	Decided to inform student teachers about the activities of the cell and how their complaints will be solved.

WOMEN DEVELOPMNT CELL	
Number of meetings held	Important Decisions Taken
1	Decided to celebrate women's day and organize women awareness programs

EXAMINATION AND EVALUATION COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decided the dates of internal test of first semester and decision regarding paper setters was made.
2	Decided the dates of internal test of second semester and decision regarding paper setters was made.

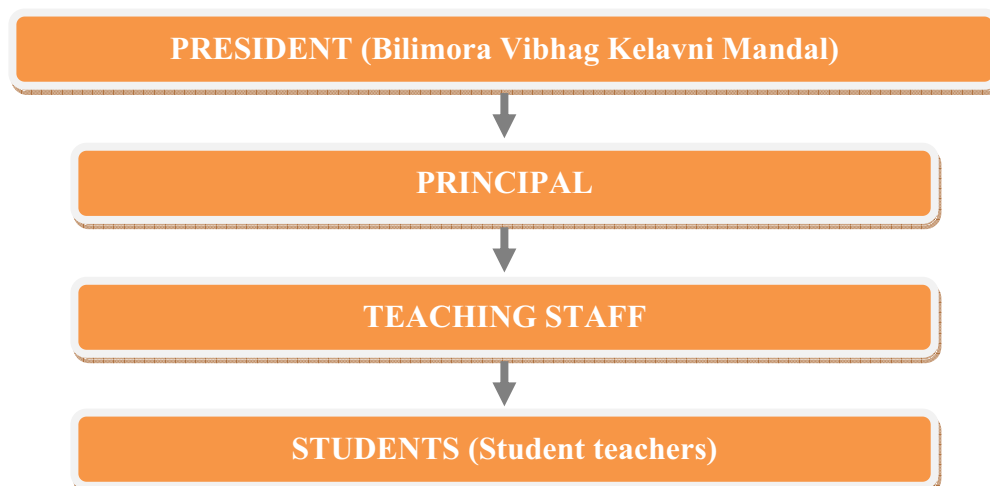
LIBRARY COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decided to purchase research related books and journals and inform student teachers and staff about the same.
2	Decided to discuss with management about providing more space for library and to conduct library association meeting.

IQAC COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decided to visit reputed teacher education institutions
2	Decided to submit SAR as per the revised format after February 2015

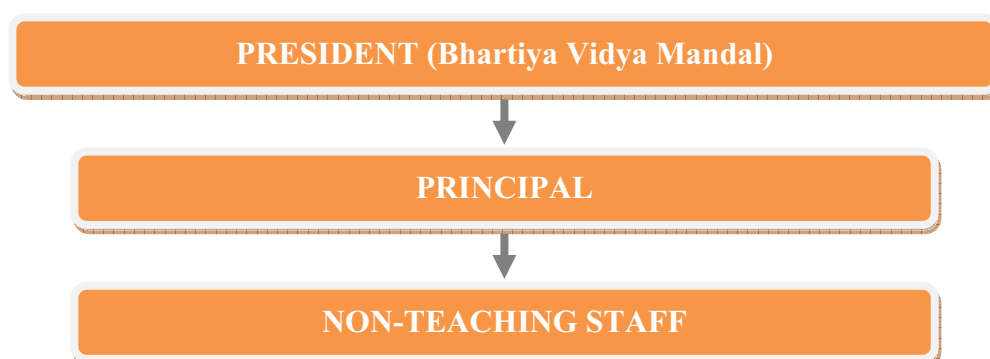
DISCIPLINE COMMITTEE	
Number of meetings held	Important Decisions Taken
1	Decided to instruct student teachers regarding the code of conduct to be observed while practice teaching

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

**ORGANIZATIONAL STRUCTURE FOR
ACADEMIC BODIES**

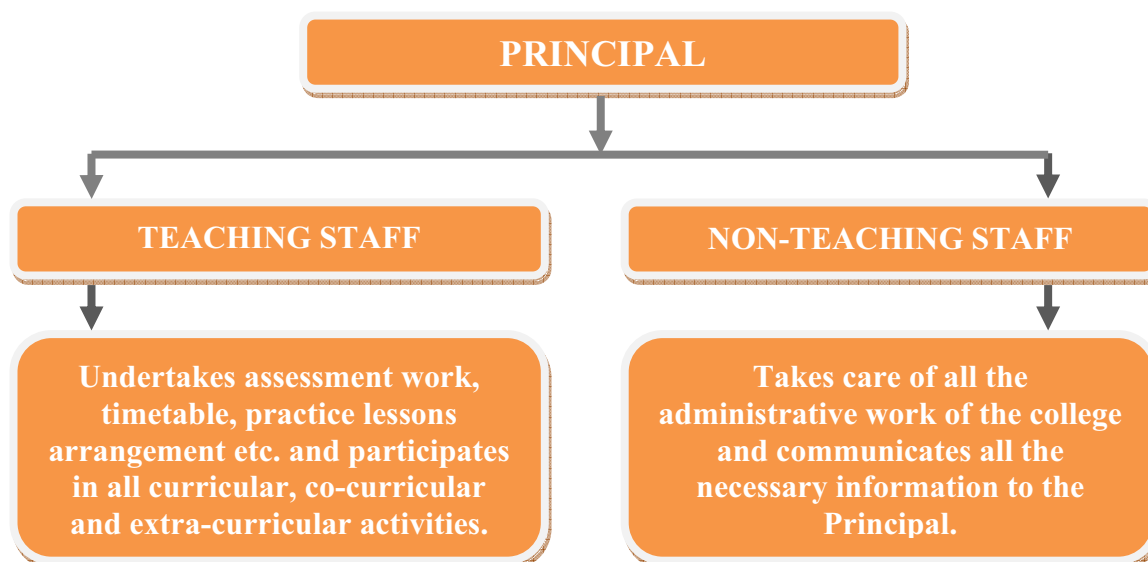


**ORGANIZATIONAL STRUCTURE FOR
ADMINISTRATIVE BODIES**



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

**THE ADMINISTRATION OF THE COLLEGE IS
DECENTRALIZED IN THE FOLLOWING PATTERN**



The given structure clearly explains that the Principal holds the final authority. All the duties and responsibilities amongst the teaching and non-teaching staff are delegated by the Principal. The teaching and administrative staff takes care of institution's working but the decision making power only remains with the Principal.

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

The institution works by maintaining a close contact with university departments, staff of other B.Ed. colleges and staff of schools and other educational institution of the city. Programs like inter-collegiate competition, seminars, workshops, etc. where staff and student teachers of other educational institutions participate give us an opportunity to

strengthen our relations with them. Constant interaction and collaboration ensures better quality of educational provisions.

With an intention to introduce new teaching methodologies, the institution organizes orientation programs for school teachers. Our staff members also hold meetings with staff and Principal of the practice teaching schools to ensure that practice teaching lessons are designed effective and necessary feedback is obtained.

Feedback and suggestions given by mentor teachers and Principals of practice teaching schools are considered.

The institution also arranges guest lectures and faculties of other institutions are invited. Experts from different fields are invited and asked to deliver lectures on various educational and social issues.

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

Yes, the received feedbacks are taken very seriously and used for enhancing the quality of teaching learning. Feedbacks give an opportunity to the institution to identify its strengths and weaknesses. Therefore, suggestions and complaints received via feedbacks are discussed in detail and decisions are taken keeping those suggestions in mind.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The institution is fortunate to have a very co-operative and understanding staff. Both teaching and non-teaching staff maintains harmony and a friendly atmosphere on the campus. Whenever a staff member attends a

seminar or a workshop, the details of the same are discussed in the staff room and thus every staff member gets benefited.

To strengthen the co-operation and sharing of knowledge amongst the staff, the institution takes following steps:

- Workload is distributed equally.
- Seminars, workshops, conferences, guest lectures and other such programs which help in staff appraisal are organized by the college. Also, if any other institution organizes such programs, staff is permitted to attend the same.
- By providing all the necessary ICT gadgets in the college, staff are given complete freedom to use innovative teaching techniques in classrooms.
- Staff members are appreciated for every achievement and they are motivated to discuss their experience in staff meetings.
- In staff meetings, every staff member is given complete freedom to express their views.

6.3 Strategy Development and Deployment

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

No, the institution does not have MIS in place for this purpose. However, the information about the activities and academic work undertaken are documents in the following ways:

- Information like vision and mission of the institution, history of the college, information concerning the management, teaching and non-teaching staff, courses offered, curriculum followed, etc. are displayed on the website.

- All the necessary accounting details, student teacher records, list of activities that are to be organized, etc. are computerized.

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

Human Resources:

Appointments are made as and when there is a necessity. Although, permanent recruitments are not done so the institution hires adhoc staff to fill in the vacancies. All the staff members are allocated duties as per their area of expertise and experience.

Financial Resources:

The college is a grant in aid institution. Therefore the main source of income is UGC grant and other government grants. The institution divides these funds as per the necessity. Also, the management of the institution provides funds as and when required.

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

Since ours is a grant-in-aid college, the government appoints staff. Care is taken that sufficient staff works for the institution and if there is a necessity to appoint teaching or non-teaching staff, adhoc appointments are done by college.

Financial resources are obtained by following means:

- Government grant
- UGC grant
- Monetary help from management
- Funds raised by fees and fund raising activities

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

In the beginning of every academic year, the Principal of the institution holds a meeting with the staff and prepares the academic time-table and calendar. Teaching days, different activities, celebration of days, internal and external examination, practice teaching, internship, vacation, etc. all are discussed in advance and number of days are assigned to every activity. During the planning process, principal and teachers of practice teaching schools are also involved and after consulting and involving them, academic calendar is prepared.

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

At the beginning of every academic year, during the 4 day orientation program, all the employees of the institution are involved in some or the other activities. During this program, institutional goals and objectives are discussed in detail and every person working with the institution is made aware about them. Furthermore, as soon as any appointment is done, the Principal personally communicates the institutional goals and objectives to the candidate and briefly explains their role in developing the institution. In order to make sure that every employee of the college is aware about institutional goals, they are also communicated in the following manner:

- Written on notice board of the library and main building.
- Enlisted on the institutional website.
- Orally communicated on suitable occasions like annual day or sports day.

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

Evaluation and monitoring of vision, mission and implementation plans are a continuous process. No formal mechanism is adopted for this purpose. However, as and when a necessity arises, the principal holds meetings with staff and management and makes necessary amendments. To get a clear picture, care is taken that oral and informal feedback is continuously taken and every received suggestion is given due importance.

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

With the passage of time, the institution has gradually provided all the necessary and latest technologies on the campus for staff and student teachers to use. All our classrooms are upgraded and have latest audio-visual aids installed in it. Teachers and student teachers both are motivated to make use of latest ICT equipments during their teaching sessions. Care is taken that all the equipments are upgraded regularly and maintained well. Faculty members are provided with computer, internet and reprographic facilities. Most staff members have completed training of Intel Computers in Veer Narmad South Gujarat University. Student teachers are also guided and given complete training about computer and internet usage, preparing power point presentations, multi-media package, etc. Internet and e-learning facilities are also available in the library and computer lab for staff and students to use. All the faculty members make use of new technology in teaching by using power point presentations, OHP sheets and several other ICT based teaching aids. Since the first accreditation, the institution has developed a Psychology, Science and a DELL Computer Lab. Total computerization of library is also under process. Thus, as and when a necessity arises and depending on the availability of funds and grants, the institution constantly make efforts to obtain new technologies for a better teaching-learning experience.

6.4 Human Resource Management

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

The institution identifies the faculty development need and career progression by following ways:

- Constantly communicating with staff.
- Principal's personal report.
- As a result of student's feedback.
- Self-appraisal report of the staff.
- Performance analysis.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The institution has adopted three methods of assessing staff's performance, which are as follows:

Feedback from student teachers:

The Principal obtains verbal feedback from student teachers whenever it is possible. At the end of every academic year, student teachers are asked to fill a feedback form concerning staff performance. For non-teaching staff, oral feedback is collected from student teachers.

Self Appraisal Report:

Every staff member is supposed to fill the self appraisal report as provided by the University. This gives both, the staff and the institution, an opportunity to understand the strengths and weaknesses of every staff member.

Evaluation by Principal:

The Principal of the institution also notes the performance of every staff member and prepares a report out of the same.

Yes, the institution uses this data for improving teaching, reaserch and service quality of the staff. From the received feedback if any constructive suggestion comes up, the staff in privately communicated about the same by the Principal. Later on, depending on those suggestions, the Principal evaluates and notes down the improvements.

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

- Necessary stationary materials are provided to staff and faculty at the beginning of every academic year.
- Facilities like, computer, internet and reprographic are provided to every staff member.
- A staff quarters is developed on the campus to accommodate staff members.
- Every academic or personal achievement of staff members are appreciated on suitable occasions.
- Necessary medical facilities are provided to staff members if they fall ill or meet with an accident while on duty.
- If staff works overtime, necessary refreshments are provided by the college.
- Class IV gets cycle, raincoat and umbrella from “Manav Utkarsh Mandal” and economically backward student teachers and staff members are helped.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

- In collaboration with GCERT, Gandhinagar and CTE Shrirang Shikshan Mahavidhyalaya, the institution organizes a seminar on Research Methodology every year with an intention to develop research activities amongst staff members.
- Several guest lecturers around the year are organized and some of them are specially organized for staff and faculty.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Since the institution is a grant-in-aid college, all the recruitments are directly done by Higher Education Commissioner, Gandhinagar as per the norms of State Government and affiliating University. The process of the same is as follows:

- N.O.C. is obtained from Higher Education Commissioner, Gandhinagar.
- Online applications are invited by the Higher Education Commissioner, Gandhinagar and interviews are fixed at Gandhinagar.
- The composition of the interview committee is as follows:
 - One representative of the University.
 - One representative of the State Government.
 - One representative of the Management.
 - One subject expert appointed by the University.

- A merit list is prepared according to the fixed marking system (95+5).
- The fixed pay offered for the first five years is 16,500/-.

The staffing pattern for the courses conducted in the institution is as follows:

B.Ed. Faculty:

- Open – 03
- SC – ---
- ST – 02
- OBC – 02

Non-Teaching Staff

- Open – ---
- SC – 01
- ST – 01
- OBC – 01

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Adhoc faculties are appointed on the basis of below mentioned three facts:

- Qualification
- Experience
- Background

Adhoc faculties are appointed as and when there is a necessity to fill in the vacancies. The salary of adhoc faculties are provided by management and the institution and their working hours and workload are comparatively less when compared to regular faculty.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

For the professional development of the faculties, the institution has installed all the necessary and latest equipments in the college. These equipments help faculty members in enhancing their teaching quality. A number of seminars, workshops and conferences are also organized and subject experts are invited to enhance the quality of any organized program. Care is taken that staff members participate in these programs actively and thus get benefited. As far as the budget allocation is concerned, all the expenses of the programs which are specially organized for staff development are borne by the common budget. If any staff member is willing to attend a conference, seminar or workshop organized by another institution, necessary adjustments in their teaching schedule is made and if necessary they are also granted leaves. In addition to this, the enriched library of the college has abundant reading materials and staff members are free to recommend reference books for the library. Computer, internet and reprographic facilities are also made available for the staff. Moreover, GCERT – Gandhinagar, provides funds to support minor research projects undertaken by faculty members. Faculty members are also motivated to conduct M.Ed. and M.Phil. lectures.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

All our staff members have their personal cabins. Personal cabins of the faculty members contain a cupboard, table, chair and necessary electrical fittings. Also, faculty members have their personal computer with internet connectivity, a landline phone, intercom and a 4GB pen drive in their cabins.

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

To seek information:

- College office
- Principal and staff members
- College website
- Notice board
- Library
- Office Superintendent

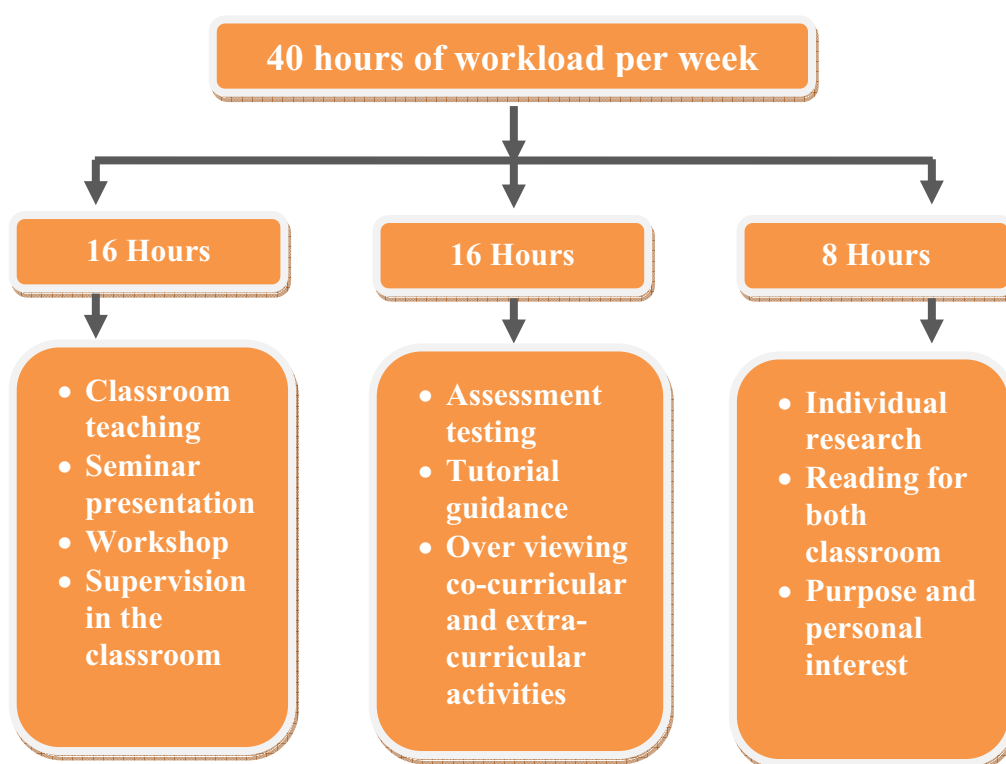
Student teachers can give their suggestions as well as can make complaints through:

- Suggestion box in the library
- Directly to Principal
- Convey via student council

Staff can make their complaints by either talking to the Principal directly, bringing up the issue in staff meeting or by communicating it to the management.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The workload of the faculties is decided and duties are assigned on the basis of UGC norms. Each teacher has to work for 40 hours a week as per the norm of UGC and University.



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

Yes, there are a number of ways in which the institution motivates and appreciates staff achievements. The details of the same are given below:

- Necessary announcements are done in prayer assembly
- Press note is given out having the necessary details of staff achievements.

- Staff achievement details are updated on institutional website.
- In management meetings, the Principal communicates staff achievements to the management.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

Yes, since ours is a grant-in-aid institute, we receive government grant Rs. 300 per student teacher per annum every year. For other expenses we get maintenance grant and salary grant. Also, as the college is recognized under 2(f) and 12(B) UGC act, it avails the benefit of several UGC grants.

Following are the details of the grants received in the past 3 years:

State Government Grant			UGC grant	
Year	Maintenance	Salary	Equipment	Books
2010-2011	90,454/-	36,65,389/-	-	-
2011-2012	40,798/-	34,65,658/-	-	-
2012-2013	71,782/-	44,95,924/-	8,68,800/-	-
2013-2014	-	54,15,574/-	-	-

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

Year	Resource	Amount
2011-2012	Advertisements/Well-wishers	2,12,651/-
2012-2013	Advertisements/Well-wishers	2,12,401/-
2013-2014	Cooler	2,24,750/-
	Computer – 10	
	Furniture for classroom, conference hall and science laboratory	

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

Yes, the operational budget is sufficient to cover the day to day expenses of the college. However, to meet with the salary expense of adhoc staff, funds collected from Management and student teachers' are utilized.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Following budgetary resources are used to fulfill the mission and offer quality programs:

- UGC and state government grants
- Student teachers' fee
- Donations
- Scholarships
- GCERT funds

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

Yes, the institute's accounts are audited regularly by an external chartered accountant. Also, the state government auditor has audited the accounts in 2011-2012. The audit reports of the last two years (2012-2013 and 2013-2014) are attached as annexure.

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

The institution has not yet completely computerized its finance management system. However, partial computerization is done, for instance salary bills are computerized.

6.6 Best practices in Governance and Leadership

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

Following best practices are adopted by the institution under Governance and Leadership:

- Academic calendar and time-table are prepared well in advance. Principal holds meetings with college faculty and with the principal and staff of practice teaching schools to make sure that everything goes as designed.
- A harmonious atmosphere is maintained on campus and amongst staff members. All the staff members are delegated responsibilities as per

their capability and capacity. The Principal monitors the performance and accountability of every staff member.

- Principal works as a link between the college staff and management and tries to maintain as much transparency as possible.
- A practice of continuous monitoring and evaluation is adopted which helps in understanding the success rate of the action plans.
- All the staff members are given complete freedom to undertake any academic related activities.
- As and when it is needed, student teachers are involved in decision making process of the institution.
- With an intention to enhance the quality of teaching learning, regular feedbacks from student teachers is collected.

**ADDITIONAL INFORMATION TO BE PROVIDED
BY INSTITUTIONS OPTING FOR
RE-ACCREDITATION / RE-ASSESSMENT**

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

- *The college must accumulate more financial funds.*

As suggested by the prior Peer Team, the institution has collected more financial funds from state government, UGC and other donations. The collected funds are utilized for acquiring new and latest equipments and maintaining the existing infrastructure.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

- After the first accreditation, several cells and committees are constituted by the institution with an intention to execute each and every activity smoothly and more effectively.
- Accumulation of financial grants from UGC, State Government and other donors to enhance the existing facilities of the institution.



Criterion VII INNOVATIVE PRACTICES

CRITERION VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

Yes, the institution has established Internal Quality Assurance Cell (IQAC) in 2007.

Composition of IQAC

- IQAC Chairperson
- Coordinator of IQAC
- Administrative Officer
- Faculty Members
- Management members
- Nominees from local society
- Student-teachers

Major activities undertaken

- Monitoring quality parameters
- Creating a learner centric environment
- Institutionalization of best practices
- Documentation of various programmes
- Preparation of Annual Quality Assurance Report (AQAR)
- Evaluation of Feedbacks
- Result Analysis

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

The institution invites feedbacks concerning each and every activity. Staff members, all the student teachers, the management, staff of practice teaching school, alumni and local public is involved in this feedback collecting mechanism. These feedbacks let the institution know where it is standing and how far are its goals and objectives achieved. By evaluating these feedbacks, the institution identifies its shortcomings and tries to alter its plans in order to achieve the stated goals and objectives.

3. How does the institution ensure the quality of its academic programmes?

In the beginning of each year, the academic calendar is prepared to make teaching learning more meaningful and useful. It also helps to focus on regularity, discipline and best results. Faculties use different methods of teaching in the classroom to make learning more effective and interactive. Apart from that, guest lectures are arranged every year as per the need of the content. The Principal and the in-charge of different Committees meet and review the progress made in terms of the quality of the programs offered.

Strengths and weaknesses of student teachers are recognized and discussed with the student teachers after theory and practical work. Accordingly, remedial classes are organized for slow learners.

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

The quality of the college administration is ensured through:

- Decentralization of administration
- Teamwork of the staff
- Establishment of IQAC

- In the administrative section, each non-teaching member has specific responsibilities and functions.

Quality of financial management is maintained through:

- Internal auditing
- External auditing

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

Good Practices are identified and discussed at various platforms. We have developed the practice of frequent faculty meetings where the information is discussed and disseminated smoothly. The information discussed in the faculty meetings is shared in Management board meetings also. Student councils also hold meetings at regular terms, so all the good practices are identified by the joint meeting of all these three constituents.

The institution shares its good practices by:

- Self-Appraisal Report.
- Giving press notes in news papers.
- Publishing e-newsletter every three months.
- Updating the college blog regularly.
- Rewarding the distinguished performance of the students on various occasions.
- Announcing the good practices in prayer assembly.

7.2 Inclusive Practices

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

The Institute follows the reservation policy as laid down by the Government and the Veer Narmad South Gujarat University in its admission process. At meetings held with the Principal, teachers are sensitized to the issues of inclusion. Faculties and Student teachers are encouraged to take part in the seminars organized to sensitize them towards the need of special education/ inclusive education in our curriculum transaction.

Inclusive education has been a part of new B.Ed. curriculum. The course 202 “Personality, Adjustment and Evaluation Techniques” gives an insight into:

- Adjustment: Meaning and concept, Difference between Adjustment and Maladjustment
- Exceptional children and also on the techniques for their education

The teacher educator who teaches the above topics ensures that student teachers are sensitized to inclusive practices through discussions of the basic topics.

Apart from this, academically weak student teachers are given extra guidance and counseling. Gifted student teachers are encouraged to take part in various competitions held at university and state level. The faculty members help the student teachers who are from rural and tribal areas, to get adjusted with college atmosphere. Institute helps the student teachers who are economically and socially deprived. Physically challenged student teachers are also helped by all means.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

As it is mentioned in the 7.2.1., Inclusive education has been a part of new B.Ed. curriculum. So through the topics given in the curriculum, student teachers are conceptually made aware about inclusive education. The

student teachers are encouraged to learn about inclusion and gender issues through activities like seminars, debates, workshops, poster presentation, dramatization, analysis of the present issues happened in the society in prayer assembly. Topics like health awareness, rape cases, women's day celebration, anti-dowry movement, female feticide etc. are discussed in the classroom and in orientation programme. Our college also has 'women cell' where the discussions regarding sensitive issues are held. Seminars on self-defense, domestic violence, human-trafficking were also held for female student teachers. In student teachers' council, 40% seats are reserved for female student teachers. Institution also takes care of physically challenged student teachers by giving them facilities and guidance.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

In the beginning of the year, the activities, carried out in academic calendar, are determined in such a way that they promote positive social values among student teachers.

❖ ***Social interaction:***

- Every Thursday, the fund is raised for the poor patients of surrounded areas. Student teachers go to the hospitals and distribute the biscuits to the patients.
- Student teachers participation in inter-college, zonal, university level competitions
- During internship programme, student teachers organize the cultural functions in practice teaching schools
- During internship programme, student teachers organize the exhibitions on various subjects in practice teaching schools
- Blood donation camp

- Celebration of various festivals
- Celebration of sports day
- Student teachers are divided in different SAPTADHARA (seven committees) according to their interest
- Every year, student teachers are divided in four-five groups randomly and ask to present a drama on the current issues of the society.
- Educational visit to hospital (cancer hospital, Ayurveda)

❖ *Active engagement in learning*

- Prayer assembly (thought of the day, Gujarat quiz, songs, anchoring, etc.)
- Participation in different intra and inter college competitions
- Attending seminars at college and other institutions
- Yoga Shibir
- Practical work
- Project work
- Teaching aid
- Term paper
- Micro teaching
- Practice teaching
- Laboratory work
- Use of group discussion, panel discussion, brain storming, programmed learning, team teaching, symposium, debate etc.

❖ *Self motivation*

- Analysis of the presentation in the prayer assembly
- Discussion after micro and macro lessons
- Participation in co-curricular activities
- Reinforcements after each activity
- Adequate facilities of library and internet

- Giving rewards and recognition in the form of certificates and prizes

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

As it is mentioned earlier, the teacher education curriculum encourages student teachers to develop proficiency for working with children from diverse backgrounds and exceptionalities. Apart from that, following measures are taken to develop proficiency for working with children from diverse backgrounds and exceptionalities:

- Practice teaching in schools of tribal, rural and semi-urban areas, aided as well as unaided schools
- Visits to the institutions working for the underprivileged.
- Interaction of student teachers with school students of diverse background

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

Every year, one or two physically challenged and differently able student teachers are admitted to the institute. This generally includes student teachers who are blind, physically and orthopedically challenged and hearing impaired. For such student teachers, every possible help is rendered by the institution.

Institution addresses to the special needs of the physically challenged and differently-abled student teachers enrolled in the institution in the following ways:

- Teacher educators of the institution keep a balance in class room environment for student teachers with special needs

- All the stakeholders including the non-teaching staff assist the physically challenged and differently able student teaches in the best possible way.
- Their lessons are arranged in schools and class rooms that are suitable to them.
- Equal opportunities are provided to these student teachers to take part in various curricular and co-curricular activities
- Special care of student teachers is taken by their respective faculty members according to their special skill or limitation.
- Scribes are arranged to write examinations for visually challenged.
- Classes are arranged on the ground floor for the convenience of the physically challenged.
- Seating arrangements and other comforts are provided as per their need
- Opportunities are given to tap their talents and raise their confidence and self-esteem

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

Large number of female student teachers are admitted in the college every year. The college provides an environment of safety and security to female student teachers. It has a separate girls' common room for female student teachers. Hostel facilities are also provided to girls.

The institution has formed women cell which looks into the grievances of female student teachers. The institute arranges competitions, debate on various issues regarding women. The institute makes provisions for handling and responding to the gender sensitive issues by organizing one day workshops and lectures on several issues related to women empowerment and gender equality like:

- Human rights of women

- Domestic violence
- Human trafficking
- Self-defense
- Rifle shooting class
- Women empowerment

7.3 Stakeholder Relationships

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

The institution ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following manner:

- The institute publishes its e-magazine ‘Dhabkaar’ containing all information regarding the college every three months.
- The institute publishes its annual magazine “Shrirangam” every year which provides information about faculty’s academic achievements, student teachers’ achievements, the result of B.Ed., articles of the student teachers and staff, activities of the year and winners with photographs.
- An annual report of the college is presented by the G.S. of college in Annual function
- Website is updated regularly to provide up to date information
- Regular meetings are held with the stakeholders, i.e. members of the Society, the student teachers and the staff.
- Some information is also shared through E-mails.
- Through media and newspapers (press notes of each event), information is shared with stakeholders.

- Every year Alumni meet are organized in which along with the prize distribution and guest lectures, achievements of the college, future plans and feedbacks are discussed.
- The information regarding activities of the college, student teachers and faculty achievements and awards are displayed on the notice board from time to time.

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

- After every activity, oral feedbacks from the student teachers and staff members are collected.
- Towards the end of the academic year written feedback from student teachers is collected for assessing the teaching competency of teacher educators.
- The student teachers also express their feelings, opinions and expectations on the farewell function organized at the end of the academic year.
- We mark a day for showing answer sheets of the first test to the student teachers to make them realize their mistakes during the test. Our faculty members guide them how to overcome them and give them enough confidence to make a qualitative progress.
- Regular meetings of faculty members and the Principal helps in keeping a check on success and failure of plans and their implementation.
- The institute also has a suggestion box in which student teachers are free to drop their suggestions as well as complaints.

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

The below mentioned feedback mechanisms are in vogue to collect, collate data from student teachers, professional community, Alumni and other stakeholders on program quality:

Feedbacks from student teachers are taken in written as well as online at the end of the year. The data is analyzed by the Internal Quality Assurance Cell (IQAC). Teacher educators also analyse the data and improve their performance accordingly. Verbal feedback from alumni is obtained. Its analysis is used in curriculum development and Teaching, Learning and Evaluation process. We also take feedback from the Principal of practice teaching schools regarding the performance of the student teachers and needful action is taken as per their feedback. Feedback from the employers is obtained informally during the staff meetings and other occasion. Feedbacks from the parents are also taken informally during their visit and on the day of annual function.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR RE-ACCREDITATION / RE-ASSESSMENT

1. How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are reflected in the various transactions addressed in the college.

1. Contributing to National Development by:

- Celebration of national festivals and observing national days
- Contribution in teaching, research and extensions services through committed faculty and student teachers

2. Fostering global competencies through:

- Adoption of ICT enabled learning strategies
- Communication and personality development programmes
- Arranging guest lectures
- Community oriented activities
- Exposures to workshop and seminars
- Talk and debate on current social, educational issues in prayer assembly

3. Inculcating a value system through:

- Introducing 'value education' and 'environmental education' as subjects
- Prayer assembly
- Thought for the day
- Campus cleaning
- Celebration of various days
- Organizing seminars on value-based education
- Extension works

4. Promoting use of technology through:

- Computer laboratory to provide computer literacy
- Preparing individualized instructional materials like programmed learning material, computer assisted instruction, etc.
- Providing ICT training in development of teaching learning materials
- Adopting innovative methods of teaching learning
- Documents preserved with the help of computers
- Facility of internet for faculty and student-teachers

5. Quest for excellent through:

- Establishment of IQAC
- Continuous evaluation and remedial work
- Self-appraisal
- Democratic principles
- Strategic planning
- Lectures by experts

MAPPING OF ACADEMIC ACTIVITIES IN THE INSITUATION

MAPPING OF ACADEMIC ACTIVITIES IN THE INSITUATION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Admission and Orientation	█	█																																			
Theory	█	█	█	█	█	█	█	█	█	█	█	█	█		█	█		█	█			█	█		█												
Tutorials/ Seminars											█	█																		█	█						
Sessional Work – Tests & Assignments													█	█																							
Practical Work												█	█																								
Preparation of Internship																						█															
Demonstration/ Observation of lessons		█	█	█	█																																
micro teaching/ simulations	█	█	█	█																																	
Practice Teaching/ Internship						█	█	█	█	█	█	█	█										█	█													
Co-curricular Activities			█	█	█	█			█	█	█	█		█				█	█							█	█										
Working with community		█	█	█		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Project Work / End-Term Examination													█	█			█									█											

**DECLARATION
BY THE
HEAD OF THE
INSTITUTION**

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

**Signature of the Head of the institution
with seal:**

Place:

Date:

ANNEXURES

ANNEXURES

List Of Annexures Attached

1. Peer team report and certificate of the previous accreditation
2. A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central govt. / regulatory bodies and affiliating university/board
3. Institutional academic time-table and calendar
4. A copy of the syllabus
5. Master plan of the institution
6. Sample of student feedback form on curriculum and faculty
7. Sample of feedback form on practice teaching by teacher educators, peers and staff of practice teaching schools
8. Audited income-expenditure statement of the last two years
9. A copy of the latest recognition order issued by NCTE
10. Copy of 2(f) and 12(b) certificates
11. University results for previous academic year

PEER TEAM REPORT AND
CERTIFICATE OF THE
PREVIOUS ACCREDITATION



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Shri Rang Shikshan Mahavidyalaya
Morarji Desai Marg, Bilimora, Dist. Navsari, affiliated to
Veer Narmad South Gujarat University, Gujarat as
Accredited
at the B⁺ level.*

Date : May 21, 2006



Navad
Director

- This certification is valid for a period of Five years with effect from May 21, 2006
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C⁺ grade, 65-70-C⁺⁺ grade, 70-75- B grade, 75-80- B⁺ grade, 80-85-B⁺⁺ grade, 85-90- A grade, 90-95-A⁺ grade, 95-100-A⁺⁺ grade (upper limits exclusive)

Quality Profile

Name of the Institution : Shri Rang Shikshan Mahavidyalaya

Place : Morarji Desai Marg, Bilimora, Dist. Navsari, Gujarat

Criterion	Criterion Score (C _i)	Weightage (W _i)	Criterion X Weightage (C _i X W _i)
I. Curricular Design and Planning	75	10	750
II. Curriculum Transaction and Evaluation	80	40	3200
III. Research, Development and Extension	50	05	250
IV. Infrastructure and Learning Resources	80	20	1600
V. Student Support and Progression	80	10	800
VI. Organisation and Management	70	15	1050
		100	$\Sigma C_i W_i = 7650$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7650}{100} = 76.50$$

krasad
Director

Peer Team Report
Shrirang Shikshan Mahavidyala Bilimora
Governed By Bilimora Vibhag Kelavni Mandal Bilimora
Gujarat

Introduction

Shrirang Shikshan Mahavidyala Bilimora Was Established In June 1968 Under Bilimora Vibhag Kelavni Mandal. The college is recognized granted college under ugc section 2(f)/12(b) of the ugc act 1956 and affiliated to veer narmad south gujarat university surat. The college is located in urban area having campus area of 14.46 acre of land. This land shared by experimental school and degree college. In addition to B.Ed. The college is running cte course of dr. Babasaheb ambedkar open university. The college has a strength of 108 students in b.ed. Programme and recognized by ncte vide letter no. To run B.Ed. Programmes for 100 students, but as per the direction of state government the college has enrolled 108 students. Being an old college having strength of 9 faculty at its initial stage. But at present the college has a strength of 5 faculty on regular basis and 4 faculty on adhoc basis.

Shrirang shikshan mahavidyala is devoted to the cause of providing education and teacher education to the society of this region with the help of 2 educational institutions which Includes LMP experimental school (plus two level) and degree college in arts and science. The college offers b.ed. Programme and also granted status of college of teacher education (cte) by ugc in 1988.

Contd..1

The college has a library having a capacity of 20 students in addition to this the college has a hall, multipurpose auditorium and also education technology, psychology and science laboratory. Psychology and science lab are combined together in a room. There is a need to have a provision of separate science and psychology labs. In addition to this these labs are to be upgraded in terms of equipments and test batteries to make them operational functional. The college has girls common room, staff room, principal room and office accommodation. There also exist boys' hostel but there is an urgent need for girls' hostel. The main source of income of the college is the grant-in-aid provided by state government to meet the salary of faculty and staff and fees charged from the students(.... From boy and rs.from girl) th deficit of the budget is met by raising funds from the community.

The college was awarded the best college award for the year 1987-88 by the state government and the college has credit of having fourteen gold medals for B.Ed. From 1970-2005 and 4 medals for M.Ed. During 1982 to 1986. The college is maintaining consistency in achieving 100% result of the B.Ed. Students admitted. The college is working with DPEP project in collaraboration with gcert for carrying out action research and also engaged in in-service training programmes of teachers working in secondary and senior secondary schools by organizing seminars.

Criterion i -curriculum design and planning

developing core teaching skills in a simulated setting .in addition to effective transaction of subject content stress is being laid on vale waste education on community activity. The students are also provided facilities, sport, and games and encouraged all the students in at least one sport and game. Then 30 lessons are to be delivered by the students during practice teaching, 15 in each subject. The faculty helps the students in developing competency in effective teaching through effective supervision.

The teachers are also engaged in writing books and guiding action research. Post lesson guidance on instructional material for preparation of lesson material is also given to the student. Although the feedback to the student is provided through comments and suggestions by the faculty during micro teaching session but to improve skills and for better feedback there is need for audio recording and if possible video recording. The college maintained the record of the lessons transacted in a school and co curricular activities.

Although the faculties are encouraged to carry out teaching learning in an effective manner there is no provision for self evaluation/self appraisal for evaluating the performance of the faculty. The faculty is provided feedback of their performance in terms of the results of the students. Faculty members are also engaged in writing books on various topics concerned with the B.Ed. Course. Faculties are also encouraged in orientation, refresher course and seminars.

Orientation of in-service school teachers is also carried out by faculty.

Criterion III Research Consultancy And Extension .

Although faculties do participate in action research there is no significant contribution of the faculty in a quality research at the national level. There is a need to provide incentives to the faculty for research and development. The college faculty is involved in providing consultancy in DPEP project and in-service programmed of school teachers. The faculty has written books for B.Ed. And those books are used by the students. The principal and the faculty also participate in board of studies of the affiliating university. Two faculty members also recognized to guide PhD. Students. The faculty provides career guidance to teachers and trainees.

Criterion-iv

The college has beautiful building with sufficient members and rooms and hall for all co-curricular activities but there is no staff room for all the lecturers to sit together. There is no separate sanitary block for staff member .the College has a provision of technology lab. And psychology lab. But

these labs are to be upgraded and made operationally.....
It has new science equipments and psychological tests
although.....the
hall exits but need stage to perform activities. There is a
hostel for boys but no hostel for girls.

Botanical garden which is developed by science
faculty is noteworthy and it is special feature of this college
.but more attention is needed to keep such a big
infrastructure in shape and cleanliness.

There is no advisory committee for library. Due
to shortage of funds, books worth rupees ten thousand are
added to library every year .it does not have any inter -
library borrowing nor is it connected to other libraries in
the campus . There is no book-bank facility to students.
There is a shortage of national journals and latest reference
books .library need to be upgraded in digital manner.

Books in the library are very old and dusty, there is
a photocopier but not in the library. Resource material on
digital media is veryworking hour of the library are
from 11:00 a.m. To 5:15 p.m. Everyday. It means it is not
optimally utilized. Books are not issued on holidays, during
and before examinations when they are really needed.

Some audio cassettes are produced by the teachers but need more.....two staff members are really good in music and in use of various musical instruments. They take a lot of efforts to train the students in singing. Hence this is a unique college where all the students sing a variety of prayers every week, the prayers national anthem and Rashtrageet Is sung melodiously by all the students in good tune.

But computer and its accessories is neglected field in the college and need urgent attention.

Criterion-v student support and progression

The college does not publish its updated prospects annually. But it is published in its annual magazine. Only three students have passed NET/SLET exam. During past three years, approximately 10% to 15% are progressing for further studies. the college should motivate students for higher aspirations. There is no formal arrangement to seek feedback from the students. Yet there are many gold medalists from this college, which could be an indicator for its good teaching work.

The institution has a students' council and elected members work in different committees related to co-curricular activities. there is no placement service.

The college has alumni association which is called as old students' association(osa).it is really a very active and supportive to the college, it provides financial help as well as gives awards and prizes to the college student. It also helps in publishing teaching/learning material.

Overall analysis

Shrirang shikshan mahavidhyalaya is a dedicated to the course of education and providing education and teacher education to the community in the state of Gujarat. The college was established on 1968 particularly to cater to the needs of teacher's education. The college has been awarded with best college award for the year 1987-88.the college has maintained consistency and the quality of result over the years. The peer team after visiting various infrastructure facilities of the college, and interactions with principal, faculty, staff, student's alumna and parents, observed several commendable achievements as mentioned below:

- (1) The college has made an excellent attempt to provide skills and competencies to teacher trainees with emphasize on value based education. the college has promoted a service training by carrying out a service orientation programmed and seminar. in addition to

this, various activities for the community have been taken up by the college.

- (2) The faculty although limited a number, but fully committed to their teaching job and make up all efforts to satisfy the needs and requirements of the students with the help of effective instructional strategy and teaching methods faculty also involved in action research and writing some books.
- (3) The students are well motivated to teach in schools to meet the challenges of different categories of students and also involved in helping community to maintain the ecological balances. The college has developed a new garden with medicinal plants maintained by students. The curricular activities with emphasis on cultural and value aspect have nicely been carried out by the students. They have really made an impact on overall development of the personality of the trainees.
- (4) The faculty is engaged in developing skill and competitive through----- but there is a need for developing effective feedback with the help of audio and video.
- (5) The alumni association is contributing a lot to motivate teacher's training by providing awards of in-----
- (6) Institute has infrastructure facilities like L.C.D., audio vcd, t.v., audio recorders and computers but

still there is a need to update I.C.T resources and laboratories.

Recommendation

(1) For effective teaching learning process, there is a need for professional development of faculty; there must be provision for granting and to teacher for participating in seminar, conference and carry out research ----- the management needs to keep a provision of budget and providing study leave to the faculty to ----- motivation and boost the morale of faculty and administrative staff. For quality performance this is urgent need of welfare scheme.

(2) Although this exist a faculty member, but those members who are adhoc/temporary has need to the regulated as the earliest order to provide confidence and security among them.

(3) The girl students are accommodate at a nearly place as paying guest, but to provide safe economical and academic environment; it is initial to construct girl's hostel at the earliest.

(4) Although the college has the provision of science, psycho and et lab, they are in a very bad shape. This is an urgent need to upgrade them, operation functional and well separated science and psycho lab.

(5) Library has adequate number of books, but most of the books are out dated in order to meet the challenge of

knowledge explosive. The library needs to be upgraded by providing journals, latest reference books, and encyclopedia. The library needs to be digitalized to meet the challenges of the knowledge explosion.

(6) All the ~~few~~ computers are ----- in the college, there is an urgent demand of latest of I.C.T. The teachers are also to be oriented for development of software needed for I.C.T. and use of satellite communication.

(7) Although it is an old institution, but aids are not sufficient enough to meet the requirement of the college in terms of secondary strength and infrastructure. it is thereupon suggested that college must make an attempt to -----financial inputs through community , U.G.C. ,state government and runners need -----programmer

The peer team appropriate support and hospitality extended by the college.

management, principal, staff ,student ,and alumni in -----

----- approach report of -----

peer team

1.

2.

3.

A BRIEF NOTE ON TEACHER EDUCATION
SCENARIO IN THE STATE, RULES, REGULATIONS
AND POLICIES ON ACADEMIC AND
ADMINISTRATIVE GOVERNANCE ISSUED BY THE
STATE AND CENTRAL GOVT. / REGULATORY
BODIES AND AFFILIATING UNIVERSITY/BOARD
(NOT EXCEEDING TWO A4 SIZE PAGES).

Teacher Education Scenario In The State, Rules, Regulations And Policies On Academic And Administrative Governance Issued By The State And Central Govt./Regulatory Bodies And Affiliating University/ Board

A ‘Teacher’ is rightly known as an architect of any nation. The responsibility on the shoulder of a teacher is much more than the responsibility on the shoulder of any other professional like an engineer, doctor or a lawyer. It is in the hands of the teacher that we put the nation’s future citizen to be taught and moulded into faithful, honest, competent beings who would face the challenges of the world successfully. As such the “Teacher education” has received great importance these days. Teacher’s education scenario has under gone a radical change in Gujarat also.

The state of Gujarat is an economically strong state. Trade and commerce, industries and agriculture co-exist in the state at an advanced level. However, the literacy level of the state in the past has not been very encouraging. But since the last decade the state government and several other organizations have made visible efforts to raise the educational levels in the state – both from the view point of raising the literacy levels as well as increase in provision of higher education opportunities. A host of new initiatives by the state government in association with the UGC have been undertaken to improve the quality of higher education in the rural areas now is particularly encouraging. Towns and villages are also coming up with colleges imparting quality education to students in a wide range of streams and programmes.

Present Gujarat Government is taking various constructive steps to enhance education in the state. The number of universities and colleges in Gujarat has seen a very rapid rise during the past decade, with the coming of self-finance colleges. At present there are 36 universities in Gujarat, out of which 18 are state universities, 13 private universities, 03 Deemed Universities, 01 Children University and 01 Raksha Shakti University. There is also one central university- Central University of Gujarat-in Gandhinagar.

There are at present total 285 B.Ed. colleges (SFI + Grant in Aid + Government) which are affiliated with total 9 universities of Gujarat who are catering to the needs of teacher education. With the mushrooming of self-finance colleges in the state, there is a healthy competition to provide better education and better facilities to the students with adequate infrastructure. There are a number of Teacher-Training Colleges in the state with smart class-rooms, using latest IT and ET for teacher-training which enables the students to

keep up with the latest trends and developments in the world. There are number of Educational institutions having tie-up with reputed international educational institutions aboard. This indeed, is a blessing for the student-teacher community.

Awareness regarding various UGC schemes related to research activities is now being spread across the state in all the Universities and Colleges. Seminars, Conferences, Workshops and Training Programmes are being organized for submitting research proposals for minor and major research programmes. The number of proposals now being sent from the state is slowly increasing.

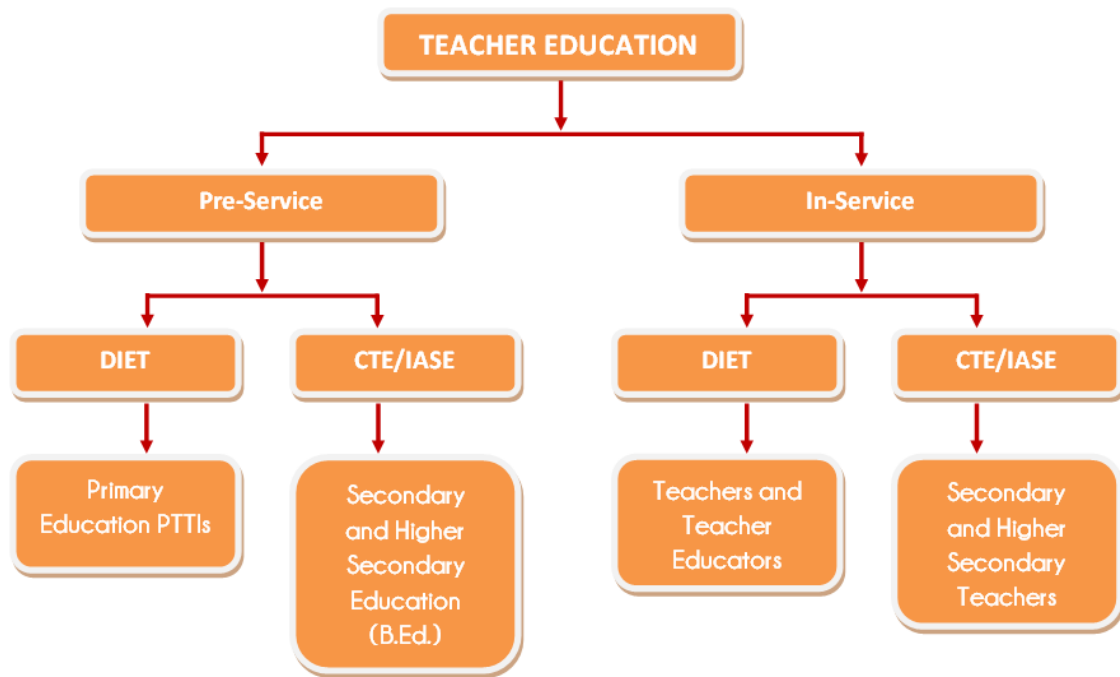
IGNOU and Dr. Baba Saheb Ambedkar Open University have introduced 2 year B.Ed. course. The Indian Institute of Teacher Education (IITE), Gandhinagar was established in 2010 which offers a four year integrated course in Teacher Education.

Recruitment of teachers in Grant-in-aid colleges in Gujarat is regulated by the state government. The government prepares its merit list based on the academic performance of the candidates, their qualifications as prescribed by the UGC with preference for candidates, who have passed NET, SLET or completion of Ph D. This brings transparency in the process of appointment of teachers.

The new semester system proposed by the UGC has been implemented by all the Universities across the state. It aims at standardization of higher education in the state. The thrust of higher education is now also being placed on newer areas like management, Technology, Management of Education and varied aspects in Humanities. A holistic vision of education is now being taken in order to provide valuable exposure to students and to make them aware of the emerging global trends.

Introduction of technology in higher education and insistence on its usage for the teaching-learning process is now becoming the norm in most of the Universities and their constituent colleges. This has enriched the educational experience of the both the givers and the takers. It is being hoped that the new innovative measures introduced in teacher education will take it to new heights.

The establishment of NCTE Act by the parliament in 1993 March the most purposeful and determined action taken at the national level to place teacher education at a high pedestal. Gujarat state government has also laid stress on the quality assurance of Teacher education Institutions at various levels. Massive efforts and investments have been made in recent years to improve the quality of education in B.Ed. colleges of the state. Present monitoring and regulating system in Gujarat is as follow.



Throughout the World Higher Education Institutions function in a dynamic environment today. In Gujarat also the institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on educational delivery, the increasing Private Participation in higher education and the impact of globalization have necessitated such marked changes in the Higher education scenario in Gujarat. They have to play significant role in human resources development for educational field, to cater to the needs of the society and the country as a whole and thereby contributing to the development of the nation.

INSTITUTIONAL ACADEMIC TIME-TABLE AND CALENDAR

SHRI RANG SHIKSHAN MAHAVIDHYALAYA, BILLIMORA
TIME TABLE – SEMESTER – I (2013-2014)

Period	Time	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	10:45 – 11:45	60	Com/Lib/ Guide	Com/Lib/ Guide	Com/Lib/ Guide	Com/Lib/ Guide	Com/Lib/ Guide	Com/Lib/ Guide
	11:45 – 12:00	15	Prayer					
1	12:00 – 1:00	60	Course – 1 GRP	Course – 4 VNP	Course – 3 NKP	Course – 2 KRN	Course – 4 MNP/VNP	Course – 3 NKP/MNP
2	1:00 – 2:00	60	Course – 2 KRN/KKT	Course – 1 KRN/KKT	Course – 4 VNP/GRP/MNP	Course – 3 SNV	Course – 1 VNP/GRP	Course – 4 KKT/MNP
	2:00 – 2:30	30	Long Recess					
3	2:30 – 3:30	60	Method – 1	Method – 2	Method – 1	Method – 2	Method – 1	Method – 2
4	3:30 – 4:30	60	Method – 2	Method – 1	Method – 2	Method – 1	Method – 2	Method – 1
	4:30 – 4:40	10	Short Recess					
5	4:40 – 5:40	60	Course – 3 NKP/MNP/SNV	Course – 2 SNV/NKP	Course – 1 GRP	Environment / Value NKP/SAT/KRN/ MNP/GRP	Course – 2 KKT	SAPTDHARA

Method – 1: Gujarati, English, Economics, Science & Technology (Parallel Periods)

Method – 2: Hindi, Sanskrit, Social Science, Mathematics (Parallel Periods)

- ❖ CORE COURSE – 1 to 4 ----- 4 periods per week (4 * 4 = 16)
 - ❖ SELECTED COURSES Method – 1 & 2 ----- 6 periods per week (6 * 2 = 12)
 - ❖ FOUNDATION COURSE. Environment & Value Edu. – 1 period per week
 - ❖ Saptdhara ----- 1 period per week
- Total ----- 30 periods per week

➤ **Three days in a week at different schools for the lessons of the trainees in both the semesters**

- ❖ KRN – Dr. Kishor R. Naik (Principal)
- ❖ MNP – Dr. Mansukh N. Patel (Hindi)
- ❖ NKP – Dr. Namrata K. Patel (Mathematics)
- ❖ VNP – Dr. Vinay N. Patel (Sanskrit)
- ❖ KKT – Dr. Kalpesh K. Tandel (Economics and Social Science)
- ❖ GRP – Dr. Gayatri R. Patel (English)
- ❖ SNV – Mrs. Sheetal N. Vasava (Gujarati)
- ❖ SNT – Miss. Sneha N. Tailor (**ad hoc**) (Science)

ACADEMIC CALENDER

2013-14

Vth week of June 2013

- Dt: 24-6-2013 First day of the term
- Welcome and Introduction of the college
- Introduction of syllabus
- Orientation programme
- Concept of Micro Lesson

VIth week of June 2013

- Teaching of Micro Skills-Theory

Ist week of July 2013

- Teaching of Micro Skills-Theory
- Pustak Vimochan
- Micro Lesson
- Teaching of theory

IInd week of July 2013

- Teaching of Micro Skills-Theory
- Micro Lesson
- Theory Work
- Birthday celebration Greeting card Competition – Srajanatmak Dhara
- Tree Plantation
- Guest Lecturer

IIIrd week of July 2013

- Teaching of Micro Skills-Theory
- Micro Lesson
- Theory Work
- Guest Lecture

IVth week of July 2013

- Teaching of Theory
- Mehdi competition – Kalakaushlya dhara
- Teaching of Theory
- Gurupurnima Celebration
- Macro Lesson Demonstration
- Enrollment Form

1st and IInd week of August 2013

- Macro Lesson starts
- Student Council Formation
- Teaching of Theory
- Guest Lecture
- Election Awareness Programme and Activities
- Flag related information
- Drama Competition

IIIrd week of August 2013

- Macro Lesson
- Teaching of Theory
- Guest Lecture
- Independence Day Celebration-National Group Songs & Related activities
- Raksha-Bandhan Celebration

IVth week of August 2013

- Macro Lesson
- Teaching of Theory
- Guest lecture
- Visit by DIET Team

Ist week of September 2013

- Macro Lesson
- Teaching of Theory
- Teacher's Day Celebration

IInd week of September 2013

- Macro Lesson
- Teaching of Theory-Team teaching
- Hindi Day Celebration
- 'Book I like most' – Book review programme

IIIrd week of September 2013

- Macro Lesson
- Seminar (Physical and Mental health – for trainees)
- Teaching of Theory
- Guest Lecture
- Film Review

IVth week of September 2013

- Macro Lesson
- Teaching of Theory
- Exam submission
- Exam Form

Ist week of October 2013

- Visit of another institute at our college
- First Terminal Exam
- Gandhijayanti Celebration

IInd week of October 2013

- Guest Lecture
- Educational tour
- Navratri celebration and competitions

IIIrd week of October 2013

- Yoga Shibir
- Guest Lecture
- Exhibition by Kharel Gruh Udhyog
- Manav Utkarsh Mandal – lecture and programme

IVth week of October 2013

- University Exam

Diwali Vacation 01-11-2013 to 21-11-2014**IVth week of November 2013**

- Teaching of Theory
- Medicinal plants – visit
- Poem recitation, story framing, slogan making, drawing competitions

Ist week of December 2013

- Teaching of Theory
- Macro lesson
- AIDS Awareness

IInd week of December 2013

- Block Teaching

IIIrd week of December 2013

- Teaching of Theory
- Run for unity programme
- Guest Lecture
- photo function

IVth week of December 2013

- Teaching of Theory
- Hand written magazine vimochan
- Drama competition and activity
- Sports Day
- OSA – Old students association- meeting and programme

Ist week of January 2014

- Internship

IInd week of January 2014

- Save Environment –Awareness
- Kite flying day
- Seminar- For teachers of Maths
- Guest Lecture
- Swamivivakanand Jayanti

IIIrd week of January 2014

- Annual lesson

IVth week of January 2014

- Seminar - (For the principals)
- Book Exhibition
- Guest lecture

Ist week of February 2014

- Preparation of Annual Cultural Programme

IInd week of February 2014

- Teaching of Thoery
- Guest Lecture
- Annual Cultural Programme

IIIrd week of February 2014

- Seminar (For trainees)
- Teaching of Thoery

IVth week of February 2014

- Guest Lecture
- Book Exhibition
- Examination Guidance / Reading Period
- Submission
- Quiz competition
- Sports Day- for staff

Ist week of March 2014

- Assessment of Submissions
- Examination Guidance / Reading Period

IInd week of March 2014

- Examination Guidance / Reading Period
- Preliminary Exam

IIIrd week of March 2014

- Viva voce
- Seminar (For Lecturers)

IVth week of March 2014

- Examination Guidance / Reading Period

Ist week of April 2014

- Examination Guidance / Reading Period

IInd week of April 2014

- Annual exam
- Admission process for the year 2013-14

IIIrd week of April 2014

- University Exam Paper Assessment
- Admission process for the year 2013-14

IVth week of April 2014

- University Exam Paper Assessment

A COPY OF THE SYLLABUS.

Veer Narmad South Gujarat University
Udhna Magdalla Road,
Surat - 395007



SYLLABUS
OF
BACHELOR OF EDUCATION
B.Ed. (B.Ed. Basic) SEMESTER
(CBCS)

Effective from Academic Year June 2011-12

Veer Narmad South Gujarat University, Surat

B.Ed. Semester (CBCS)

Effective from June 2011-12

Question Paper Formate

	Marks
Que: 1 (A) Answer in one sentence / word of the following (Five questions)	5
(B) Answer in 30 to 40 word of the following. (Any Four from Five)	8
(C) Answer in 125 to 150 words of the following (Any Three from four)	12
Que: 2 Write Short notes in 150 to 200 words. (Any two from Three)	10
Que: 3 Answer in 350 to 400 words of the following (Any one from two)	15
	----- 50 Marks

- Note (a) The Structure for course 1 to 7 will remain same.
(b) The blue print for course 6 and course 7 will be given.

First Semester
Course - 101
Teacher in Emerging Indian Society

Unit	Content	Credit	Teaching Hours
1.	(A) The Meaning of Education: Dictionary, Etymological, Narrow and General (B) Nature of Education: Formal, Non-formal, Informal, Life long, Continuing, and Distance Education (C) Impact of Indian thought (Sankhya Darshan, Yoga Darshan, Naya Darshan, Vaisheshik Darshan, Poorva Mimansa, Uttar Mimansa, Jain Darshan, Baudha Darshan and Geeta Darshan) and its contribution to educational practices	1	15
2.	(A) Relation between philosophy and Education (B) Idealism: The belief of Ultimate truth of the universe, form of knowledge, Educational objectives, curriculum and Educational Method (C) Pragmatism: The belief of Ultimate truth of the universe, Form of knowledge, Educational objectives, Curriculum and Educational Method	1	15
3.	(A) Secularism: Meaning, Effective Factors, Importance and Limitations (B) Democracy in the Society: Meaning, Effective Factors, Importance and Limitations (C) Social Aims: Nature and Importance	1	15

Second Semester
Course - 201
Thinkers of Education and Indian Society

Unit	Content	Credit	Teaching Hours
1.	(A) Educational Philosophy of Mahatma Gandhi: With reference to Meaning of Education, Objectives, Teaching Method, Curriculum, Teacher- Student Relationship and Evaluation (B) Educational Philosophy of Swami Vivekanand: With reference to Meaning of Education, Objectives, Teaching Method, Curriculum, Teacher- Student Relationship and Evaluation (C) Educational Philosophy of Frobel: With reference to Meaning of Education, Objectives, Teaching Method, Curriculum, Teacher-Student Relationship and Evaluation	1	15
2.	(A) Relationship between individual to individual and individual to society (B) Factors effects on Economical Development and Importance and Limitations of Education as a tool of Economical Development (C) The Meaning of Social Change, Effective Factors and Importance of Education as a agent of Social Change	1	15
3.	(A) National Integration: Meaning, Importance and Limitations (B) The Role of Teacher and Educational Institution in the Establishment of National Integration (C) Introduction and Contribution of different religions for Human upliftment	1	15

Fist semester
Course - 1001
Teacher in Emerging Indian Society and (Nai Talim)

Unit	Content	Credit	Teaching Hours
1.	(A) The Meaning of the Education - Dictionary, Etymological, Narrow and General (B) Nature of Education-Formal, Non-Formal, Informal (C) Objectives of Education-Social objectives individual Objectives	1	15
2.	(A) Principles of Buniyadi education - Education by udhyog, - Co relation in Education - Independence in Education - Compulsory, Free and Universal Education (B) Basic Elements of Buniyadi Education, Group Life, Social Service, Co-Education, Importance of Character Building. (C) in Reference of Rural Oriented Education Role of Buniyadi Trained Teacher	1	15
3.	Relation Between Philosophy and Education (A) Idealism: The Belief of ultimate truth of the Universe, Form of Knowledge, Educational objectives, Curriculum and Educational method (B) Pragmatism: The Belief of ultimate truth of the Universe, Form of knowledge, Educational objectives, Curriculum and Educational method (C) Naturalism: The Belief of ultimate truth of the Universe, Form of knowledge, Educational objectives, Curriculum and Educational method	1	15

Second Semester
Course - 2001
Teacher in Emerging India Society and Nai Talim

Unit	Content	Credit	Teaching Hours
1.	The Role, the place and contribution of several institution of Teacher in Emerging Indian society (A) The place of GURU in Indian culture (B) Role of Teacher as a Peace revolution (C) Contribution of home, School, society and self institution in education	1	15
2.	(A) Educational philosophy of Mahtma Gandhi, with reference to meaning of education objectives, Teaching Method, Curriculum Teacher- Relationship and Evaluation (B) Educational philosophy of Swami Vivekanand: With reference to meaning of education objectives, Teaching Method, Curriculum Teacher - Student Relationship and Evaluation (C) Educational philosophy of Medom Montessori: With reference to meaning of education objectives, teaching method, curriculumeacher - student Relationship and Evaluation	1	15
3.	Educational Challenges for 21st century in India (A) Effect of Globalization and modernization on Education (B) With reference of : Bhar Vinana Bhanter” implicationa of Yashpal Committee (C) Directions for Education of Future-Form of education in 21 st century	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

First Semester
Course - 102
Educational Psychology, Learning and Measurement Evaluation

Unit	Content	Credit	Teaching Hours
1.	Educational Psychology and the development of learner (A) Educational Psychology- Meaning, Concept and uses. (B) Growth and Development- Concept, difference, Affecting factors (Heredity and environment) (C) Adolescence: (i) Physical, mental, emotional and social development - Characteristics and implication (ii) Adolescence and Sex education	1	15
2.	Learning and Motivation (A) Learning Concept, Affecting factors Learner related, learning related and content related. (B) Theories of learning and educational implication - Trial and error -Insight - Conditioning (C) Transfer of learning- concept, types principles and educational implication (I) Motivation- Concept, Educational implication (ii) Achievement motivation - Concept, Educational implication (Including the haracteristics of achievement motivated person)	1	15
3.	Educational measurement and evaluation (A) Educational measurement and evaluation concept and difference (B) Construction teacher made test and scientific approach, Difference between teacher made test and Standardized test. Nature of question - Essay type, Short question and objective type questions - Nature and Characteristic (C) Current Examination System - Positive and negative aspects - Remedies to remone the limitatas of examination systems	1	15

Second Semester
Course - 202
Personality, Adjustment and Evaluation Techniques

Unit	Content	Credit	Teaching Hours
1.	(A) Personality: Meaning and concept, types based on characteristics (B) Intelligence: Nature, characteristics Principles: Bi factor and Multi factor (C) Memory and forgetting: Concept, Reasons for forgetting, Suggestions to increase memory .	1	15
2.	(A) Adjustment: Meaning and concept, Difference between Adjustment and Maladjustment (B) Exceptional (Special) Children: Concept and techniques for their education (C) (i) Conflict: Meaning and Types thwarting, frustration, (ii) Defense Mechanism: Meaning and implications - Rationalization Suppression, Day dreaming - Companion, Identification, Sublimation	1	15
3.	(A) Diagnostic and Remedial work in education, continuous comprehensive evaluation (B) Tools for Measurement and Evaluation: Rating Scale, Checklist, Questionnaire (C) Action Research- Meaning and Concept- Planning and Implementation	1	15

First Semester
Course - 103
Development of Education System In India and Statistics

Unit	Content	Credit	Teaching Hours
1.	(A) Wood - Dispatch (1954) • Recommendation • Main traits and limitations (B) Secondary Education commission (1952-53) • Recommendation : Structure hangauge teaching, Textbook, character building (C) National Education commission (1964-66) • Recommendation : Structure Pattern, Teacher training, opportunity for equal education, tri language formula	1	15
2.	SFI, NKC & In service Training Programme (A) Self financed Education Instilations • Merits • Demerits (B) National Knowledge Commission (NKC) • Aims • Organization, Structure • Recommendations (C) In service Training programme • Concept • Importance • Programmes and It's problems • Suggestions to make the Programme effective	1	15
3.	(A) Educational Statistics • Concept • Importance (B) Measures of Central Tendency • Concept • Uses • Computation from raw scores and frequency distribution (C) Co-rrelation • Concept • Computation of Co-efficient of by Spear man Rank Difference Method	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

Second Semester
Course - 203
Development of Education System In India and Statistics

Unit	Content	Credit	Teaching Hours
1.	(A) National Education Policy (1986) • Recommendation: Reasons for development of New Education Policy, Learner centered approach, - Navodaya Vidyalaya - Continuous comprehensive evaluation (B) Distance Education • Meaning • Objectives - Open University • Concept • Importance & Limitation (C) Education for Human Resource Development • Concept • Importance • Educational programme	1	15
2.	(A) Role of various institutes for improvement of Secondary Education institutions • NCERT • NCTE • GCERT • CTE • GCERT • Secondary Teacher's Association (B) Wastage & Stagnation • Concept • Suggestions to remove it • Reasons for wastage & stagnation (C) Health Education • Meaning • School Programme for Maintaining Health Education • Sex education - Need and Importance	1	15
3.	(A) Standard Deviation and Quartile Deviation • Concept • Computation from raw scores and frequency distribution (B) Percentile and Percentile Rank • Standard Score (T- Score, Z-Score) (C) Normal Probability Curve • Characteristics • Skewness	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

First Semester
Course - 1003
Development of Education System In India and Statistics (Nai Talim)

Unit	Content	Credit	Teaching Hours
1.	(A) Nai Talim Education • Origin • Aims and objectives • Specific Characteristics (B) Post Basic and Higher Post Basic Education • Aims • Frame of Curriculum (C) Nai Talim • Scope • Problems • Remedies	1	15
2.	Educational Commission & In service Training Programme (A) Secondary Education Commission (1952-53) • Aims • Recommendation - Structure, Language Teaching, Textbook, Character building. (B) National Education commission (1964-66) • Recommendation : Structure Pattern, Teacher Training, Opportunity, for equal education tri language formula (C) In Service Training Programme • Concept • Importance • Programmes and it's problems • Suggestions to make the programme effective	1	15
3.	Statistics (A) Educational Statistics • Concept • Importance (B) Measures of Central Tendency • Concept • Uses • Computation from raw scores and frequency distribution (C) Co-rrrelation • Concept • Computation of Co-efficient of by Spear man Rank Difference Method	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

Second Semester
Course - 2003
Development of Education System In India and Statistics (Nai Talim)

Unit	Content	Credit	Teaching Hours
1.	(A) Introduction and types of Secondary Schools • ‘Uttar Buniyadi’ School • ‘Adarsh Nivasi’ School • Navodaya School • Common School • Multi Purpose School • Vocational School (B) National Education Policy (1986) • Reasons for Development of New Education Policy • Recommendation: Learnercentred approach, - Navodaya Vidyalaya - Continuous comprehensive evaluation (C) Distance Education • Meaning • Objectives - Open University • Concept • Importance & Limitation	1	15
2.	(A) Education of Back word class children • Problems • Remedies (B) Role of various institutes for improvement of secondary education institutions • NCERT • NCTE • GCERT • CTE • IASE • Secondary Teacher’s Association (C) In service Training programme • Concept • Importance • Programmes and it’s problems • Suggestions to make the programme effective	1	15
3.	(A) Standard Deviation and Quartile Deviation • Concept • Computation from raw scores and frequency distribution (B) Percentile and Percentile Rank • Standard Score (T- Score, Z-Score) (C) Normal Probability Curve • Characteristics • Skewness	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

First Semester
Course - 104
Education technology and school Management

Unit	Content	Credit	Teaching Hours
1.	(A) Educational Technology: Concept, Importance, Nature, contribution of Educational technology in teaching - learning process (B) Micro teaching: Concept, Importance and limitations (C) Class room interaction: Meaning, components, analysis, and Importance	1	15
2.	(A) Brain storming: Meaning, process, merits and limitations (B) Peer group learning: Concept - stages, Merits and limitations (C) Programme learning: Concept, principals, Importance	1	15
3.	(A) School administration and school Management - Concept and functions (B) Objectives and role of Various Committee in School Management. - Student Union - Parent teachers' Association - Old Students' Association (C) Role of different Governments Organisation in School Administration	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

Second Semester
Course -204
Education Technology and School Management

Unit	Content	Credit	Teaching Hours
1.	(A) Concept of Course ware, Importance of courseware in Teaching Learning process (B) Components of Course ware (a) Hard ware, O.H.P, LCD Projector, Computer, T.V., Cell Phone (b) Software, Chart, Maps, Transparencies, Internet, E-mail (c) Human elements: Roll of student, teacher in Course Ware Formation (C) Mass Media - Teleconference - language Laboratory - Computer Education; Ms. Word, Ms. Excel, Ms.Power Point, Internet	1	15
2.	(A) Rules of recruitment and Secondary Education Act. - Rules and Regulation Governments Recruitments of Shikshak Sahayak (Secondary and Higher Secondary) - Rules of Procedure for Starting New School. - Service Condition and Code of Conduct of a Teacher (B) Co-Curricular activities - Concept and objectives - Planning and Classification. (C) School Inspection: - Concept & Importunes - Scope of inspection and improving measures of school inspection	1	15
3.	(A) School Climate: Meaning, Factors, Characteristics of Open School Climate (B) Human relationship in School Managements: Concept, Importance and Role of a Principal in development of human relations. - Total Quality Management - SWO T: Concept, analysis and use (C) Time table and School Registers - Time table -Meaning, Importance and Essential Factors Effecting for Fraimiug Timetable - Comprehensive Record Card. - Class Room Register - General register	1	15

VNSGU

B.Ed. Semester (CBCS)

Core Course

**Frist Semester
Course - 105 (A)
Population Education**

Unit	Content	Credit	Teaching Hours
1.	(A) Meaning, Concept and Importance of Population Education, Reasons of the need of Population Education. (B) Scope of Population Education (C) General and Specific objectives of Population Education	1	15
2.	Factors affecting to the growth rate of population (A) Fertility- Meaning Social Economical factors of high Fertility (B) - Brith rate - Meaning, reasons of high Brith rate. - Death rate- Meaning, reasons of low death rate (C) Migration- Meaning, Reasons of migration, Impact of migration on Social-Economical Development of Rural Area	1	15
3.	(A) Effect of growth of population on Social and Moral aspects. (B) Effect of growth of population on Education, health and nutrition (C) Population Growth and religion as well as urbanization	1	15

**Second Semester
Course - 205 (A)
Population Education**

Unit	Content	Credit	Teaching Hours
1.	(A) Importance of Census (B) - Population growth rate in India - Comparison of literacy rate in India and Gujarat, (C) Population Policy- Meaning, Population policy of India, Contribution of volunteer organization and role of youth and women in population policy.	1	15
2.	(A) Methods of Population Education: Interview Observation, Assignment, Dramatization (B) Techniques of Population Education: Mono- acting, Description, Exhibition, Puppet- show (C) Co-curricular activities for population Education and Use of Mass Media for Population Education: News paper, Magazines, Radio, T.V., Internet.	1	15
3.	Proficiency of Teacher of Population Education (A) Expectations from the teacher with reference to population education (B) Public beliefs, Efforts to be made by the teacher for the establishment of new values in teenagers (C) The role of Teacher for the removal of National Problems energid he cause of Population growth	1	15

**First Semester
Course - 105 (|B)
Environmental Education**

Unit	Content	Credit	Teaching Hours
1.	Environment. (A) Environmental Education: Meaning, Concept and Importance. (B) Elements of Environment: (C) Utilization & Conservation : Air, forest , water, Soil, Minral, Energy,	1	15
2.	Environment Pollution (A) Pollution: Meaning, Definition (B) Type and Remedies to prevent pollution: Air, water, Soil, Sound, Atomic Energy, Rise of Sea level. (C) Effect of Population on growth of population.	1	15
3.	Universal Problems of Environment (A) Ozone layer depletion, Green House Effect, (B) Acid rain, Ice Pillar Metting (C) Tsunami, Earth Quaque, Volcano	1	15

**Second Semester
Course - 205 (B)
Environmental Education**

Unit	Content	Credit	Teaching Hours
1.	Conservation of Genetic Diversity (A) Genetic Diversity: Definition and Importance. (B) Peculiarities of Genetic Diversity based on Heredity. (C) Problems and Protection against Genetic Diversity.	1	15
2.	Awareness of Environment. (A) Environment at School, Rural / urban level, Programme for awareness, Environment and Information Technology. (B) Importance of Natural Education Programme and Need. (C) Role of government and NGO's in Environmental Conservation and Sustainable Development.	1	15
3.	Environmental Protection Act. (A) Wild life Act (1972), Forest protection Act (1980) Environmental Protection Act. (1986) (B) Role of Central Pollution Control Board. (C) Role of Gujarat Pollution Control Board.	1	15

First Semester
Course - 105 - (C)
Educational Administration & Management

Unit	Content	Credit	Teaching Hours
1.	(A) Educational Administration & Management: Meaning, Concept, Type, Importance and area. (B) Fundamental Function of Management (C) Role of Teacher and Principal for Educational Administration and Management.	1	15
2.	(A) Role of Communication in Effective Educational Administration (B) Techniques of Communication (C) Barries of Communication in Educational Management and Suggestions to Remove it.	1	15
3.	(A) The Administrative structure in the Field of Education in State level, Control of School Education at State Level (B) Role of Secondary Education Board to control Secondary Schools. (C) Vacotionalisation of secondary Education.	1	15

Second Semester
Course - 205 (C)
Educational Administration & Management

Unit	Content	Credit	Teaching Hours
1.	(A) Inspection and Supervision- Concept, difference (B) Role and Function of Principal in School Management, Decision Making Process: Concept, types and Importance (C) Educational Tribunal: Concept, Power and Area.	1	15
2.	(A) School Building: Importance, Selection of Area, Ideal School Building, Uses of School Building. (B) Optimum Uses of Available Sources to Development and Growth of School. (C) Programmes of Development of Co-Workers.	1	15
3.	(A) Human Relation Approaches in School Management (B) - School Office: Meaning and Importance - School Documents: Meaning, School Calendar, Service Book. (C) Open University (i) IGNOU (ii) BAOU	1	15

**First Semester
Course - 105 (D)
Educational and Mental Measurement**

Unit	Content	Credit	Teaching Hours
1.	Educational Measurement (A) Concept of Measurement and Evaluation. (B) Scale of Measurement: Nominal, Ordinal, Internal and Ratio Scales. (C) Need of Educational measurement	1	15
2.	Construction of items, standardization, application (A) Construction of items and analysis, types of items. (B) Qualities of Test: Reliability, Validity. (C) Techniques of Test implementation	1	15
3.	Data collection, Classification and computation (A) Discrete and Continuous Variable. (B) Measures of Central Tendency: Concept Computation from Grouped and Non- Grouped Data (C) Measures of Variability: Quartile Deviation and Standard Deviation: Concept, Computation from Grouped and Non Grouped Data.	1	15

Second Semester
Course -205 (D)
Educational and Mental Measurement

Unit	Content	Credit	Teaching Hours
1.	Interpretation of Measurements (A) Normal Probability Curve characteristics Skewness (B) Percentiles and Percentile Ranks.- Computation from Grouped and Non-groped Data (C) Standard Scores	1	15
2.	Measurement of Intelligence (A) Concept of Intelligence (B) Principles of Intelligence: Spearman Bi-Factor and Thurnstone Multi Factors (C) Binet Test, Individual and Group test of Intelligence.	1	15
3.	Measurement of Personality (A) Personality measurement Test-MMPI, and Study of Aptitude Test, Its Uses. (B) Interest Inventories (C) Tools: Rating Scale, Questionnaire, only list of Personalty Measurement Tests in Gujarat.	1	15

**First Semester
Course - 105 (E)
Value Education**

Unit	Content	Credit	Teaching Hours
1.	(A) Meaning and Nature of Values (B) Biological determinants of Values (C) Psychological & ecological determinants of Values	1	15
2.	(A) Types of Values (B) Status of Values (C) Retaliation of Values through Education	1	15
3.	(A) Social, Economical, Moral, Religions and Material negative values & Evils. (B) Eradication of Negative Values through Education (C) Levels of Values realigation	1	15

**Second Semester
Course - 205 (E)
Value Education**

Unit	Content	Credit	Teaching Hours
1.	(A) Reasons for the conflict among Values (B) Solutions for the conflict among Values (C) Education for the integration of Values	1	15
2.	(A) Development of Values Individual process (B) Development of Values life long process (C) Teaching of Values as an integral part of education Teaching	1	15
3.	(A) Evaluation of the Values of Teachers, Non-Teaching Staff & Management. (B) Values of the Students (C) Values of the Parents	1	15

**First Semester
Course - 105 (F)
Computer Education**

Unit	Content	Credit	Teaching Hours
1.	Computer: Concept and Parts (A) Computer (1) Concept (2) History and development (B) Type and parts of computer (1) Types (2) Parts (Hardware, Software, Memory) (C) Devices of Computer (1) Input devices (2) Output devices	1	15
2.	Operating System (A) - Start - Shut down Method of Computer - Basic Concepts of windows (B) -User of Computer and Explorer - File , Folder, File-folder Handling commands - Window Help System and uses of Help system (C) -Basic Concepts about Font - window Help system and uses of Help system	1	15
3.	Importance and Uses of Computer (A) Importance of computer - For teachers - For Students (B) Application of Computer - In Education - In other field (C) Microsoft Words - Basic concepts -Application	1	15

**Second Semester
Course - 205 (F)
Computer Education**

Unit	Content	Credit	Teaching Hours
1.	Networking, CAL, Educational Software (A) Networking - Need and basic requirements - Type: LAN, MAN, WAN (B) Computer Assisted Learning (CAL) - Concepts and Paradigms -Steps of Planning (C) Educational Software -Types - Examples	1	15
2.	Internet and its applications (A) Internet - History and Development - Merits and Demerits (B) E-mail, E-commerce and Virtual classroom - Email, E-commerce - Virtual Classroom (C) Importance website - Encyclopedias and search Engines - Educational (NCTE, UGC etc)	1	15
3.	(A) Microsoft excel - Basic Concepts - Applications (Formulas, Charts) (B) Microsoft PowerPoint - Basic concepts -Application (E-Plan) (C) Basic Concept about Multimedia	1	15

**First Semester
Course - 105 (G)
Post Basic Education**

Unit	Content	Credit	Teaching Hours
1.	Post Basic Education: Origin, Principle, Characteristics (A) - Post Basic Education: origin - Post Basic Education: Principle (B) The elements of Uttar Buniyadi School (C) Comparative Study between Uttar Buniyadi School and Common School	1	15
2.	The Role of Principal and Teacher In Uttar Buniyadi School (A) Uttar Buniyadi: The Specific Programme and Day-to Day Routine of Residence School. (B) The Development of Responsibility and Commitment for the Local Society. (C) The Role of Uttar Buniyadi School, Their Principal and Teachers: Problems, and Remedies of Society.	1	15
3.	The Importance; Type and Rules of Uttar Buniyadi Hostel (A) - Uttar Buniyadi Hostel: An Important part of Education - The type of Uttar Buniyadi School and specific characteristic of Hostel (B) - Educational Interaction and Love for huminity In Uttar Buniyadi hostel - The Rules of Uttar Buniyadi hostel. (C) Uttar Buniyadi Hostel- Student Council: It's Important, Construction and Responsibility	1	15

**Second Semester
Course - 205 (G)
Post Basic Education**

Unit	Content	Credit	Teaching Hours
1.	Opening for the Uttar Buniyadi School: Necessity and Curriculam (A) -Opening for the Uttar Buniyadi School: Necessity - Recognition of Uttar Buniyadi School (B) Recruitment of teacher in Uttar Buniyadi School (C) - The Introduction of Frame of Syllabus in Uttar Buniyadi School - The Introduction of Frame of Syllabus in Higher Uttar Buniyadi School	1	15
2.	The Role of Male Rector & Femal Rector In Uttar Buniyadi Hostel (A) -Their Specific Role - Their Interaction with students (B) -Problems and Remedies of Uttar Buniyadi Hostel - The Student's healthcare In Uttar Buniyadi Hostel (C) The Day- to-Day routine and health awareness programme In Uttar Buniyadi Hostel	1	15
3.	Infrastructures facilities and activities in Hostel (A) Activities for Batter life construction (B) -Boarding for students: facities for Boarding, Sentries, Urinal, Bathroom - Lodging in Hostel: Store room, Kitchen, Mass (C) Other Facilities: Rector's room, perent's meeting room, Instrumental room, reading room	1	15

First Semester
Course - 106
Content and Method of Teaching : Gujarati

Unit	Content	Credit	Teaching Hours
૧	(અ) માતૃભાષા અધ્યાપનનું મહત્વ, ઉપેક્ષાના કારણો અને ઉપાયો (બ) માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ તેમ જ તાસ આયોજનું મહત્વ (ક) પાઠ્યપુસ્તકનું મહત્વ અને મૂલ્યાંકન માપદંડના આંતરિક અને બાહ્ય ઘટકો	૧	૧૫
૨	(અ) માતૃભાષા શિક્ષણમાં કથન-ચર્યા, પ્રશ્નોત્તરી પ્રયુક્તિઓ તેમ જ વ્યાખ્યાન, આગમન-નિગમન પદ્ધતિનો અર્થ અને મહત્વ (બ) શ્રવણ, કથન, વાચન, લેખન કૌશલ્ય : મહત્વ, ઉણપો અને ઉપાયો (ક) ગદ્ય, પદ્ય, વ્યાકરણ શિક્ષણ : મહત્વ ઉણપો અને ઉપાયો	૧	૧૫
૩	(અ) લેખન વિભાગ : (૧) નિબંધ લેખન (૨) વિચાર વિસ્તાર (બ) સાહિત્ય સ્વરૂપ પરિચય : (ઉદભવ, પ્રકારો અને લાક્ષણિકતાઓ) (૧) ઊર્મિકાવ્ય (૨) સોનેટ (૩) ગઝલ (ક) ભાષા વિજ્ઞાન : (૧) ભાષાનો અર્થ અને ગુજરાતી ભાષાની ઉત્પત્તિ (૨) ગુજરાતી વર્ણવ્યવસ્થાના અને ઉચ્ચારણ (૩) જોડણી અને વિરામચિહ્નો	૧	૧૫

Second Semester
Course - 206
Content and Method of Teaching : Gujarati

Unit	Content	Credit	Teaching Hours
૧	(અ) ભાષા-શિક્ષણમાં દ્રશ્ય શ્રાવ્ય સાધનોનો વિનિયોગ (ચોક બોર્ડ, ચાર્ટ, ચિત્રો, પ્રતિકૃતિ / મોડેલ, રેડિયો, ટેપરેકોર્ડર, ટેલિવિઝન અને કમ્પ્યુટર) (બ) ભાષા-શિક્ષણમાં શબ્દકોશ, વિશ્વકોશ, સંદર્ભ ગ્રંથોનું મહત્વ અને સાહિત્યિક સામયિકો તેમજ સાહિત્ય વર્તુળની ભૂમિકા (ક) ભાષા શિક્ષણમાં ભાષા પ્રયોગશાળા અને કમ્પ્યુટર ટેકનોલોજી	૧	૧૫
૨	(અ) મધ્યકાલીન સાહિત્ય સર્જકો: (૧) નરસિંહ (૨) મીરા (૩) દયારામ (બ) અર્વાચીન સાહિત્ય સર્જકો: (૧) નર્મદ (૨) ધુમકેતુ (૩) ભગવતીકુમાર શર્મા (ક) જ્ઞાનપીઠ એવોર્ડ વિજેતા ગુજરાતી સર્જકો: (૧) ઉમાશંકર જોશી (૨) પન્નાલાલ પટેલ (૩) રાજેન્દ્ર શાહ	૧	૧૫
૩	(અ) સાહિત્ય સ્વરૂપ પરિચય: (ઉદ્ભવ અને લાક્ષણિકતાઓ) (૧) નવલિકા (૨) નિબંધ (૩) લઘુકથા (બ) લેખન વિભાગ: (૧) અહેવાલ લેખન (૨) અરજી લેખન (ક) વ્યાકરણ વિભાગ: (૧) સમાસ (૨) અલંકાર (૩) છંડ	૧	૧૫

First Semester
Course - 106
Content and Method of Teaching : English

Unit	Content	Credit	Teaching Hours
1.	Language Learning (A) English Language (1) Nature, Characteristics, Second Language Learning (2) Present position of teaching and learning English in Gujarati (B) Text book of std 8 to 10 (1) Fermat of the Text book and unit (2) Content Analysis and Evaluation of the test books (C) Lesson Planning and Unit Planning Lesson (1) Function, Vocabulary, prose, poetry, Composition (2) Teaching Learning Strategy and Evaluation Techniques	1	15
2.	Teaching Learning Materiels and methods & Approaches of Language Learning (A) Teaching Learning Materials (1) Flash Curds, Charts, Pictures, Pqslers, Match- Stick drawing, T.V. programmes, CDs, Website. (2) Authentic materials (B) Reference Materials (1) Dictionary, The squrus (2) E-materials (3) Communicative Approach (C) Methods and Approaches of Language Learning (1) Direct Method (2) Communicative Approach	1	15
3.	Language functions & Grammer in Use (A) Language functions (1) Language functions & their Grammar Points (2) Parts of speech & Tenses (B) Grammar in Use (1) Active -Passive Voice (2) Direct- Indirect speech, Degree of Comparison (C) Composition (1) writing paragraph, Essay & Story (2) Preparing Advertisement, Notes & Comphensional Passage	1	15

VNSGU

B.Ed. Semester (CBCS)

Selected Course

Second Semester
Course - 206
Content and Method of Teaching : English

Unit	Content	Credit	Teaching Hours
1.	Language Skills (A) Language skills (1) Comprehensional skills - components (2) Expressional skills - components (B) Skill wise problems & Remedies (1) Comprehensional skills (L-R) (2) Expressional Skills (S-W) (C) English Club (1) Importance (2) Functions	1	15
2.	Phonetics, Vocabulary & Grammar in use (A) Phonetics (1) aspects of Speech, Vowels, Consonants, Diphthongs (2) Rhythm, Stress, Articulation, Intonation (B) Grammars in Use (1) Modal Auxiliaries (2) Types of Sentences, transformation, synthesis (C) Vocabulary (1) Word Formation (2) Type of Vocabulary	1	15
3.	Creative Writing & Formal Writing (A) Creative writing (1) Dialogue writing (2) Personal / Informal letter writing (B) Formal writing (1) Application (2) Curriculum Vitae (C) Narrative Writing (1) Report writing (2) precis writing	1	15

VNSGU

B.Ed. Semester (CBCS)

Selected Course

First Semester
Course - 106
Content and Method of Teaching : Economics

Unit	Content	Credit	Teaching Hours
1.	Economics: Meaning Importance, Scope Correlation and Question paper (A) Economics: (1) Meaning and Concept, (2) Importance at higher secondary level (3) Scope (B) Teaching of Economics: (1) Aims (2) Objectives: General and specific (3) Values (C) Correlation of Economics and Question Paper: (1) Meaning and Importance (2) Correlation of Economics with Maths and Geography. (3) Characteristics of Ideal Question Paper	1	15
2.	Lesson plan, teaching method and text book (A) Lesson plan: (1) Meaning and importance (2) Unit lesson Plan: Meaning, steps and importance (3) Difference between Stray lesson and Unit lesson plan. (B) Teaching method: Meaning, Concept, importance advantages and dis advantages and application (1) Inductive Deductive (2) Assignment (3) Project (4) Team teaching (C) Economics Text- Book: (1) Characteristics of ideal Text-book (2) Importance (3) Review of present text-book of Std. XI & XII	1	15
3.	Indian Economy, Infra structure, Bank Migration, Urbanization (A) Development of Indian economy, characteristics, economic growth and development, migration and urbanization: meaning, reasons and effects. (B) Infrastructure: Meaning, importance and factors (C) Bank: Meaning, Types and Functions		

Second Semester
Course - 206
Content and Method of Teaching : Economics

Unit	Content	Credit	Teaching Hours
1.	Teaching aids of Economies, Club room and teacher: (A) Aids: (1) Magazine, News paper, Charts Bulletin- board (2) T.V., Computer, OHP, (3) Internet - E-mail (B) Economics Club and Economize room (C) Economics Teacher (1)Qualities (2)professional efficiency (3) Duties	1	15
2.	Indian Economy problems (A) Population problem (1) Meaning and effects (2) Reasons of High birth Rate and reasons of low death-rate (3) Measures for population control (B) Unemployment: (1) Meaning and types (2)Reasons of unemployment (3) Measures to reduce unemployment by Govt. (C) Poverty: (1) Meaning (2) Types (3) Measures to reduce poverty	1	15
3.	Demand, Supply, Market, and Industries (A) Demand & Supply Meaning, determinant, law exceptions, change (B) Market: Meaning, Components, Classification. (C) Industrialization: Importance, Classification, Government policy for development of small scale industries, limitations of industries.	1	15

First Semester
Course - 106
Content and Method of Teaching: Science & Technology

Unit	Content	Credit	Teaching Hours
1.	Fundamental basis of Science & Technology (A) Concept: Science Technology - Field of Science of Technology (B) Objectives of Science & Technology Lesson Planning: Stray lesson, unit lesson (C) Teaching Approach: Inductive- deductive	1	15
2.	Methods of Science & Technology Teaching, Correlation and Construction of Question paper (A) Teaching Methods: - Experimental Method - Demonstration Method - Project Method (B) Co-relation: - Meaning -Importance - Correlation of Science & Technology with its branches (C) Construction of Ideal Question paper: Steps & Importance.	1	15
3.	Content: (A) Light: Refraction, Reflection & dispersion -Waves: Type & Characteristics - Nano technology: Meaning, Usage & Glimpses of nano technology (B) Cell: Typical Animal & Plant Cell - Tissues: Plant & Animal tissues - Nutrition in living organism, Food & Health. (C) -Air, Metal-Nonmetal: Physical & Chemical properties, Preparation of Hydrogen & Carbon dioxide gases in laboratory	1	15

VNSGU

B.Ed. Semester (CBCS)

Selected Course

Second Semester
Course - 206
Content and Method of Teaching : Science & Technology

Unit	Content	Credit	Teaching Hours
1.	(A) Characteristics of ideal textbook & Review of 10th Std. textbook (B) Facilities & Activities in Science & Technology - Science Laboratory (For Secondary level) - Botanical Garden - Aquarium - Science Club - SkyView (C) Audio - Visual Aids: Classification, merits, Limitations, Usage.	1	15
2.	Content: (A) - Motion: Uniform- Nonuniform , Motion, Displacement, Speed, Velocity, Acceleration - Force: Balanced & Unbalanced Force, Friction, Newton's Laws of motion, Archimedes principal. (B) - Reproduction in living organism: types & importance. - Soil: Types, Constituents of Soil, Crop Production system & Sustainable Agriculture. (C) Atomic Structure: Isotopes, Atomic number, Atomic weight - Chemical Bond: Ionic and Covalent Bond.	1	15
3.	Content: (A) -Universe: Solar system, Sun, Planets, Artificial Satellites & their Application - Electricity: Electric Current, Connections of Resistance (B) - Energy Sources: Renewable & non Renewable energy Sources - Blood donation (C) Preparation of Methane, Ethene & Ethyne gases in laboratory. Preparation	1	15

Fist Semester
Course - 106
Content and Method of Teaching: Sociology

Unit	Content	Credit	Teaching Hours
1.	The education of Sociology co-relation & the rolo of education (A) The objectives of Sociological teaching at the level of education (B) Definition of Sociology Introduction and limitations of Sociology as a Social Science (C) Co-relation of the Sociology with Psychology, Economics, Social Science & History	1	15
2.	Lesson planning in Sociology, methods & teaching aids (A) Lesson-planning & unit-planning (B) Various methods & techniques Lecture, group discussion, seminar. Random Field: tour, observation, case study, interview (C) Utilization & Limitations of audio visual means teaching Sociology Visual means teaching Sociology Art, diagram, sample, slides, T.V., radio tape recorder, newspaper, V.C.R, L.C.D., DVD, computer, magazine	1	15
3.	Content of Sociology (A) Elements of Sociology (B) Social process, Individual & Society , Social Institutions (C) Scheduled tribes, Scheduled castes, and other backward Castes	1	15

VNSGU

B.Ed. Semester (CBCS)

Selected Course

Second Semester
Course - 206
Content and Method of Teaching: Sociology

Unit	Content	Credit	Teaching Hours
1.	The techniques of Social research & Sociological Thinkers (A) Research techniques in sociology (B) The Evaluation of the textbooks of Sociology in std. 11 & 12 (C) The blueprint structure for the of the question paper in Sociology	1	15
2.	Textbooks evaluation & blueprint structure in Sociology (A) The benefits to the trainers by the learning of Sociology and The Suggestions for the solutions of the problems of learning Sociology, (B) Characteristics of an ideal teacher of Sociology (C) The blueprint structure for the of the question paper in Sociology	1	15
3.	Social Problems & the change (A) Women in India (B) Juvenile delinquency and decline of social value (C) The process of cultural change, Influential factors in social change - State & National planning, Panchayati Raj, and mass media	1	15

VNSGU

B.Ed. Semester (CBCS)

Selected Course

First Semester**Course - 106**

બાગાયત અને વનવિદ્યા: શિક્ષણ પદ્ધતિ અને વિષયવસ્તુ

Unit	Content	Credit	Teaching Hours
૧	બાગાયત અને વનવિદ્યા શિક્ષણના હેતુઓ અને સમાજ ઉપયોગી ઉત્પાદક કાર્ય. (અ) બાગાયત શિક્ષણના હેતુઓ: જ્ઞાન, સમજ, ઉપયોજન, સ્પષ્ટીકરણ અને અપેક્ષિત પરિવર્તન - સામાન્ય હેતુઓ: વિષય સંબંધિત (લાંબા ગાળાના) - વિશિષ્ટ હેતુઓ: વિષય વસ્તુ (ટૂંકા ગાળાના) (બ) વૃક્ષ ઉછેર અને ઉછેરેલા વૃક્ષોની માવજત કરે. (ક) ફુલ છોડ ઉછેર.	૧	૧૫
૨	બાગાયત અને વનવિદ્યા શિક્ષણનું આયોજન મને મૂલ્યાંકન. (અ) તાસ આયોજન એકમ આયોજનના સોપાનો અને લાભાલાભ (૧) પ્રારંભ/ પૂર્વ તૈયારી (૨) વસ્તુ નિર્દેશ/ હેતુ કથન (૩) વસ્તુ નિરૂપણ (૪) સ્વાધ્યાય (૫) પદ્ધતિઓ (૬) પ્રયુક્તિઓ (૭) સાધન ઉપયોગ (૮) કા.પા. આયોજન (બ) પ્રવૃત્તિ પાઠનું આયોજનના સોપાનો અને લાભાલાભ (ક) બ્લ્યુપ્રિન્ટ પર આધારિત આદર્શ પ્રશ્નપત્રની રચના	૧	૧૫
૩	(અ) વૃક્ષ મહિમા અને વૃક્ષના પ્રકાર (બ) વન વિકાસ વિદ્યાનું મહત્વ અને વનના પ્રકારો: (શંકુદ્રુમ, વર્ષાવનો, પાનખરના જંગલો, મે શુવ ઘાસિયા વનો) (ક) - ગુજરાતના વનો, ગુજરાતના અભ્યારણો અને રાષ્ટ્રીય ઉદ્યાનોમાં વનજીવન, - વન વિનાસના કારણો અને તેની અસરો, દુર્લભ બનતુ વન્યજીવન	૧	૧૫

Second Semester

Course - 206

બાગાયત અને વનવિદ્યા: શિક્ષણ પદ્ધતિ અને વિષયવસ્તુ

Unit	Content	Credit	Teaching Hours
૧	બાગાયત અને વનવિદ્યા શિક્ષણની પદ્ધતિઓ, અભિગમો અને શિક્ષણમાં ઉપયોગી સાધનો (અ) ખેતી કાર્ય, ખાતર આપવાની પદ્ધતિ, નવા સંશોધનો, સંશોધન રચના અને પિયત પદ્ધતિ - પદ્ધતિઓ: નમુના અભ્યાસ પદ્ધતિ, નિદર્શન પદ્ધતિ અને પ્રોજેક્ટ પદ્ધતિ (સંકલ્પના, અસરકારકતા બનાવવી, ઉપાયો) - અભિગમો: સમસ્યા ઉકેલ અભિગમ, આગમન-નિગમન (સંકલ્પના અને ઉદાહરણ સમજૂતિ) (બ) દ્રશ્ય-શ્રાવ્ય સાધનો: ચાર્ટસ, ચિત્રો, નમૂનાઓ, ઓવરહેડ પ્રોજેક્ટર, ટેપરેકોર્ડર, રેડિયો, ટી.વી., વિડિયો, ચલચિત્રો, ફિલ્મ ટ્રીપ, ફિલ્મ સ્લાઈડ અને સ્લાઈડ સ્ટ્રીપ પ્રોજેક્ટર.	૧	૧૫
૨	બાગાયત અને વનવિદ્યા શિક્ષણનું આયોજન મને મૂલ્યાંકન. (અ) રોપઉછેર કેન્દ્ર (નર્સરી): ઉત્તમ નર્સરીની લાક્ષણિકતાઓ, નર્સરી વિદ્યાની વિવિધ પ્રક્રિયાઓ, નર્સરીમાં રોપ ઉછેરની વિવિધ પદ્ધતિઓ. (બ) રોપાઓનું વિતરણ, વૈજ્ઞાનિક પદ્ધતિએ વૃક્ષારોપણ, વૃક્ષઉછેર માટે રાખવા જેવી કાળજી (ક) -વૃક્ષોની ખેતી (અગ્રો ફોરેસ્ટ્રી) અન્ય પાકો સાથે વૃક્ષોની ખેતીની તુલના. - વનસંરક્ષણની જરૂરીયાત, વનસંરક્ષણના પ્રયત્નો, વનસંરક્ષણના કાયદા, વનસંરક્ષણમાં લોક સહકાર.	૧	૧૫
૩	(અ) વૈજ્ઞાનિક પદ્ધતિએ ફળઝાડોની, શાકભાજીની ખેતી. (બ) ફળ બજાર અને ફળસંગ્રહ (ક) -ફળઝાડમાં સંવર્ધન: બીજ સંવર્ધન અને બીજેત્તેર સંવર્ધન. - હોર્ટીકોનિકસ, હોર્મોન્સ, પેશીસંવર્ધન, ગ્રીન હાઉસ, મલિયંગ, ફરોમોન ટ્રેપ	૧	૧૫

First Semester
Course - 106
કૃષિવિજ્ઞાન: શિક્ષણ પદ્ધતિ અને વિષયવસ્તુ

Unit	Content	Credit	Teaching Hours
૧	કૃષિવિદ્યાની સંકલ્પના, અર્થ-મહત્વ, અભ્યાસનું આયોજન (અ) - કૃષિ વિષયની પ્રાચીન અને આધુનિક સંકલ્પના. - કૃષિ શિક્ષણના હેતુઓ. (બ) આજના સંદર્ભમાં કૃષિ શિક્ષણની જરૂરીયાત, માધ્યમિક શાળા કક્ષાએ કૃષિ શિક્ષણના સિદ્ધાંતો. (ક) કૃષિવિદ્યા શિક્ષણ પદ્ધતિના સૈદ્ધાંતિક અને પ્રત્યક્ષ કાર્યનું આયોજન, શાળાખેતી અને વ્યક્તિખેતીનો ઉપયોગ	૧	૧૫
૨	કૃષિ શિક્ષણની પદ્ધતિઓ (અ) પાઠ આયોજન, એકમ આયોજન તથા વાર્ષિક આયોજન, પ્રવૃત્તિ - સમવાય પાઠ આયોજન. (બ) -કૃષિ શિક્ષણ માટે પ્રત્યક્ષ પદ્ધતિઓનું મહત્વ. - પદ્ધતિઓની પસંદગીની આધાર - પદ્ધતિઓના અભ્યાસ અને ઉપયોગ - નિદર્શન પદ્ધતિ - પ્રયોગ પદ્ધતિ - પ્રોજેક્ટ પદ્ધતિ - ચર્ચા પદ્ધતિ, જુથ ચર્ચા અને વિવાદ ચર્ચા (ડીબેટ) - પ્રવચન પદ્ધતિ	૧	૧૫
૩	ખેડ, ખાતર અને પાણી. (અ) જમીન: વ્યાખ્યા, જમીનના ભૌતિક ગુણધર્મો, રાસાયણિક ગુણધર્મો, જમીનના પ્રકાર, જમીનના જીવો, જમીનની ફળદ્રુપતા અને તેની જાળવણી (બ) ખેડ: વ્યાખ્યા, ઉપયોગિતા, પ્રકારો, ખેતી ઓજારો, પ્રાથમિક ખેડ, આંતર ખેડ, પાછલી ખેડ તથા ખળાના ઓજારો. - બી અને વાવણી: બીજ, સારું બીજ, સુધારેલ બીજ, બીજના પ્રકારો, ઉત્તમ બીજ (ટીસ્યુકલ્ચર) વાવણીની વિવિધ પદ્ધતિઓ. (ક) ખાતર: ખાતરના પ્રકારો, સેન્દ્રિય તથા રાસાયણિક ખાતરમાં રહેલ પોષક તત્વો અને તેની ઉપયોગિતા-ગોબરગેસ પ્લાન્ટ, લીલો પડવાસ, કંપોસ્ટ ખાતર.	૧	૧૫

Second Semester
Course - 206
કૃષિવિજ્ઞાન: શિક્ષણ પદ્ધતિ અને વિષયવસ્તુ

Unit	Content	Credit	Teaching Hours
૧	કૃષિશિક્ષણનાં સાધનો, પાઠ્યપુસ્તકો, કૃષિવિદ્યા શિક્ષણની મૂલ્યાંકન પદ્ધતિઓ, અનુબંધ અને કૃષિશિક્ષક (અ) નમૂના, વસ્તુઓ, ચિત્રો, ચાર્ટ, નકશાઓ, કૃષિ સામાયિકો, સ્લાઈડ, ચલચિત્રો, રેડીઓ, ટેપરેકૉડર, ટી.વી. (બ) -કૃષિ વિદ્યાનાં પાઠ્યપુસ્તકો શ્રેણી ૮, ૯, ૧૦નો અભ્યાસ અને તેની સમીક્ષા. - પ્રત્યક્ષ કાર્ય, પ્રાયોગિક કાર્ય, ઓળખરેલી, મૌખિક કસોટી, લેખિત કસોટી (ક) -કૃષિ શિક્ષણ સાથે જોડાયેલા વિષયોનો અનુબંધ જેવા કે ગોપાલન, બાગાયત, ઈજનેરી, આંકશાસ્ત્ર, વિસ્તરણ વિજ્ઞાન, ગણિત, ગુજરાતી, અર્થશાસ્ત્ર, ઈતિહાસ, ભૂગોળ. - કૃષિ વિદ્યાના શિક્ષકના વિશિષ્ટ ગુણો, કૃષિ શિક્ષકની લાયકાત.	૧	૧૫
૨	વિવિધ પાકો, પાક સંરક્ષણ અને બાગાયત (અ) ધાન્ય વર્ગના પાકો: ડાંગર, બાજરી, જુવાર, ઘઉં કઠોળ વર્ગના પાકો: ચોળા, તુવેર, ચણા, મગ રોકડિયા પાકો: મગફળી, કપાસ, શેરડી (બ) શાકભાજીના પાકો: ભીંડા, ગુવાર, રીંગણ, ટામેટી, કોબી, ફલાવર, સુરણ, તુરિયા, દૂધી મસાલા વર્ગના પાકો: રાઈ, મેથી, ઘાણા, જીરૂ, ડુંગળી, લસણ ફળઝાડના પાકો: લીંબુ, દાડમ, પપૈયા (ક) પાક સંરક્ષણ: પાક સંરક્ષણની ઉપયોગિતા, જુદા જુદા પાકોમાં થતા રોગો, જીવાતોનો પરિચય અને તેના નિવારણ માટે લેવાતાં પગલાં બાગાયત: બાગાયતની ખેતીની ઉપયોગિતા, સ્થળ પસંદગી અને બાગાયતી પાક પસંદગી, ફળઝાડમાં છાંટણી, ફળઝાડમાં સંવર્ધન, બીજ સંવર્ધન અને બીજેતર સંવર્ધનની રીતો.	૧	૧૫
૩	ગોપાલન (અ) ગોપાલન: ભારતમાં ગોપાલનનું મહત્વ, ભારતીય તેમજ વિદેશી ગાયોની ઓલાદો, ગીર, કાંકરેજ, ડાંગી, શાહીવાલા, સિંધી, જર્સી, હોલેસ્ટાઈન ફિઝિયન, સંકર ગાય, પશુપોષણ: ઘાસચારો, સાઈલેજ, ખાણ-દાણ (બ) - દુધ અને દૂધની બનાવટો: દૂધમાં રહેલા પોષક તત્વો, દૂધની પરખ અને તેની બનાવટો. - પશુ માવજત અને રહેઠાણ (ક) - પશુ સંવર્ધન: ઈન્બ્રીડિંગ, આઉટ બ્રીડિંગ, કૃત્રિમ બીજદાન - ગર્ભાદાન. - પશુ ચિકિત્સા: સામાન્ય ઈજાઓ, પાચન તંત્રના રોગો, જીવાણુથી તથા રોગ, વિષાણુથી થતા રોગો.	૧	૧૫

First Semester**Course - 106**

પશુપાલન અને ડેરી વિદ્યા: શિક્ષણ પદ્ધતિ અને વિષયવસ્તુ

Unit	Content	Credit	Teaching Hours
૧	પશુપાલનનું અધ્યયન તેનો વ્યાપ અને હેતુઓ (અ) પશુપાલનની વ્યાખ્યા અને અર્થ. (બ) પશુપાલન વિષય શિક્ષકનાં કૌશલ્યો. (ક) પશુપાલન શિક્ષણના હેતુઓ: જ્ઞાન, સમજ, ઉપયોજન. - સામાન્ય હેતુઓ: વિષય સંબંધિત (લાંબા ગાળાના) - વિશિષ્ટ હેતુઓ: વિષયવસ્તુ સંબંધિત (ટૂંકા ગાળાના)	૧	૧૫
૨	પશુપાલન શિક્ષણનું આયોજન, પદ્ધતિઓ અને અભિગમો (અ) તાસ આયોજન, એકમ આયોજન, પ્રવૃત્તિ-સમવાય પાઠનું આયોજનના સોપાનો અને લાભાલાભ. (બ) વ્યાખ્યાન પદ્ધતિ, સ્વાધ્યાય પદ્ધતિ, નિર્દેશ પદ્ધતિ (ક) સમસ્યા ઉકેલ અભિગમ, આગમન- નિગમન અભિગમ.	૧	૧૫
૩	પશુપાલન અને માનવજીવન (અ) પશુઓનો ઇતિહાસ, કેળવણીની શરૂઆત, વર્તમાન સમયમાં પશુપાલન અગત્ય, તેની સમસ્યાઓ અને સમાધાન (બ) ભારતીય તેમજ વિદેશી ગાયોની ઓલાદા: ગીર, કાંકરેજ, ડાંગી, શાહીવાલા, સિંધી, જર્સી, હોસ્ટન - ફ્રિઝિયન (ક) પશુપાલનની ગ્રામ્ય વિકાસ, સ્વરોજગારી તથા મહિલા પદાર્પણ વિષયક અગત્ય.	૧	૧૫

Second Semester

Course - 206

પશુપાલન અને ડેરી વિદ્યા: શિક્ષણ પદ્ધતિ અને વિષયવસ્તુ

Unit	Content	Credit	Teaching Hours
૧	પશુપાલન શિક્ષણના સાધનો, સહાયક પ્રવૃત્તિઓ અને મૂલ્યાંકન. (અ) પશુપાલનની પ્રયોગશાળાનું મહત્વ, આયોજન અને જાળવણી, પશુ પ્રદર્શનો, પશુ મેળાઓ, પશુ સારવાર અને નિદાન કેમ્પ, દૂધ ઉત્પાદન હરીફાઈ. (બ) રસીકરણ, ખસીકરણ, શીગનાબુટ્ટી, કૃત્રિમ બીજદાન પદ્ધતિ અને તેનું મહત્વ, વર્ગકાર્યમાં ઉપયોગી વસ્તુઓ: જુદા જુદા તંત્રોના ચાર્ટસ અને મોડેલ, રોગોના ચાર્ટસ, કૃત્રિમ બીજદાનના સાધનો, મૃત પશુમાંથી મેળવીને સંગ્રહ કરેલા નમૂનાઓ, પશુ ઓલાદના ચિત્રો દર્શાવતા ચાર્ટસ. (ક) પ્રશ્ન સંવર્ધન, પશુવ્યવસ્થા અને પશુપોષણ	૧	૧૫
૨	પશુ સંવર્ધન, પશુવ્યવસ્થા અને પશુપોષણ (અ) પશુ સંવર્ધનનો ઇતિહાસ, અગત્યની પદ્ધતિઓ તથા પશુ સુધારણા. (બ) પશુ વ્યવસ્થા - વર્ગવાર ખોરાક, ઉછેર, રહેઠાણ તથા માવજતની જરૂરીયાતો અને અગત્ય. (ક) - પશુ ચિકિત્સાનું મહત્વ અને અગત્ય. - પશુરોગ અને ઉપચારો, રોગ નિયંત્રણ, રસીકરણ - આંચળનો રોગ, કાળિયો તાવ, ગળસૂંઢો, ગાંઠિયો તાવ ગર્ભપાત, ક્ષય, સફેદ ઝાડા, ખરવા- મોવા, બળિયા, હડકવા અને આફરો.	૧	૧૫
૩	પશુપાલન અને માનવજીવન (અ) દૂધ: સમતોલ અને સંપૂર્ણ આહાર, પોષક તત્વોન દ્રષ્ટિએ. (બ) દૂધની પરખ. (ક) - દૂધની વિવિધ બનાવટ અને ઉપયોગ - સહકારી ડેરી ઉદ્યોગ, વિકાસ, તબક્કા, પ્રકાર	૧	૧૫

प्रथम सेमेस्टर

प्रश्नपत्र: ७

Course - 107

हिन्दी पद्धति और विषयवस्तु

Unit	Content	Credit	Teaching Hours
1	(अ) राष्ट्रभाषा हिन्दी -राष्ट्रभाषा हिन्दी का महत्त्व -उद्देश्यलक्षी शिक्षा का महत्त्व -हिन्दी भाषा के सामान्य और विशिष्ट उद्देश्य (ब) देवनागरी लिपि -उद्भव -लिपिशिक्षा की पद्धतियाँ -लिपि के दोष और सुधार (क) भाषा शिक्षा की विधियाँ - प्रत्यक्ष - परोक्ष विधि - पाठ आयोजन का महत्त्व - पाठ के विविध सोपान ओर शब्दप्रतिपादन की विधियाँ	1	15
2	(अ) गद्य शिक्षा -गद्यशिक्षा के सामान्य और विशिष्ट हेतु -गद्यशिक्षा का महत्त्व -गद्य के विविध रूप : कहानी, एकांकी और निबंध का अध्यापन (ब) पद्यशिक्षा -पद्य शिक्षा का महत्त्व -पद्य शिक्षा की पद्धतियाँ -कविता सीखने में ध्यान देने योग्य बातें (क) व्याकरण शिक्षा -व्याकरण शिक्षा का महत्त्व -व्याकरण शिक्षा की पद्धतियाँ-आगमन-निगमन पद्धति -व्याकरण शिक्षा को रोचक बनाने के तरीके	1	15
3	(अ) वर्णविचार: स्वरों के भेद, व्यंजनों के भेद, अक्षरों का उच्चारण (ब) शब्दभेद: संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण, संबंधसूचक, समुच्चयादिबोधक, विस्मयादिबोधक (क) निबंधलेखन और विचार विस्तार	1	15

हिन्दी पद्धति और विषयवस्तु

Unit	Content	Credit	Teaching Hours
1	(अ) मौखिक अभिव्यक्ति -महत्त्व -उच्चारण दोष -उच्चारण दोष होने के कारण और सुधारने के उपाय -मौखिक अभिव्यक्ति के विकास की प्रवृत्तियाँ (ब) लेखन शिक्षा -महत्त्व -हिन्दी में लेखनदोष -लेखनदोष होने के कारण और उपाय -अनुलेखन और श्रुतलेखन (क) अच्छी पाठ्यपुस्तक के लक्षण -लक्षणों के आधार पर गुजरात राज्य की कक्षा ८ की पाठ्यपुस्तक की समीक्षा -हिन्दी शिक्षक की अपेक्षित योग्यताएँ	1	15
2	(अ) लिंग, वचन और उपसर्ग (ब) वाक्य के प्रकार और पदपरिचय (क) मुद्दों के आधार पर कहानी लेखन	1	15
3	(अ) समानार्थी शब्द, विरुद्धार्थ शब्द, भाववाचक संज्ञा, कर्तुवाचक संज्ञा और विशेषण रचना (ब) कहावतें, मुहावरे (कक्षा ८, ९ की पाठ्यपुस्तक आधारित) और शब्दसमूह के लिए एक शब्द (क) आवेदनपत्र, अहेवाललेखन, पत्रलेखन	1	15

First Semester
Course - 107
Content and Method of Teaching : Sanskrit

Unit	Content	Credit	Teaching Hours
૧	(અ) સંસ્કૃત ભાષાનું સ્વરૂપ-મહત્વ-સંસ્કૃત ભાષાશિક્ષણના સિદ્ધાંતો અને સંસ્કૃત સાહિત્યનો સામાન્ય ખ્યાલ. (બ) સંસ્કૃત ભાષાશિક્ષણના હેતુઓ - પ્રાચીન - અર્વાચીન - સામાન્ય અને વિશિષ્ટ (ક) સંસ્કૃત અધ્યાપન પદ્ધતિઓ- પાઠશાળા, આગમન-નિગમન, પ્રત્યક્ષ, ખંડાન્વય-દંડાન્વય, સ્વાધ્યાય પદ્ધતિ.	૧	૧૫
૨	(અ) પાઠ આયોજન- ગદ્ય-પદ્ય-વ્યાકરણ (હેતુઓ, શિક્ષક-વિદ્યાર્થીઓની પ્રવૃત્તિઓ, ફલકનોંધ, મૂલ્યાંકન) (બ) આદર્શ પાઠ્ય પુસ્તકના લક્ષણોને આધારે સંસ્કૃત પાઠ્ય પુસ્તકની સમીક્ષા ધો-૮, ૯ (વિશેષતા-મર્યાદા દૂર કરવાના સૂચનો) (ક) વાચન શિક્ષણનું મહત્વ અને પ્રકાર, સંસ્કૃત શિક્ષણમાં સુભાષિતોનું મહત્વ, સંસ્કૃત વ્યાકરણની ઉપયોગીતા	૧	૧૫
૩	(અ) સંસ્કૃત વર્ણમાલા અને ઉચ્ચારણ સ્થાન, ગણ (૧,૪,૬,૧૦) અંગ, ધાતુ, પરસ્મૈપદી-આત્મનેપદી, પુરુષ, વચન, કાળઅર્થના પ્રકારો-વર્તમાનકાળ, હ્યસ્તન ભૂતકાળ, સામાન્ય ભવિષ્યકાળ, અજ્ઞાત, વિધ્યર્થ. (બ) વિભક્તિઓના પ્રત્યયો અને ઉપયોગ, (૩-૫-૭) નામ અને સર્વનામના રૂપો, નામના રૂપો - અ કારાન્ત, આ કારાન્ત, ઇ કારાન્ત, ડ કારાન્ત (પુ., સ્ત્રી., નપું.) સર્વનામના રૂપો- અસ્મદ્, યુસ્મદ્, કિમ્, યદ્, તદ્, ઇતદ્ (પુ., સ્ત્રી., નપું.), વ્યંજનાન્ત રૂપો- મરૂત્જગત્ (ક) સમાસ-અર્થ અને પ્રકાર તત્પુરુષ દ્વન્દ્વ, કર્મધારય, બહુવ્રીહિ, અવ્યયીભાવ.	૧	૧૫

Second Semester
Course - 207
Content and Method of Teaching : Sanskrit

Unit	Content	Credit	Teaching Hours
૧	(અ) સંસ્કૃત શિક્ષણમાં ઉપયોગમા આવતા ઉપકરણો, મહત્વ-ઉપયોગીતા, જાળવણી, ઉપયોગ વખતે ધ્યાનમાં લેવાતી બાબતો. (બ) સંસ્કૃત અધ્યાપન પ્રવૃત્તિઓ-અનુલેખન, શ્રુતલેખન, મૌખિકકાર્ય, કંઠસ્થીકરણ, ઉચ્ચારણ. (મહત્વ-દોષ-ઉપાય) (ક) સંસ્કૃત શિક્ષક-વિદ્યાકીય સજ્જતા, વ્યાવસાયિક સજ્જતા, કર્તવ્ય તથા સંસ્કૃત શિક્ષણની વિવિધ સહઅભ્યાસ પ્રવૃત્તિઓ	૧	૧૫
૨	(અ) કૃદંત-અર્થ અને પ્રકારો, કર્તરી - કર્મણી, ભાવેપ્રયોગ (બ) અવ્યય - વ્યાખ્યા અને પ્રકારો અવ્યયોના વિશિષ્ટ વાક્યપ્રયોગો (ધો-૮,૯,૧૦ના આધારે), ઉપસર્ગ - અર્થ, વિશિષ્ટતા, મહત્વ, ઉપયોગ. (ક) સંધિ- અર્થ, પ્રકારો, નિયમો અને ઉપયોગો, સંખ્યાવાચક શબ્દો- એક થી સો (૧ થી ૧૦૦) સંખ્યા પૂરક શબ્દો.	૧	૧૫
૩	(અ) શ્લોક- ૧૦ પાઠ ૧ થી ૫૫ એકમોનો અનુવાદ, રત્ન કણિકા - અર્થ, વિચાર વિસ્તાર- ધોરણ-૮, ૯, ૧૦ શ્લોકપૂર્તિ- ધોરણ- ૮, ૯ માંથી ફક્ત મુખપાઠ કરવાના શ્લોકો જ લેવા. (બ) સાહિત્યકાર પરિચય- (જીવન, સમય અને કવન) - કાલિદાસ, ભવભૂતિ, ભાસ, બાણ, હર્ષ. (ક) નિબંધ - (પાંચ-સાત વાક્યો) મમ પાઠશાળા , ગુજરાત રાજ્ય, પ્રવાસ વર્ણનમ્, ઉદ્યાનમ્, મમ પરિચય, અસ્માકમ દેશ:, સંસ્કૃત વાર્તાલાપ (પાંચ-સાત વાક્યો) માતા- પિતા, ગુરુ-શિષ્ય, સ્વામિ - સેવક, પિતા-પુત્ર મિત્ર-મિત્ર, વૈદ્ય -રોગી	૧	૧૫

First Semester
Course - 107
Content and Method of Teaching : Social-Science

Unit	Content	Credit	Teaching Hours
1.	(A) Social- Science: Concept and Importance (B) Social- Science: Nature and Area (C) Position of Social Science in present Curriculum	1	15
2.	(A) Lesson planning in teaching of Social Science - Micro Lesson Planning - Stray Lesson Planning - Unit Lesson Planing Co-relation of Social C Concept and Importance Science with psychology, Political Science, Sociology, Science and Technology. (B) - Method of teaching in Social-Science (Concept, advantages and implications in classroom) Lecture, Group discussion, Role- Play, Tour, Project, Exhibition, Supervised Study - Tool for teaching of Social- Science Maps, Chart, Pictures, Globe, Newspapers, Magazines, Reference Books, Bulletin Board, Computer (C) Evaluation in teaching of Social - Science: (a) Various types of Questions: Essay Type, Short Answerer and Objective type. (b) Three Dimensional Table for the construction of Ideal Question paper. (c) Diagnostic and Remedial Work.	1	15
3.	(A) The British Conquest on India Resources: Meaning, Types and Uses. (B) Indian Society in the Direction of Changes. Framing of Indian Constitution and its Salient Features. (C) Cultural Heritage of India: Sculptures, Architectures and Places of India Heritage.	1	15

Second Semester
Course - 207
Content and Method of Teaching : Social-Science

Unit	Content	Credit	Teaching Hours
1.	(A) Social-Science Room: Concept, Importance and its Maintenance. Characteristics of a good Social - Science Teacher. (B) Evaluation of Present Text Book of Std: 8th, 9 th and 10th (C) Specific activities in teaching of Social-Science: Field work and Survey.	1	15
2.	(A) Contribution of Gujarat in Independence. Influence of British Rule in India and National Movements. (B) Global Problems Part-1 and Part-2. (C) Indian Democracy	1	15
3.	(A) National Movement during Gandhian Era. (B) Role of World Organization: WHO, UNESCO, UNICEF. Judiciary of Indian and Organs of Government. (C) Heritage of Science and Technology of India Social Change and Human Development.	1	15

First Semester
Course - 107
Content Land Method of Teaching: Mathematics

Unit	Content	Credit	Teaching Hours
1.	Objectives, Planning & Values of teaching of Mathematics & Mathematics Teacher: (A) General & Specific objectives of teaching of mathematics, Formate for stray lesson Planning & unit lesson planning in teaching of Mathematics. (B) Values of teaching of Mathematics: - Utility Value - Cultural Value - Disciplinary Value (C) Characteristics of Ideal Mathematics teacher	1	15
2.	Methods, Techniques & Teaching Aids of teaching of Mathematics: (A) Inductive-deducative methods, Analytical-Synthetic methods of teaching Mathematics, Importance of Drilling work and Review works, Oral work in teaching of Mathematics (B) Characteristics of Ideal Text Book of Mathematics & Review of present Textbook of 10th Std. of Mathematics (C) Construction & importance of teaching aids in teaching of mathematics	1	15
3.	Mathematics Content (A) Introduction to Set & Operations, Banking, Variation (B) Triangle: Triangle, Condition for Congruence of triangles, Inequalities related to triangles, Conditions for Similarity, similarty & parallelogram. (Including theorems & constructions) (C) Trigonometry: Trigonometry, trigonometric identities, trigonometric ratio of complimentary angles, Height & distance	1	15

Second Semester
Course - 207
Content and Method of Teaching: Mathematics

Unit	Content	Credit	Teaching Hours
1.	Mathematics club, Mathematics Laboratory, Correlation & idéal question paper: (A) Mathematics Club: Objectives, Planning & Activities Mathematics Laboratory: importance, activity & limitation (B) Co-relation: Meaning, Importance, co-relation of mathematics with its branches & drawing. (C) Construction of ideal question paper (Blue Print): Steps & importance.	1	15
2.	Content (A) Linear Equations in two variables & Quadratic equations (B) Expansion, profit & Loss (C) Circle: circle, circle & Chord, Arc of a Circle, Tangent of a Circle.	1	15
3.	Content (A) Factorization, simple & Compound interest (B) Income tax, Angle. (C) Area, Volume & Use of area in Practical problems, Solids	1	15

First Semester
Course - 107
Content & Teaching of Method: Accountancy

Unit	Content	Credit	Teaching Hours
1.	(A) Accountancy Related: -Meaning, Characteristics, accounting concepts, History, Importance at higher Secondary Level. (B) Educational aims of Accountancy at higher Secondary level. General objectives, Specific objectives and expected behavioral changes of Accountancy. (C) - Correlation: Meaning, importance, internal Correlation of accountancy - Correlation with other subjects - Correlation wht other Subjects -Correlation with Economics, Business Administration. - Lesson planning and unit planning in the teaching of Accountancy.	1	15
2.	(A) Teaching Methods: Meaning, advantages, limits, Application in the classroom. - Inductive Deductive method, Analytic Synthetic method, project method, Supervised Study method. (B) Importance of different aids, Application in the Class room teaching. (C) Reference: Reference Book, Newspapers. - Teacher of Elements of Accountancy: Essential Virtues, professional abilities.	1	15
3.	(A) -Introduction of terminologies of Accountancy - Bad -Debts and bad debt provision - Annual Account (Sole proprietorship partnership) (B) Rectification (Short examples) (C) Bank Reconciliation	1	15

Second Semester
Course - 207
Content & Teaching of Method: Accountancy

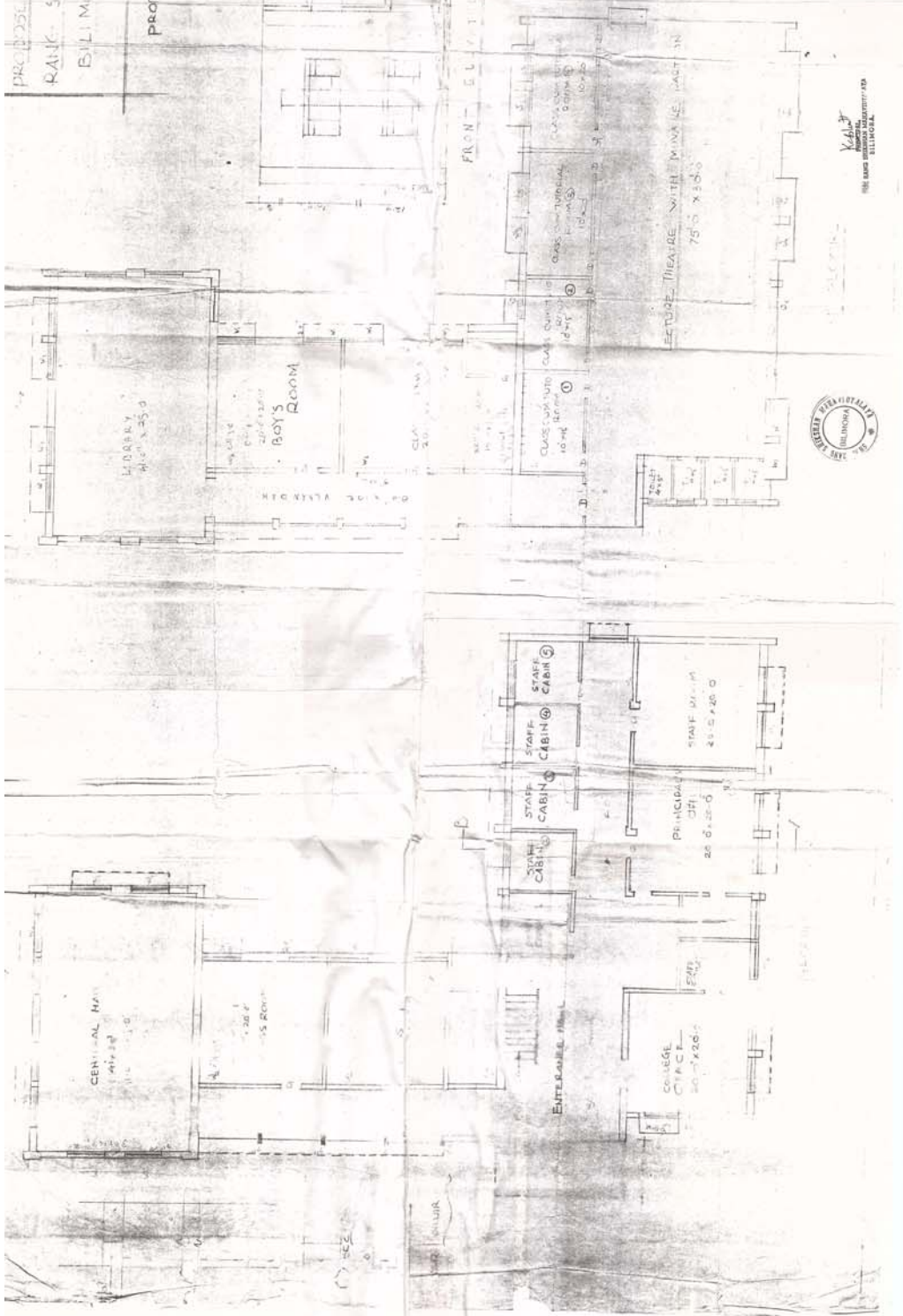
Unit	Content	Credit	Teaching Hours
1.	(A) Importance of text-book of Elements of Accountancy, Characteristics of ideal text book of accountancy, Evaluation of existing text book of Std. XII (B) - Evaluation: Written, oral and practical - Model question paper of accountancy characteristics, and its Blue print. - Drilling and revision, Diagnosis and Remedial work in Accountancy (C) Specific activities in teaching of Accountancy	1	15
2.	(A) Depreciation Accounting -Definition, Objectives Causes, Method of Calculating depreciation out of which -Straight line Method, and reducing balance method (Simple examples) (B) Good Will: Theoretical information, Calculation of Short examples, Simple Everage, Weighted Everage, Capitalization method of everage profit, A cretin Number of Years purchase of super profit method. (C) Accounting ratio: Meaning, types, short examples.	1	15
3.	(A) Partnership: Definition, aggrement, Admission of new parther, effects ofn distribution of profit loss due to admission of new partner (Short examples) (B) - Transactions of Share Theoretical information, Examples, (of amount per Share which is fully paid during share application and allot ment) (C) Deshi Namu: Terminologies, preparing Rojmel are Bechamel. (Examples)	1	15

MASTER PLAN OF THE INSTITUTION.

PROPOSED CONSTRUCTION FOR SHRI
RANK SHIKSHAN MAHA VIDYALAY AT
BILIMORA. SCALE 1:50

The Plans are made for the
University of Architecture
and Planning, Mumbai
and are subject to the
approval of the
University of Architecture
and Planning, Mumbai
New Delhi-110022

PROPOSED WORK



CHECKED BY
FOR PRINAT ARCHITECTS
IN BILIMORA

THE ARCHITECTS' SIGNATURE



SAMPLE OF STUDENT FEEDBACK FORM
ON CURRICULUM
AND FACULTY

FEEDBACK FORM ON CURRICULUM FOR STUDENTS

SECTION – A

INDEX	STATEMENTS	AGREE	NEUTRAL	DISAGREE
1	The present syllabus is too long			
2	Enough time is given to complete the syllabus			
3	The modern reference books are available for the present curriculum			
4	The modern trends are covered in the present syllabus			
5	The present syllabus is prepared in such a way that can be taught by only one teaching method			
6	Various techniques like group discussions and seminars are covered in the present syllabus			
7	There is a co-relation between different units in present syllabus			
8	The teaching point of modern syllabus are useful in future life			
9	We got freedom for selecting subject in foundation course			
10	We have liberty in selecting elective subjects			
11	The emphasis is given to past incidents in the present syllabus			
12	Less weightage is given to future changes in modern syllabus			
13	The activities are placed in the present syllabus			
14	There are some points not related for the use to secondary teachers			
15	The present syllabus is not so short to cover in teaching days of the term			

SECTION – B

Answer the following questions:

1. Mention any three positive points of the present syllabus
2. Describe any three limitations of the present syllabus
3. Mention any three suggestions to improve the present syllabus

STUDENT FEED-BACK ASSESSMENT SHEET – YEAR 2013-14

Name of student: Roll no:

Note:- Give appropriate grade to respected staff member according to your experience.

Very good= A, *Good*=B, *Average*=C, *Poor*=D, *Very Poor*=E

Sr. No	Particular	Faculty							
		Dr. K.R. Naik	Dr. M.N. Patel	Dr. N.K. Patel	Dr. V.N. Patel	Dr. K.K. Tandel	Dr. G.R. Patel	Dr. S.N. Vasava	Miss S.A. Tailor
1	Pre-preparation for Classroom.								
2	Deep knowledge of his own subject.								
3	During classroom-session gives good information related to life.								
4	Time management during teaching.								
5	Proper guidance in his/her subject.								
6	Healthy relationship with all trainee.								
7	Equal behaviour with all methods trainee.								
8	Creative and live presentation.								
9	Fluent and simple vocabulary which student can understand.								
10	Proper voice clarity and loudness.								
11	Language purity in speech.								
12	Scope to discuss for subject with trainee, in classroom.								
13	Scope for healthy discussion by the trainee.								
14	Interest in co-curricular activity.								
15	Efficiency to manage any programme.								
16	Use of different teaching method.								
17	Skill of using Modern Technology.								
18	Attitude of Parallel Board work.								
19	Providing proper reference material								
20	Healthy behavior with all.								
21	Overall performance.								
22	Does honest evaluation.								
	Remark :-								
		Students Signature :-							

SAMPLE OF ONLINE FEEDBACK FORM FILLED BY STUDENTS

REGARDING THE STAFF MEMBERS EFFICIENCY, INTERACTION, ATTITUDE, FACILITIES AND MOTIVATIONS ARE REFLECTED IN THEIR ONLINE SUBMISSIONS AT THE END OF THE SEMESTER. THE STATEMENTS OF THE ONLINE FEEDBACK FORM ARE AS FOLLOW:

SR. NO.	STATEMENT
1	I am satisfied by the teaching work of the college.
2	Many Methods other than traditional are utilized in the college.
3	Difficult points of the content are well explained in detail.
4	Individual differences are also considered during the teaching work.
5	Proper guidance are given about the difficulties of the trainee students.
6	Teacher Educators involves different activities for making effective teaching.
7	Teacher Educators teaches with enough Pre-preparation.
8	Teacher Educators has proper depth in their own subjects.
9	Teacher Educators always gives life oriented instruction parallel to the exam oriented information.
10	Teacher Educators uses ICT in the classroom according to the needs.
11	I am always attracted by the commitment of Teacher Educators with reference to their duties.
12	Teacher Educators concentrate enough towards the method subjects.
13	Institutional environment of my college is very good.
14	Co-operation of non- teaching staff is proper and enough.
15	Facilities of the Library satisfies my educational needs.
16	Curriculum of B.Ed is justified in our college with satisfaction.
17	As the part of syllabus, activity Book Review becomes very useful for me.
18	Proper guidance is given from the respective Teacher Educators regarding lesson planning.
19	Demonstration lessons given by the Teacher Educators are effective.
20	Teacher Educators uses different methods of teaching in their demonstration lesson.
21	The demonstration lessons by Teacher Educators becomes very helpful to the trainee students.
22	Enough guidance is given by the Teacher Educators during Micro lessons.
23	Micro lessons really becomes helpful for developing the different skills.
24	Real experiences regarding the school interaction are acquired during the stray lessons in different schools.
25	Overall development becomes possible of each trainee with the help of internship programme.
28	Enough and proper guidance is given by the Teacher Educators during the lesson planning.
29	Different potentials hidden in every individual student can brought out with the help of prayer assembly.
30	Different activities are organized for the overall development of the trainee students.
31	Lectures of the dignitaries of educational fields are organized during the year.
32	Internal evaluation work is carried out without any partiality.

Each trainee students reflexes his response in five point rating scale

SAMPLE OF FEEDBACK FORM
ON PRACTICE TEACHING BY
TEACHER EDUCATORS, PEERS AND
STAFF OF PRACTICE TEACHING SCHOOLS

FEEDBACK BY SUPERVISING PROFESSOR ON PRACTICE TEACHING

Positive aspects of the lesson	Remarks and suggestions

Overall Evaluation of The Teaching Work

Sr. No.	Efficiencies	Grade (A, B, C, D)
1	Feed back/ Motivation	
2	Control over language	
3	Clarity of content	
4	Clarity of Concept	
5	Additional information	
6	Creation of Educational Environment	
7	Dialogue pattern	
8	Eye Contact	
9	Activeness of the teacher	
10	Active response of the students	
11	Skill to operate teaching aids and instruments	
12	Questioning Skill	
13	Effectiveness of Board work	
14	Success in classroom management	
15	Time management	

Grade :-

Date :-

Signature of the faculty

FEEDBACK BY PEER GROUP ON PRACTICE TEACHING

School :-		Date:-
Name of Trainee Teacher		Lesson No:-
Std.:-	Sub.:-	Topic :-

1. Important points of the lesson and

Beginning of the lesson.

2. Teacher's working pattern and
activities

3. Teachers preparation and implementation

4. Interaction between teacher and student.

5. Board work

6. Characteristics of the lesson

7. Sign of Observer faculty

Suggestions

Sign of the Trainee who has given the lesson

FEEDBACK BY PRINCIPAL AND STAFF OF PRACTICE TEACHING SCHOOL

To,
The Principal,

Sub: *Feedback on the performance of our trainees during 2013-2014 in your school*

Sir,
Hope this letter finds you in the best of your health. In the context of the subject stated above, you are requested to send your own as well as your staff's feedback on the performance of our trainees in the practicing lessons given in your school during the year 2013-2014. The feedback form is enclosed with herewith.

Thanking you,
Yours Faithfully,

Principal

FEEDBACK ON THE PERFORMANCE OF THE TRAINEES OF SHRIRANG SHIKSHAN MAHAVIDHYALAYA, BILLIMORA IN PRACTICE TEACHING LESSONS.

1) Good Points:

1. Punctuality in going to the class
2. Proper presentation of the subject matter
3. Use of colouring chalk in class work
4. Proper pre-planning
5. Healthy interaction
6. Positive body language
7. Use of ICT for teaching
8. Collective approach

2) Limitations of trainees

1. Little variety in questions
2. Asking very limited question in the preparatory outline
3. Limited additional information

3) Suggestions for improvement

1. Increase the use of ICT
2. Provide continuous encouragement to the students to be constantly active in the process of teaching and learning
3. Give personal guidance to students wherever possible

AUDITED INCOME-EXPENDITURE STATEMENT OF
THE LAST TWO YEARS

PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS

YAZDI J. PANTHAKY
B.COM. F.C.A.

PHONE : (02634)283931
JALBHAI NI WADI,
MAHADEV NAGAR,
BILIMORA. - 396321.

AUDITORS' REPORT

- (1) We have audited the attached Balance Sheet and Income & Expenditure of **SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA** as at 31st March, 2013. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.
- (2) We have conducted the audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on the test basis, evidence supporting the amounts & disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.
- (3) We further report that :-
- (A) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
- (B) The Statement of Accounts dealt with by the report are in agreement with the Books of Accounts.
- (C) In our opinion and to the best of our information and according to the explanations given to us, the accounts give a true and fair view :
- (a) in the case of the Balance Sheet, of the state of affairs of the College as at 31st March, 2013.
- AND
- (b) in the case of the Income and Expenditure Account, of the Deficit for the year ended on that date.

Yazdi J. Pantthaky
(Y. J. PANTHAKY)
PROPRIETOR

MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

PLACE : BILIMORA
DATE : 26 JUL 2013

TRUE COPY

[Signature]
PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA
CONDUCTED BY BILIMORA VIBHAG KELAVNI MANDAL, BILIMORA.

BALANCE SHEET AS ON 31st MARCH, 2013.

FUNDS & LIABILITIES	RS.	RS.	ASSETS	RS.
BUILDING FUND		108,678	FIXED ASSETS As Per Schedule '2'	1,502,661
OTHER ENMARKED FUNDS			DEPOSITS, ADVANCES & OTHERS As Per Schedule '3'	4,034,234
A. N. Doctor Scholarship Fund	15,256		CASH & BANK BALANCE : As Per Schedule '4'	830,439
College Awards	50,000		BILIMORA VIBHAG KELAVANI MANDAL	
Computer Grant Fund	100,000		Opening Balance	243,401
Development Fund	228,710		Add : - Deficit for the Year	257,474
Endowment Fund	6,938			
Krupa Student Prize Fund	2,570	903,493		500,875
Scholarship Fund	2,733			
Students Aid Fund	74,088			
Rajat Jayanti Fund	368,198			
U G C Grant Computer	55,000			
DEPOSITS				
PHD Library Deposit	800			
PHD College Deposit	400			
Library Deposits	71,950			
OTHER LIABILITIES As Per Sch '1'				
TOTAL		6,868,209	TOTAL	6,868,209

AS PER OUR REPORT OF EVEN DATE.

[Signature]
 Secretary
 Working Committee,
 B.V.K. Mandal, Bilimora

[Signature]
 (Y . J . PANTHAKY)
 PROPRIETOR
 MEMBERSHIP NO. : 031362
 FOR PANTHAKY & ASSOCIATES
 CHARTERED ACCOUNTANTS
 Firm Regn. No.: 107379W

[Signature]
 PRINCIPAL,
 SHRI RANG SHIKSHAN MAHAVIDYALAYA
 BILIMORA

PLACE : BILIMORA
 DATE : **26 JUL 2013**

TRUE COPY

PLACE : BILIMORA
 DATE : **26 JUL 2013**

PRINCIPAL
 SHRI RANG SHIKSHAN MAHAVIDYALAYA
 BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

CONDUCTED BY BILIMORA VIBHAG KELAVANI MANDAL, BILIMORA.

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 st MARCH, 2013.

<u>EXPENDITURE</u>	<u>RS.</u>	<u>INCOME</u>	<u>RS.</u>
To Salaries & Allowance As per Schedule '5'		By Fees As per Schedule '7'	263,175
To Washing Allowance	4,495,924	By Grants	4,495,924
To Peon Uniform Expenses	570	Direct Payment Grant	16,000
To Tuition Fees Remitted to Government	2,000	Maintenance Grant (12 - 13)	55,782
To Xerox Exp.	51,250	Maintenance Grant (11 - 12)	4,567,706
To Fire Extinguisher Exps.	865		
To Telephone Expense		By Other Income	54,495
College	14,339	As per Schedule '8'	
Principal Residence	-		
To Building Rent	14,339	By Deficit Carried over to Bilimora Vibhag	257,474
To Miscellaneous Expenses	8,932	Kelavani Mandal	
As per Schedule '6'			
To Depreciation	423,027		
Surplus Carried over to Bilimora Vibhag	145,943		
Kelavani Mandal			
TOTAL	5,142,850	TOTAL	5,142,850

AS PER OUR REPORT OF EVEN DATE

[Signature]
Secretary
Working Committee,
S.V.K. Mandal, Bilimora

[Signature]
(Y . J . PANTHAKY)
PROPRIETOR
MEMBERSHIP NO.: 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

[Signature]
PRINCIPAL,
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

PLACE : BILIMORA
DATE : 26 JUL 2013

PLACE : BILIMORA
DATE : 26 JUL 2013

TRUE COPY

PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (1) - LIABILITES (31.03.2013)	
PARTICULARS	RS.
BC/SC Scholarship (2012 - 13)	9,380
Nirantar Education Centre	4,300
Old Student Associate	35,000
Providend Fund	3,951,197
Rotary Club Scholarship	459
Scholarship Dan	500
Students Union	40,400
Svarnim Gujarat Grant (State Government)	105,000
U G C Grant for Books / Journal (10 th Plan)	77,168
U G C Grant for Equipments (10th Plan)	123,098
U G C Grant for PTAC (Xth Plan)	5,548
U G C Research Project Grant	11,250
U G C XI th Plan Books	26,357
U G C XI th Plan Equipment	19,421
U G C XI th Plan	272,020
Dell Grant	228,850
Parimal News Agency	2,940
PH.D Student Aid Fund	1,200
U G C XI th Additional Grant	868,800
TOTAL	5,782,888



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA

SCHEDULE - (2) FIXED ASSETS (31.03.2013)

SR.	PARTICULARS	RATE OF %	BALANCE AS ON 01.04.2012	ADDITION FOR THE	DEPRECIATION FOR THE	BALANCE AS ON 31.03.2013
1	BUILDING	10	30,301	-	3,030	27,271
2	DEAD STOCK FURNITURE	15	4,677	13,500	1,714	16,463
3	LIBRARY BOOKS	10	73,761	26,974	8,756	91,979
4	UGC BOOKS BANK	10	1,224	-	122	1,102
5	ELECTRICIAL INSTALLATION	10	924	-	92	832
6	COMPUTER	60	2,619	-	1,571	1,048
7	UGC VIDEO CASSETES	15	717	-	108	609
8	UGC COMPUTER NETWORK	15	1,081	-	162	919
9	UGC Xth T.V. D.V.D.	15	9,401	-	1,410	7,991
10	UGC LIBRARY BOOKS	10	79,968	-	7,997	71,971
11	UGC GRANT 10th PLAN EQUIPMENT	15	14,029	-	2,104	11,925
12	UGC XI th PLAN BOOKS	10	59,881	-	5,988	53,893
13	UGC XI th PLAN EQUIPMENT	15	24,138	400	3,651	20,887
14	SWARNIM GUJARAT DEAD STOCK	10	20,010	-	2,001	18,009
15	UGC XI th PLAN COMPUTER / LAPTOP	60	2,920	-	1,752	1,168
16	ATTENDANCE MACHINE	15	14,338	-	2,151	12,187
17	LIBRARY NEWSPAPER STAND	15	2,295	-	344	1,951
18	UDISHA DEAD STOK	15	4,080	-	612	3,468
19	UGC XI th ENHENCEMNET INI. BULG.	10	4,433	-	443	3,990
20	UGC XI th EXAM REFORM PRINTER	15	12,488	-	1,873	10,615
21	U. P. S.	15	1,850	-	278	1,573
22	UGC XI th PLAN IMPRU. FACILITY	10	79,681	-	7,968	71,713
23	SWARNIM GUJ. CAMERA 12-1-11	15	4,717	-	708	4,009
24	SWARNIM GUJ. DVD 12-1-11	15	2,397	-	360	2,037
25	CABINET PRINTER 6-12-12	15	-	32,700	2,453	30,248
26	DEAD STOCK SWAENIM GUJ. 6-10-12	10	-	17,000	850	16,150
27	DELL FURNITURE TABLE 16-4-12	10	-	228,850	22,885	205,965



28	LIB. DEAD STOCK 8-10-12	10	-	19,500	975	18,525
29	UGC XI DEGITAL PODIUM 3-11-12	15	-	25,000	1,875	23,125
30	UGC XI FAX MACHINE 6-11-12	15	-	6,900	518	6,383
31	UGC XI LABO. EQUIPMENT 15-12-12	15	-	32,708	2,453	30,255
32	UGC XI EQUIPMENT 11-12-12	15	-	60,000	4,500	55,500
33	UGC XI INVERTOR 9-11-12	15	-	34,100	2,558	31,543
34	UGC XI PBX SYSTEM 4-12-12	10	-	29,852	1,493	28,359
35	UGC XI AIR CONDITION 26-11-12	15	-	28,490	2,137	26,353
36	UGC XI ADD. PROJECTOR 8-2-13	15	-	249,500	18,713	230,788
37	UGC XI RO PLANT 6-2-13	15	-	71,400	5,355	66,045
38	UGC XI REFERIGATOR 22-2-13	15	-	8,800	660	8,140
39	UGC XI ZEROX MACHINE 23-1-13	15	-	88,000	6,600	81,400
40	UGC XI DIGITAL PODIUM 23-1-13	15	-	211,450	15,859	195,591
41	UGC XI MATHS LAB. EQUIP. 23-1-13	15	-	11,550	866	10,684
TOTAL			451,930	1,196,674	145,943	1,502,661



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (3) - DEPOSITS , ADVANCES & OTHERS (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
U G C Xth Plan Exam Reform	9,450
Director of Higher Education Providend Fund	3,951,197
G.E.B. Deposit	50
U G C Computer Network Expense	10,400
U G C Research Project Grant Advance	8,000
U G C Xth Plan PTAC Expense	1,026
G.E.B. Deposit (7/9/2007)	1,277
Svarnim Gujarat Expenses	37,584
U G C Xth Plan Main. Of Equip.	15,250
TOTAL	4,034,234

SCHEDULE - (4) - CASH & BANK BALANCES (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
Bank of Baroda , Bilimora	
Current A/c. No. : 119	5,011
Savings A/c No. : 00448 .	337,086
Fixed Deposit (Scholarship)	872
State Bank of India , Bilimora	
Fixed Deposit (Krupa Vidyarthi)	1,000
Fixed Deposit (Rangam Parivar)	2,000
Fixed Deposit (A. N. Doctor Scholarship)	5,000
Savings A/c No. : 10689153482 .	54,907
Swarnim Gujarat S. B. A/c. No. : 31840330690	4,682
Dena Bank , Bilimora	
Fixed Deposit (Rajat Jayanti)	100,000
Savings A/c No. : 009910001125 .	305,502
Cash on hand	14,379
TOTAL	830,439



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (5) SALARIES & ALLOWANCE (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
(A) TEACHING STAFF	
Basic Salary	2,012,371
Dearness Allowance.	988,555
H.R.A.	145,689
Medical Allowance	3,394
Vehicle Allowance	10,400
Arrears	116,711
Sub Total	3,277,120
(B) <u>NON TEACHING STAFF :</u>	
Basic Salary	381,300
Dearness Allowance.	264,004
H . R . A .	38,130
Medical Allowance	3,600
Bonus	6,908
Arrear	524,862
Sub Total	1,218,804
TOTAL	4,495,924

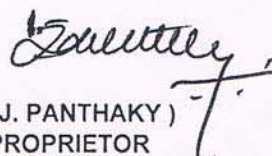
SCHEDULE - (6) - MISCELLANEOUS EXPENSES (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
Aminity Exp.	28,887
Adhoc Salary Non Teaching	201,047
Audit Fees	4,494
Bank Commission & Charges	1,501
College Electricity	16,669
College Exam Expenses	1,561
Computer Expenses	17,200
Building Repair	18,000
Library Magazine & Periodical	27,845
Miscellaneous Expenses	323
Postage & Telegarm	2,503
Printing & Stationery	16,293
Repairing Exp.	5,750
Travelling	19,464
Travelling (UGC Pune)	16,316
Water Sanitation	11,294
Website Exp.	1,698
Furniture Repairing	10,000
Municipal Tax	21,996
TDS Return Filling Exp.	186
TOTAL	423,027



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (7) - FEES (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
Admission Fees	5,000
Amenity Fees	29,550
Campus Development Fees	19,700
Examination Fees	14,775
Library Fees	49,250
Tution Fees	51,250
Computer Fees	29,550
Laboratory Fees	59,100
PHD Fees	5,000
TOTAL	263,175

SCHEDULE (8) - OTHER INCOME (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
Interest on Fixed Deposit	9,549
Interest on Savings Bank A/c	40,514
Miscellaneous Income	100
T. C. Fees	3,900
Pasti Sales	432
TOTAL	54,495

SIGNATURE TO SCHEDULE '1' TO '8'



(Y. J. PANTHAKY)
PROPRIETOR

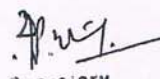
MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS

Firm Regn. No.: 107379W

PLACE : BILIMORA

DATE : 26 JUL 2013


PRINCIPAL,
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA


Secretary
Working Committee,
B.V.K. Mandal, Bilimora

TRUE COPY


PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2013

RECEIPT	SCH.	R₹.	PAYMENTS	SCH.	R₹.	R₹.
(A) OPENING BALANCE : (01.04.2012)			(A) SALARY & ALLOWANCE :	" 3 "		4,495,924
Cash On Hand		3,681	(B) MISCELLANEOUS EXPENSES :	" 4 "		423,027
Bank of Baroda, Current A/c.		5,123	(C) SCHOLARSHIPS :			
Bank of Baroda, Savings A/c.		325,767	BC/ SC Scholarship (2012 - 13)		46,900	
Dena Bank, Savings A/c.		286,391	BC/ ST Scholarship (2012 - 13)		263,130	
Swarnim Gujarat S. B. I. Savings A/c.		21,173	EBC Scholarship (2012 - 13)		21,250	
State Bank of India, Savings A/c.		229,635	(D) PURCHASES OF FIXED ASSETS	" 5 "		331,280
(B) FEES INCOME :	" 1 "		(E) OTHERS :			1,196,674
(C) GRANTS :			Tuition Fees Transferred To Government			51,250
Direct Payment Grant		4,495,924	Peon Uniform Expenses			2,000
Dell Grant		228,850	Peon Washing Allowance			570
Maintenance Grant (12-13)		16,000	Building Rent			8,932
Maintenance Grant (11 - 12)		55,782	Xerox Expenses			865
(D) OTHER INCOME :	" 2 "		Telephone Expense		14,339	
(E) SCHOLARSHIPS :			College		-	
BC/ SC Scholarship (2012 - 13)		56,280	Principal Residence			14,339
BC/ ST Scholarship (2012- 13)		263,130	LIC Premium Paid			6,233
EBC Scholarship (2012 - 13)		21,250	Repayment of BVKM Deposit			25,000
(F) DEPOSITS :			Refund of UGC Grant XI th Plan			8,829
Phd College Deposit		400	Payment to BVKM			50,000
Library Deposit		20,000	Refund of Library Deposit			20,000
College Deposit		10,000	Payment to Director of Higher Education			424,466
Phd Library Deposit		800	Provident Fund A/c.			
(G) OTHERS :						
Scholarship Fund Interest Income		31,200				
Krupa Student Prize Fund Interest		133				
Student Aid Fund		86				
Received from Students' Union		29,550				
PHD Students' Aids Fund		20,500				
Parimal News Agency (Unpaid)		1,200				
UGC XI th Add. Grant Received		2,940				
		868,800				



A.N.Donor Scholarship Interest Income SBI FDR Matured Received for Director of Higher Education Provident Fund A/c. TOTAL		426 75,000 424,466 7,780,956	(P) CLOSING BALANCE (31.03.2013) : Cash On Hand Bank of Baroda, Current A/c. Bank of Baroda, Savings A/c. Dena Bank, Savings A/c. Swarnim Gujarat S. B. I. Savings A/c. State Bank of India, Savings A/c. TOTAL	14,379 5,011 337,086 305,502 4,682 54,907 721,567 7,780,956
---	--	--	---	---

EXAMINED WITH BOOKS OF ACCOUNTS PRODUCED
BEFORE US AND FOUND CORRECT.


PRINCIPAL,
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA


Secretary
Working Committee,
S.V.K. Mandal, Bilimora


(Y. J. PANTHAKY)
PROPRIETOR
MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

PLACE :- BILIMORA.
DATE :- 26 JUL 2013

PLACE :- BILIMORA.
DATE :- 26 JUL 2013

TRUE COPY


PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (1) - FEES (31.03.2013)	
<u>PARTICULARS</u>	<u>RS.</u>
Admission Fees	5,000
Amenity Fees	29,550
Campus Development Fees	19,700
Examination Fees	14,775
Library Fees	49,250
Tution Fees	51,250
Computer Fees	29,550
Laboratory Fees	59,100
PHD Fees	5,000
TOTAL	263,175

SCHEDULE (2) - OTHER INCOME (31.03.2013)

<u>PARTICULARS</u>	<u>RS.</u>
Interest on Fixed Deposit	9,549
Interest on Savings Bank A/c	40,514
Miscellaneous Income	100
T. C. Fees	3,900
Pasti Sale	432
TOTAL	54,495



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA

SCHEDULE - (3) SALARIES & ALLOWANCE (31.03.2013)

<u>PARTICULARS</u>	<u>RS.</u>
(A) TEACHING STAFF	
Basic Salary	2,012,371
Dearness Allowance	988,555
H.R.A.	145,689
Medical Allowance	3,394
Vehicle Allowance	10,400
Arrears	116,711
Sub Total	3,277,120
(B) NON TEACHING STAFF :-	
Basic Salary	381,300
Dearness Allowance	264,004
H. R. A.	38,130
Medical Allowance	3,600
Bonus	6,908
Arrears	524,862
Sub Total	1,218,804
TOTAL	4,495,924

SCHEDULE - (4) - MISCELLANEOUS EXPENSES (31.03.2013)

<u>PARTICULARS</u>	<u>RS.</u>
Aminity Exp.	28,887
Adhoc Salary Non Teaching	201,047
Audit Fees	4,494
Bank Commission & Charges	1,501
College Electricity	16,669
College Exam Expenses	1,561
Computer Expenses	17,200
Building Repair	18,000
Library Magazine & Periodical	27,845
Miscellaneous Expenses	323
Postage & Telegram	2,503
Printing & Stationery	16,293
Repairing Exp.	5,750
Travelling (UGC Pune)	16,316
Travelling	19,464
Water Sanitation	11,294
Website Exp.	1,698
Furniture Repairing	10,000
Municipal Tax	21,996
TDS Return Filling Exp.	186
TOTAL	423,027



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA

SCHEDULE - (5) PURCHASES OF FIXED ASSETS (31.03.2013)

<u>PARTICULARS</u>	<u>RS.</u>
DEAD STOCK FURNITURE	13,500
LIBRARY BOOKS	26,974
UGC XITH PLAN EQUIPMENT	400
CASINATE PRINTER	32,700
DEAD STOCK SWARNIM GUJARAT	17,000
DELL FURNITURE TABLE	228,850
LIBRARY DEAD STOCK	19,500
UGC XI DEGITAL PODIUM	25,000
UGC XI FAX MACHINE	6,900
UGC XI LAB. EQUIPMENT	32,708
UGC XI EQUIPMENT	60,000
UGC XI INVERTOR	34,100
UGC XI PBX SYSTEM	29,852
UGC XI AIR CONDITION	28,490
UGC XI PROJECTOR	249,500
UGC XI RO PLANT	71,400
UGC XI REFERIGATOR	8,800
UGC XI ZEROZ MACHINE	88,000
UGC XI DIGITAL PODIUM	211,450
UGC XI MATHS LAB. EQUIPMENT	11,550
TOTAL	1,196,674

SIGNATURE TO SCHEDULE '1' TO '5'

Secretary

(Y. J. PANTHAKY)
PROPRIETOR

MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS

Firm Regn. No.: 107379V

[Signature]
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

Secretary
Working Committee,
B.V.K. Mandal, Bilimora

26 JUL 2013

TRUE COPY
[Signature]
PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

PANTHAKY & ASSOCIATES

CHARTERED ACCOUNTANTS

YAZDI J. PANTHAKY
B.COM. F.C.A.

PHONE : (02634)283931
JALBHAI NI WADI,
MAHADEV NAGAR,
BILIMORA. - 396321.

AUDITORS' REPORT

- (1) We have audited the attached Balance Sheet and Income & Expenditure of **SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA** as at 31st March, 2014. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.
- (2) We have conducted the audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on the test basis, evidence supporting the amounts & disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.
- (3) We further report that :-
- (A) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
- (B) The Statement of Accounts dealt with by the report are in agreement with the Books of Accounts.
- (C) In our opinion and to the best of our information and according to the explanations given to us, the accounts give a true and fair view :
- (a) in the case of the Balance Sheet, of the state of affairs of the College as at 31st March, 2014.
- AND
- (b) in the case of the Income and Expenditure Account, of the Deficit for the year ended on that date.

Y. J. Panthaky

(Y. J. PANTHAKY)
PROPRIETOR

MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

PLACE : BILIMORA

DATE : 27 AUG 2014

TRUE COPY

[Signature]
PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

[Signature]
PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA
CONDUCTED BY BILIMORA VIBHAG KELAVNI MANDAL, BILIMORA.
BALANCE SHEET AS ON 31st MARCH, 2014.

FUNDS & LIABILITIES	RS.	RS.	ASSETS	RS.
BUILDING FUND		108,678	FIXED ASSETS As Per Schedule '2'	1,367,649
OTHER EARMARKED FUNDS			DEPOSITS, ADVANCES & OTHERS As Per Schedule '3'	4,609,106
A. N. Doctor Scholarship Fund	15,256		CASH & BANK BALANCE: As Per Schedule '4'	761,621
College Awards	50,000		BILIMORA VIBHAG KELAVANI MANDAL Opening Balance	500,875
Computer Grant Fund	100,000		Add : - Deficit for the Year	302,456
Development Fund	233,710			
Endowment Fund	6,938			
Krupa Student Prize Fund	2,570			
Scholarship Fund	2,733			
Students Aid Fund	108,798			
Rajat Jayanti Fund	368,198			
Swarnim Guj Grant Utilization	125,000	2,471,865		803,331
U G C Utilization Grant Fund	1,458,662			
DEPOSITS				
PHD Library Deposit	1,000			
PHD College Deposit	500			
Library Deposits	91,950	93,450		
OTHER LIABILITIES As Per Sch '1'		4,867,713		
TOTAL		7,541,706	TOTAL	7,541,706

AS PER OUR REPORT OF EVEN DATE.

Montu M. D.

SECRETARY,

BILIMORA VIBHAG KELAVNI MANDAL
BILIMORA.

SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

(Y. J. PANTHAKY) PROPRIETOR
MEMBERSHIP NO.: 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

PLACE : BILIMORA

DATE : 27 AUG 2014

PLACE : BILIMORA

DATE : 27 AUG 2014

TRUE COPY

PRINCIPAL

SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI P'NG SHIKSHAN MAHAVIDYALAYA, BILIMORA

CONDUCTED BY BILIMORA VIBHAG KELAVANI MANDAL, BILIMORA.

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2014.

<u>EXPENDITURE</u>	<u>RS.</u>	<u>INCOME</u>	<u>RS.</u>
To Salaries & Allowance As per Schedule '5'	5,415,574	By Fees As per Schedule '7'	292,150
To Washing Allowance	360		
To Peon Uniform Expenses	1,370	By Grants Direct Payment Grant	5,415,574
To Tuition Fees Remitted to Govtment	32,500		
To Xerox Exp.	4,000		
To Telephone Expense College	11,137	By Other Income As per Schedule '8'	53,815
To Building Rent	8,932		
To Miscellaneous Expenses As per Schedule '6'	388,315	By Deficit Carried over to Bilimora Vibhag Kelavani Mandal	302,456
To Depreciation	201,807		
TOTAL	6,063,995	TOTAL	6,063,995

AS PER OUR REPORT OF EVEN DATE

M. N. B.

SECRETARY
BILIMORA VIBHAG KELAVANI MANDAL,
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

Samir
(Y. J. PANTHAKY)
PROPRIETOR

MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

PLACE : BILIMORA

DATE : 27 AUG 2014

PLACE : BILIMORA

DATE : 27 AUG 2014

TRUE COPY

PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA
SCHEDULE - (1) - LIABILITES (31.03.2014)

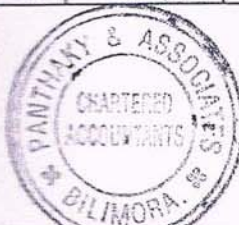
<u>PARTICULARS</u>	<u>RS.</u>
Dell Grant	228,850
Nirantar Education Centre	4,300
Old Student Association	40,000
Provident Fund	4,526,069
Rotary Club Scholarship	459
Scholarship Dan	500
Students Union	61,300
Savita M. Patel	3,535
PH.D Student Aid Fund	2,700
TOTAL	4,867,713



SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

SCHEDULE - (2) FIXED ASSETS (31.03.2014)

Sr.	PARTICULARS	RATE OF %	BALANCE AS ON 01.04.2013	ADDITION FOR THE	DEPRECIATION FOR THE	BALANCE AS ON 31.03.2014
1	BUILDING	10	27,271	-	2,727	24,544
2	DEAD STOCK FURNITURE	15	16,463	-	2,469	13,994
3	LIBRARY BOOKS	10	91,979	25,229	10,592	106,616
4	UGC BOOKS BANK	10	1,102	-	110	992
5	ELECTRICAL INSTALLATION	10	832	-	83	749
6	COMPUTER	60	1,048	-	629	419
7	UGC VIDEO CASSETES	15	609	-	91	518
8	UGC COMPUTER NETWORK	15	919	-	138	781
9	UGC XIB FOR DVD	15	7,991	-	1,199	6,792
10	UGC LIBRARY BOOKS	10	71,971	-	7,197	64,774
11	UGC GRANT FOR PLAN EQUIPMENT	15	11,925	-	1,789	10,136
12	UGC XIB PLAN BOOKS	10	53,893	-	5,389	48,504
13	UGC XIB PLAN EQUIPMENT	15	20,887	-	3,133	17,754
14	SWARNIM GUJARAT DEAD STOCK	10	18,009	-	1,801	16,208
15	UGC XIB PLAN COMPUTER / LAPTOP	60	1,168	-	701	467
16	ATTENDANCE MACHINE	15	12,187	-	1,828	10,359
17	LIBRARY NEWSPAPER STAND	15	1,951	-	293	1,658
18	UDISHA DEAD STOCK	15	3,468	-	520	2,948
19	UGC XI B ENHANCEMENT IN BULG.	10	3,990	-	399	3,591
20	UGC XI B EXAM REFORM PRINTER	15	10,615	-	1,592	9,023
21	U. P. S.	15	1,572	-	236	1,336
22	UGC XI B PLAN IMPROV. FACULTY	10	71,713	-	7,171	64,542
23	SWARNIM GULI CAMERA 12-1-11	15	4,009	-	601	3,408
24	SWARNIM GULI DVD 12-1-11	15	2,037	-	306	1,731
25	CABINET PRINTER 5-12-12	15	30,247	-	4,537	25,710
26	DEAD STOCK SWARNIM GULI 5-12-12	10	16,150	-	1,615	14,535
27	DELL FURNITURE TABLE 16-4-12	10	205,965	-	20,596	185,369



28	LIB. DEAD STOCK 8-10-12	10	18,525	-	1,852	16,673
29	UGC XI DEGITAL PODIUM 3-11-12	15	23,125	-	3,469	19,656
30	UGC XI FAX MACHINE 6-11-12	15	6,382	-	957	5,425
31	UGC XI LABO. EQUIPMENT 15-12-12	15	30,255	-	4,538	25,717
32	UGC XI EQUIPMENT 11-12-12	15	55,500	-	8,325	47,175
33	UGC XI INVERTOR 9-11-12	15	31,542	-	4,731	26,811
34	UGC XI PBX SYSTEM 4-12-12	10	28,359	-	2,836	25,523
35	UGC XI AIR CONDITION 26-11-12	15	26,354	-	3,953	22,401
36	UGC XI ADD. PROJECTOR 8-2-13	15	230,788	-	34,618	196,170
37	UGC XI RO PLANT 6-2-13	15	66,045	-	9,907	56,138
38	UGC XI REFERIGATOR 22-2-13	15	8,140	-	1,221	6,919
39	UGC XI ZEROX MACHINE 23-1-13	15	81,400	-	12,210	69,190
40	UGC XI DIGITAL PODIUM 23-1-13	15	195,591	-	29,339	166,252
41	UGC XI MATHS LAB. EQUIP. 23-1-13	15	10,684	-	1,603	9,081
42	INVERTOR	15	-	12,065	905	11,160
43	NEWS PAPER STAND SWR GUJ	10	-	3,500	175	3,325
44	UGC XII CUPBOARD	10	-	9,500	950	8,550
45	VEDIO CAMERA SWA GUJ	15	-	16,500	2,475	14,025
TOTAL			1,502,661	66,794	201,807	1,367,649



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (3) - DEPOSITS , ADVANCES & OTHERS (31.03.2014)	
<u>PARTICULARS</u>	<u>RS.</u>
U G C Xth Plan Exam Reform	9,450
Director of Higher Education Provident Fund	4,526,069
G.E.B. Deposit	50
U G C Computer Network Expense	10,400
U G C Research Project Grant Advance	8,000
U G C Xth Plan PTAC Expense	1,026
G.E.B. Deposit (7/9/2007)	1,277
Swarnim Gujarat Expenses	37,584
U G C Xth Plan Main. Of Equip.	15,250
TOTAL	4,609,106

SCHEDULE - (4) - CASH & BANK BALANCES (31.03.2014)	
<u>PARTICULARS</u>	<u>RS.</u>
Bank of Baroda , Bilimora	
Current A/c. No. : 119	3,317
Savings A/c No. : 00448 .	225,336
Fixed Deposit (Scholarship)	872
State Bank of India , Bilimora	
Fixed Deposit (Krupa Vidyarthi)	1,000
Fixed Deposit (Rangam Parivar)	2,000
Fixed Deposit (A. N. Doctor Scholarship)	5,000
Savings A/c No. : 10689153482 .	1,099
Swarnim Gujarat S. B. A/c. No. : 31840330690	5,232
FD Sweep SBI : 33411078171	76,000
Dena Bank , Bilimora	
Fixed Deposit (Rajat Jayanti)	100,000
Savings A/c No. : 009910001125 .	325,412
Cash on hand	16,353
TOTAL	761,621



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA

SCHEDULE - (5) SALARIES & ALLOWANCE (31.03.2014)

<u>PARTICULARS</u>	<u>RS.</u>
(A) TEACHING STAFF	
Basic Salary	2,352,250
Dearness Allowance.	1,282,142
H.R.A.	156,025
Medical Allowance	13,800
Vehicle Allowance	17,600
Arrears	629,628
N. P. Allowance Principal	8,000
Sub Total	4,459,445
(B) <u>NON TEACHING STAFF :</u>	
Basic Salary	403,480
Dearness Allowance.	332,068
H . R . A .	40,348
Medical Allowance	13,800
Arrear	166,433
Sub Total	956,129
TOTAL	5,415,574

SCHEDULE - (6) - MISCELLANEOUS EXPENSES (31.03.2014)

<u>PARTICULARS</u>	<u>RS.</u>
Aminity Exp.	5,915
Adhoc Salary Non Teaching	222,394
Audit Fees	4,494
Bank Commission & Charges	2,189
College Electricity	28,657
College Exam Expenses	10,360
Computer Expenses	9,800
Computer AMC	4,000
Computer Exps. Network Internet	500
I Card Exp.	5,000
Internet Connection Charges	12,138
Magazine & Periodical	13,610
Miscellaneous Expenses	1,880
Postage & Telegarm	2,499
Printing & Stationery	10,517
Repairing Exp.	2,380
Travelling	12,597
Water Sanitation	5,431
Website Exp.	1,698
Municipal Tax	23,196
TDS Return Filling Exp.	9,060
TOTAL	388,315



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (7) - FEES (31.03.2014)	
<u>PARTICULARS</u>	<u>RS.</u>
Admission Fees	10,000
Amenity Fees	49,750
Campus Development Fees	19,900
Examination Fees	19,900
Library Fees	59,700
Tution Fees	32,500
Computer Fees	29,850
Laboratory Fees	59,700
I Card Fees	5,000
PHD Fees	5,850
TOTAL	292,150

SCHEDULE (8) - OTHER INCOME (31.03.2014)	
<u>PARTICULARS</u>	<u>RS.</u>
Interest on Fixed Deposit	15,807
Interest on Savings Bank A/c	35,606
Miscellaneous Income	2
T. C. Fees	1,700
Pasti Sales	500
Transcript Fee	200
TOTAL	53,815

SIGNATURE TO SCHEDULE '1' TO '8'

(Y. J. PANTHAKY)

PROPRIETOR

MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W
PLACE : BILIMORA

TRUE COPY
[Signature]
PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

DATE : 27 AUG 2014

Mona M.B.
SECRETARY,
BILIMORA VIBHAG KELVANI MANDAL
BILIMORA.

[Signature]
PRINCIPAL,
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2014.

RECEIPT	SCH.	RS.	RS.	PAYMENTS	SCH.	RS.	RS.
(A) OPENING BALANCE : (01.04.2013) Cash On Hand Bank of Baroda, Current A/c. Bank of Baroda, Savings A/c. Dena Bank, Savings A/c. Swarnim Gujarat S. B. I. Savings A/c. State Bank of India, Savings A/c.		14,379 5,011 337,086 305,502 4,682 54,907		(A) SALARY & ALLOWANCE : (B) MISCELLANEOUS EXPENSES : (C) SCHOLARSHIPS : BC/ SC Scholarship (2013 - 14) BC/ SC Scholarship (2012 - 13) BC/ ST Scholarship (2013 - 14) EBC Scholarship (2013 - 14)	" 3 " " 4 "	5,415,574 388,315	
(B) FEES INCOME :	" 1 "		721,567 292,150	(D) PURCHASES OF FIXED ASSETS (E) OTHERS : Tuition Fees Transferred To Government Peon Uniform Expenses Student Aid Fund Parimal News Agency Peon Washing Allowance Building Rent Xerox Expenses	" 5 "	66,470 9,380 226,090 133,200	435,140
(C) GRANTS : Direct Payment Grant			5,415,574				66,794
(D) OTHER INCOME :	" 2 "		53,815				32,500 1,370 15,040 2,940 360 8,932 4,000
(E) SCHOLARSHIPS : BC/ SC Scholarship (2013 - 14) BC/ ST Scholarship (2013 - 14) EBC Scholarship (2013 - 14)		66,470 226,090 133,200	425,760				
(F) DEPOSITS : Phd College Deposit Library Deposit College Deposit Phd Library Deposit		100 20,000 10,000 200		Telephone Expense College Principal Residence		11,137	11,137
(G) OTHERS : Student Aid Fund PHD Students' Aids Fund FDR Sweep Received for Director of Higher Education Provident Fund A/c.			30,300	Payment to Director of Higher Education Provident Fund A/c.			574,872
			49,750 1,500 98,000	FD SBI Sweep			174,000
			574,872	(F) CLOSING BALANCE (31.03.2014) : Cash On Hand Bank of Baroda, Current A/c. Bank of Baroda, Savings A/c. Dena Bank, Savings A/c. Swarnim Gujarat S. B. I. Savings A/c. State Bank of India, Savings A/c.		16,353 3,317 225,336 325,412 5,232 1,099	576,749
Savitaben M. Patel Student union Swarnim Gujarat Grant		3535 20,900 20,000					
TOTAL			7,707,723	TOTAL			7,707,723



EXAMINED WITH BOOKS OF ACCOUNTS PRODUCED
BEFORE US AND FOUND CORRECT.

M. N. S.
SECRETARY,
BILIMORA VISHAG KELVANI MANDAL
BILIMORA.

PLACE :- BILIMORA.
DATE :- 18 OCT 2014

Principal,
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

PLACE :- BILIMORA.
DATE :- 18 OCT 2014


(Y. J. PANTHAKY)
PROPRIETOR
MEMBERSHIP NO. : 031362
FOR PANTHAKY & ASSOCIATES
CHARTERED ACCOUNTANTS
Firm Regn. No.: 107379W

TRUE COPY

Principal
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA**SCHEDULE - (1) - FEES (31.03.2014)**

<u>PARTICULARS</u>	<u>RS.</u>
Admission Fees	10,000
Amenity Fees	49,750
Campus Development Fees	19,900
College Exam Fees	19,900
I card Fees	5,000
Library Fees	59,700
Tution Fees	32,500
Computer Fees	29,850
Laboratory Fees	59,700
PHD Fees	5,850
TOTAL	292,150

SCHEDULE (2) - OTHER INCOME (31.03.2014)

<u>PARTICULARS</u>	<u>RS.</u>
Interest on Fixed Deposit	15,807
Interest on Savings Bank A/c	35,606
Miscellaneous Income	2
T. C. Fees	1,700
Pasti Sale	500
Transcript Fee	200
TOTAL	53,815



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA
SCHEDULE - (3) SALARIES & ALLOWANCE (31.03.2014)

<u>PARTICULARS</u>	<u>RS.</u>
(A) TEACHING STAFF	
Basic Salary	2,352,250
Dearness Allowance.	1,282,142
H.R.A.	156,025
Medical Allowance	13,800
Vehicle Allowance	17,600
Arrears	629,628
N. P. Allowance Principal	8,000
Sub Total	4,459,445
(B) <u>NON TEACHING STAFF :</u>	
Basic Salary	403,480
Dearness Allowance.	332,068
H . R . A .	40,348
Medical Allowance	13,800
Arrear	166,433
Sub Total	956,129
TOTAL	5,415,574

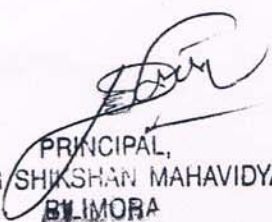
SCHEDULE - (4) - MISCELLANEOUS EXPENSES (31.03.2014)

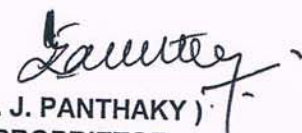
<u>PARTICULARS</u>	<u>RS.</u>
Aminity Exp.	5,915
Adhoc Salary Non Teaching	222,394
Audit Fees	4,494
Bank Commission & Charges	2,189
College Electricity	28,657
College Exam Expenses	10,360
Computer Expenses	9,800
Computer AMC	4,000
Computer Exps. Network Internet	500
I Card Exp.	5,000
Internet Connection Charges	12,138
Magazine & Periodical	13,610
Miscellaneous Expenses	1,880
Postage & Telegarm	2,499
Printing & Stationery	10,517
Repairing Exp.	2,380
Travelling	12,597
Water Sanitation	5,431
Website Exp.	1,698
Municipal Tax	23,196
TDS Return Filling Exp.	9,060
TOTAL	388,315



SHRI RANG SHIKSHAN MAHAVIDYALAYA , BILIMORA	
SCHEDULE - (5) PURCHASES OF FIXED ASSETS (31.03.2014)	
<u>PARTICULARS</u>	<u>RS.</u>
NEWS PAPER STAND SWR GUJ	3,500
LIBRARY BOOKS	25,229
INVERTOR	12,065
VEDIO CAMERA SWA GUJ	16,500
UGC XII CUP BOARD	9,500
TOTAL	66,794

SIGNATURE TO SCHEDULE '1' TO '5'

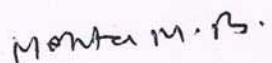

 PRINCIPAL,
 SHRI RANG SHIKSHAN MAHAVIDYALAYA
 BILIMORA


 (Y. J. PANTHAKY)
 PROPRIETOR
 MEMBERSHIP NO. : 031362
 FOR PANTHAKY & ASSOCIATES
 CHARTERED ACCOUNTANTS
 Firm Regn. No.: 107379W

18 OCT 2014

TRUE COPY


 PRINCIPAL
 SHRI RANG SHIKSHAN MAHAVIDYALAYA
 BILIMORA


 SECRETARY,
 BILIMORA VISHAG KELVANI MANDAL
 BILIMORA.

A COPY OF THE LATEST RECOGNITION ORDER
ISSUED BY NCTE.

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



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

No. WRC/NCTE/9-9/2002/ 01771

Date: 06.05.2002

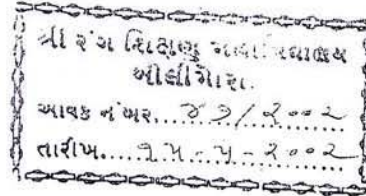
To,

The Principal/Head

Shri Rang Shikshan
Mahavidyalaya (CTE),
Bilimora P.B. No. 13,
Western Railway,
Moraji Desai Road,
Valsad - 396321. *Gojal*

Sub : Performance Appraisal Report-

31/3/02/4



Sir/Madam,

Your institution has been granted recognition vide order No. 8542 dt. 1.10.01 for Bed course. The above recognition was subject to compliance of various conditions stipulated therein. Your institution was interalia required to submit the Performance Appraisal Report (PAR) at the end of each academic year. The format of the PAR prescribed by NCTE had already been sent to your institution during the previous year. You are therefore requested to please submit the Performance Appraisal Report on the prescribed format for 2001-2002 at the earliest and not later than four week of completion of the annual examination. It may be noted that failure to submit the PAR in time may attract such action as deemed appropriate under the relevant provisions of the NCTE Act/Rules/Regulations.

Yours faithfully,

Asha Shukla
(Dr. Asha Shukla)
Research Officer



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

No. WRC/5-6/22/2000/ 8541

Date: 12 OCT 2000

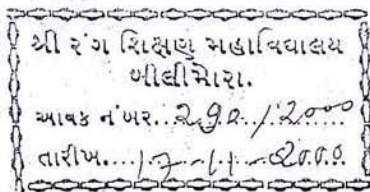
ORDER

In exercise of the powers vested under section 14(3) (a) of the National Council for Teacher Education (NCTE) Act, 1993, the Western Regional Committee grants recognition to Shri Rang Shikshan Mahavidyalaya, Billimora, Dist. Valsad for B.Ed. course of one year duration from the academic session 2000-2001 with an annual intake of 90 students, subject to fulfilling the following conditions:

1. The institution shall appoint within a period of one year two additional teaching staff possessing the academic qualifications as laid down in the NCTE norms, the salary structure prescribed by the State Government as the case may be.
2. All such teachers already appointed who do not fulfil the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.
3. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
4. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/State Government.
5. Tuition fee and other fees will be charged from the students as per the norms of the affiliating university/State Government till such time NCTE regulations in respect of fee structure come into force.
6. Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating university/examining body.
7. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
8. The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
9. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 8 above.

P.T.O

मानस भवन, रयामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002
दूरभाष/Phone: 660912, 739672 फेक्स/Fax: 0755-660912 E-mail nctebhpl@bom6.vsnl.net.in



11-09

If Shri Rang Shikshan Mahavidyalaya, Dist. Valsad contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfil the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order

Regional Director

Code- 313024

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

C.C.

1. Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.
2. Secretary (Higher Education) Government of Gujarat, Mantralaya, Gandhinagar.
3. The Member Secretary, National Council for Teacher Education, New Delhi - 110016.
4. The Registrar, South Gujarat University, University Campus, Udhana, Magdalla Road, Surat - 395 007.
5. The Principal, Shri Rang Shikshan Mahavidyalaya, Bilimora, Dist. Valsad.

Regional Director

SOUTH GUJARAT UNIVERSITY, SURAT.

Copy forwarded with compliments to:-

- (1) The Head, Department of Education, South Gujarat University, Surat.
- (2) The principal, Shri Rang Shikshan Mahavidyalaya, Bilimora, Dist. Valsad.

for information and necessary action if any.

No. PG/975/2000
Date: 9-11-2000

For Registrar

COPY OF 2(F) AND 12(B) CERTIFICATES

2224152, 2222781, 2222721, 2224116
2224121, 2222217, 2224734, 2224417

UGC Website: www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 012
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

August, 2004



F. 1-4/2002 (CPP-I)

Registrar
South Gujarat University
University Campus, Udhana Magdalla Road
Surat - 395 007

28 AUG 2004

of Colleges prepared under Section 2 (f)/12 (B) of the
Act, 1956.

Sr,

I have directed and a list of Colleges (Directory of Colleges)
included under Section 2 (f) & 12 (B) of the UGC Act, 1956 as on 31st
March, 2004 for official use.

The University is requested to look into it and intimate
addition/deletion/change(s) required, if any.

It is also requested that the list of Colleges may be brought to the
notice of Colleges affiliated to your University.

Yours faithfully,

वि. जायसवाल

Encl. As above.

(V.K. Jaiswal)
Under Secretary

VeeE NaEmad South Gujarat University, Surat

Copy forwarded with Compliments to: The Principal,
all affiliated Colleges under section 2(f) & 12(B)---
for information & necessary action.

No. 2466/9556/2004
Date: 21-10-2004



for Registrar

PRINCIPAL
SHRI RANG SHIKSHAN MAHAVIDYALAYA
BILIMORA

Sl. No.	Name and Address of the College	Status	Other details
GUJARAT-396001			
37	SMT.R.P. CHAUHAN ARTS & SMT.J.K. SHAH & SHRI K.D. SHAI COMMERCE COLLEGE, KAYARA - 50, DIST. SURAT GUJARAT	2(i) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd. 1972 Rajna-South_Orient(50037)
38	SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA, DIST. VALSAD GUJARAT-396321	2(i) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd. 1968 Rajna-South_Orient(50038)
39	THE M.T.B ARTS COLLEGE, J.N. ROAD, ATHVA LINES, SURAT, DIST. SURAT GUJARAT-395001	2(i) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd. 1918 Rajna-South_Orient(50039)
40	V.S. PATEL COLLEGE OF ARTS & SCIENCE, BRIMORA, DIST. VALSAD GUJARAT	2(i) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd. 1961 Rajna-South_Orient(50040)
41	V.T. CHOKSI SARVJANIK LAW COLLEGE, SURAT, ATHWALINES DIST. SURAT GUJARAT	2(i) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd. 1935 Rajna-South_Orient(50041)
42	V.T. CHOKSI SARVJANIK COLLEGE OF EDUCATION, ATHWALINES, SURAT, DIST. SURAT GUJARAT	2(i) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd. 1961 Rajna-South_Orient(50042)
43	Z.F. WADIA WOMEN'S COLLEGE & N.K. JOHATA - COLLEGE OF COMMERCE, JAWAHARLAL NEHRU MARG, SURAT - 1, DIST. SURAT GUJARAT	2(i) & 12(B) Non-Govt. Under-Graduate	Affiliated College Estd. 1965 Women College Rajna-South_Orient(50043)

SUMMARY . NUMBER OF COLLEGES

CATEGORY	NUMBER
GOVT. (2(i) & 12(B)) . UG .	1
Non-Govt. (2(i) & 12(B)) . UG .	21
GOVT. (2(i) & 12(B)) . PG .	1
Non-Govt. (2(i) & 12(B)) . PG .	19
GOVT. 2(i) . UG .	1
TOTAL	43



UNIVERSITY RESULTS FOR PREVIOUS ACADEMIC YEAR

Result & List Of Honor

SHREERANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

B.ED. RESULT

NO.	YEAR	RESULT (%)	FIRST DIST	FIRST CLASS	SECOND CLASS	PASS CLASS	Absent	FAIL	TOTAL STUDENT
1	2000	99%	51	34	16	3	0	1	105
2	2001	100%	45	38	21	5	0	0	109
3	2002	100%	45	31	12	3	0	0	91
4	2003	100%	52	33	17	4	3	0	109
5	2004	100%	84	14	9	2	1	0	110
6	2005	100%	72	22	11	2	3	0	110
7	2006	100%	73	19	14	1	0	0	107
8	2007	100%	81	19	8	0	0	0	108
9	2008	100%	82	16	2	0	0	0	100
10	2009	100%	87	6	5	0	2	0	100
11	2010	100%	85	11	3	0	0	0	99
12	2011	100%	82	16	1	0	0	0	99
13	2012	100%	98	+	--	--	--	--	98
14	2013	100%	98	-	--	--	--	--	99
14	2014	100%	99	-	--	-	-	-	99

Gold medalist for Unit First

document No. 5



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (FIRST SEMESTER EXAMINATION, OCTOBER-2013)
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

Page No. : 10
Date & Time : 05/12/2013 15:21:49
Roll. No. : 2019 05 December 2013

EXAM TYPE : WHOLE

TECH.	EDUC.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	PART-A	PRACT.	OTHER	PART-B	GRAND	SGPA	RESULT
EMER.	PSYC.	EDUC.	TECH.	EDUC.	GUJA.	HINDI	TOTAL	TEACH.	PRACT.	TOTAL	TOTAL	10.00	
50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	200	550		
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		

PANJARI KAMINKUMARI GOMANSINH

131300099

99

C 7 3	A 9 3	B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	278	81	80	161	439	8.66	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

PATEL MAYURBEN ISHVARBHAI

131300100

100

C 7 3	B 8 3	B 8 3	B 8 3	A 9 3	C 7 3	B 8 3	253	75	77	152	405	7.91	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

PATEL NIKITABEN BALUBHAI

131300101

101

C 7 3	B 8 3	A 9 3	B 8 3	O 10 3	O 10 3	A 9 3	279	76	78	154	433	8.43	PASS
-------	-------	-------	-------	--------	--------	-------	-----	----	----	-----	-----	------	------

PATEL RIMPALBAHEN KHANDUBHAI

131300102

102

B 8 3	A 9 3	A 9 3	A 9 3	O 10 3	A 9 3	A 9 3	296	81	84	165	461	9.00	PASS
-------	-------	-------	-------	--------	-------	-------	-----	----	----	-----	-----	------	------

TANDEL CHETNABEN BHIKHUBHAI

131300103

103

D 6 3	D 6 3	C 7 3	B 8 3	C 7 3	B 8 3	A 9 3	236	74	73	147	383	7.57	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

TANDEL CHITRALBHEN MOHANBHAI

131300104

104

C 7 3	A 9 3	A 9 3	B 8 3	O 10 3	A 9 3	A 9 3	276	77	78	155	431	8.43	PASS
-------	-------	-------	-------	--------	-------	-------	-----	----	----	-----	-----	------	------

TANDEL KIRUPABAHEN POPATBHAI

131300105

105

D 6 3	B 8 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	259	75	73	148	407	8.00	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

TANDEL TANUJABEN VALLABHBHAI

131300106

106

D 6 3	A 9 3	B 8 3	A 9 3	A 9 3	B 8 3	B 8 3	264	77	74	151	415	8.09	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

VAGHELA DHARMISTHABEN DINESHBHAI

131300107

107

D 6 3	B 8 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	261	74	73	147	408	8.00	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

EXAM TYPE : WHOLE

TECH.	EDUC.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	PART-A	PRACT.	OTHER	PART-B	GRAND	SGPA	RESULT
EMER.	PSYC.	EDUC.	TECH.	EDUC.	GUJA.	SANS.	TOTAL	TEACH.	PRACT.	TOTAL	TOTAL	10.00	
50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	200	550		
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		

GAMIT TEENAKUMARI MANGUBHAI

131300108

108

D 6 3	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3	D 6 3	231	75	72	147	378	7.66	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

KURKUTIYA JITENDRABHAI JAGUBHAI

131300109

109

D 6 3	C 7 3	C 7 3	C 7 3	B 8 3	B 8 3	C 7 3	225	78	73	151	376	7.49	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

MAHAYANSHI KAJALBAHEN PATILAL

131300110

110

C 7 3	C 7 3	B 8 3	B 8 3	B 8 3	B 8 3	C 7 3	243	80	74	154	397	7.89	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

PATEL DIPENTIBEN NATVARLAL

131300111

111

C 7 3	B 8 3	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	260	73	76	149	409	8.00	PASS
-------	-------	-------	-------	-------	-------	-------	-----	----	----	-----	-----	------	------

2

(S-A)



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
BACHELOR OF EDUCATION (FIRST SEMESTER) EXAMINATION, OCTOBER-2013
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

RESULT SHEET (COLLEGE COPY)

Page No. : 11
Date & Time : 05/12/2013 15:21:49
Notl. No. : 2019 05 December 2013

EXAM TYPE : WHOLE		TEACH. EMER. 50/20 GD GP CR	EDUCA. PSYC. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. GUA. 50/20 GD GP CR	CONTE. S.S. 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	OTHER PRACT. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
PATEL NIMISHAKUMARI THAKORBHAI	131300112	24 E 5 3	24 E 5 3	33 C 7 3	26 D 6 3	31 C 7 3	38 B 8 3	22 E 5 3	198	75 B 8 5	70 B 8 9	145	343	6.89	PASS
PATEL POOLABEN MOHANBHAI	131300113	28 D 6 3	30 C 7 3	31 C 7 3	30 C 7 3	30 C 7 3	31 C 7 3	23 E 5 3	203	71 B 8 5	69 C 7 9	140	343	6.89	PASS
PATEL PUNAM BEN BACHUBHAI	131300114	27 D 6 3	38 B 8 3	37 B 8 3	33 C 7 3	40 A 9 3	35 B 8 3	34 C 7 3	244	74 B 8 5	76 B 8 9	150	394	7.74	PASS
PATEL UJJAWALA THAKORBHAI	131300115	31 C 7 3	38 B 8 3	40 A 9 3	32 C 7 3	43 A 9 3	39 B 8 3	40 A 9 3	263	78 B 8 5	80 A 9 9	158	421	8.34	PASS
PATEL URVASHIBEN DAHYABHAI	131300116	30 C 7 3	35 B 8 3	36 B 8 3	29 D 6 3	42 A 9 3	37 B 8 3	37 B 8 3	246	73 B 8 5	70 B 8 9	143	389	7.83	PASS
SOLANKI NINABEN MOHANBHAI	131300117	26 D 6 3	36 B 8 3	38 B 8 3	32 C 7 3	42 A 9 3	34 C 7 3	37 B 8 3	245	73 B 8 5	72 B 8 9	145	390	7.74	PASS
SOLIVA SARITABEN SOMLIBHAI	131300118	37 B 8 3	43 A 9 3	41 A 9 3	38 B 8 3	45 O 10 3	41 A 9 3	37 B 8 3	282	80 A 9 5	79 B 8 9	159	441	8.57	PASS
TANDEL PRAKRUTIBAHEN RAMNIKIBHAI	131300119	33 C 7 3	37 B 8 3	33 C 7 3	35 B 8 3	41 A 9 3	32 C 7 3	36 B 8 3	247	77 B 8 5	79 B 8 9	156	403	7.83	PASS
EXAM TYPE : WHOLE															
CAPTAN VISHVAMOHANIBAHEN MOHANLAL	131300120	37 B 8 3	41 A 9 3	46 O 10 3	43 A 9 3	45 O 10 3	42 A 9 3	43 A 9 3	297	81 A 9 5	84 A 9 9	165	462	9.09	PASS
PATEL HEMABAHEN ISHVERBHAI	131300121	29 D 6 3	39 B 8 3	37 B 8 3	29 D 6 3	42 A 9 3	33 C 7 3	37 B 8 3	246	71 B 8 5	73 B 8 9	144	390	7.66	PASS
PATEL KALPITABAHEN SURESHBHAI	131300122	33 C 7 3	40 A 9 3	40 A 9 3	40 A 9 3	42 A 9 3	38 B 8 3	40 A 9 3	273	75 B 8 5	81 A 9 9	156	429	8.60	PASS
PATEL NILAMBEN ISHWARBHAI	131300123	29 D 6 3	34 C 7 3	33 C 7 3	38 B 8 3	39 B 8 3	36 B 8 3	36 B 8 3	245	73 B 8 5	76 B 8 9	149	394	7.66	PASS
PATEL PRAKASHKUMAR CHAUDHIBHAI	131300124	23 E 5 3	33 C 7 3	34 C 7 3	36 B 8 3	41 A 9 3	35 B 8 3	39 B 8 3	241	73 B 8 5	76 B 8 9	149	390	7.66	PASS



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (FIRST SEMESTER) EXAMINATION, OCTOBER-2013
COLLEGE NAME : (159) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

Page No. : 12
Date & Time : 05/12/2013 15:21:50
Roll No. : 2019 05 December 2013

EXAM TYPE : WHOLE		TEACH.	EDUCA.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	CONTE.	PART-A	PRACT.	OTHER	PART-B	GRAND	SGPA	RESULT
		EMER.	PSYC.	EDUC.	TECH.	EDUC.	ENVR.	CONTE.	CONTE.	TOTAL	TEACH.	PRACT.	TOTAL	TOTAL	10.00	
		50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	200	550		
		GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR				
TANDEL PRATIKABEN BHAIKUBHAI		37	43	44	40	41	37	42	284	79	84	163	447	8.69	PASS	
131300125		B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	B 8 3	A 9 3		B 8 5	A 9 9					
TANDEL UPAXNA ASHOKBHAI		35	40	39	39	41	33	39	266	75	82	157	423	8.34	PASS	
131300126		B 8 3	A 9 3	B 8 3	B 8 3	A 9 3	C 7 3	B 8 3		B 8 5	A 9 9					
EXAM TYPE : WHOLE		TEACH.	EDUCA.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	PART-A	PRACT.	OTHER	PART-B	GRAND	SGPA	RESULT	
		EMER.	PSYC.	EDUC.	TECH.	EDUC.	ENVR.	CONTE.	TOTAL	TEACH.	PRACT.	TOTAL	TOTAL	550	10.00	
		50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	200	550			
		GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR					
GARASIYA AMITAKUMARI UTTAMBHAI		40	43	46	38	45	31	38	281	79	77	156	437	8.43	PASS	
131300127		A 9 3	A 9 3	O 10 3	B 8 3	O 10 3	C 7 3	B 8 3		B 8 5	B 8 9					
GARASIYA SONALKUMARI MANEKBHAI		30	41	49	43	45	32	38	278	77	78	155	433	8.34	PASS	
131300128		C 7 3	A 9 3	O 10 3	A 9 3	O 10 3	C 7 3	B 8 3		B 8 5	B 8 9					
PATEL PRIYANKA GOVINDBHAI		28	40	34	33	35	26	30	226	76	78	154	380	7.49	PASS	
131300129		D 6 3	A 9 3	C 7 3	C 7 3	B 8 3	D 6 3	C 7 3		B 8 5	B 8 9					
PATEL SHRUTI RAJESHBHAI		34	42	47	42	43	42	38	288	79	80	159	447	8.69	PASS	
131300130		C 7 3	A 9 3	O 10 3	A 9 3	A 9 3	A 9 3	B 8 3		B 8 5	A 9 9					
THAKOR ROSHNIKUMARI MANSINH		31	42	47	40	42	39	35	276	77	76	153	429	8.34	PASS	
131300131		C 7 3	A 9 3	O 10 3	A 9 3	A 9 3	B 8 3	B 8 3		B 8 5	B 8 9					
EXAM TYPE : WHOLE		TEACH.	EDUCA.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	PART-A	PRACT.	OTHER	PART-B	GRAND	SGPA	RESULT	
		EMER.	PSYC.	EDUC.	TECH.	EDUC.	ENVR.	CONTE.	TOTAL	TEACH.	PRACT.	TOTAL	TOTAL	550	10.00	
		50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	200	550			
		GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR					
DESAI SAPANABAHEN PRAVINBHAI		33	40	46	40	44	42	41	286	75	81	156	442	8.77	PASS	
131300132		C 7 3	A 9 3	O 10 3	A 9 3	A 9 3	A 9 3	A 9 3		B 8 5	A 9 9					
GOHIL NILKUMARI JAYDEVBHAI		34	42	43	42	41	44	41	287	77	80	157	444	8.69	PASS	
131300133		C 7 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3		B 8 5	A 9 9					
LAD SHITALBEN DALPATBHAI		33	38	39	37	39	39	38	263	75	78	153	416	7.91	PASS	
131300134		C 7 3	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3		B 8 5	B 8 9					
PATEL DHARMESHKUMAR RAMANLAL		32	39	41	40	44	44	40	280	77	79	156	436	8.34	PASS	
131300135		C 7 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3		B 8 5	B 8 9					

4

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (FIRST SEMESTER) EXAMINATION, OCTOBER-2013
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

EXAM TYPE : WHOLE

Page No. : 13
Date & Time : 05/12/2013 15:21:50
NOL. No. : 2019 05 December 2013

ROLL NO.	TEACH. EMER.	EDUC. PSYC.	DEVEL. EDUC.	TECH. EDUC.	ENVIR. EDUC.	CONTE. SOC.	CONTE. MATHS	PART-A TOTAL	PRACT. TEACH.	OTHER PRACT.	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
GHANSHAM CHIRAGBHAI BALBHAI	30	42	42	35	37	34	44	264	75	73	148	412	8.09	PASS
131300136	C 7 3	A 9 3	A 9 3	B 8 3	B 8 3	C 7 3	A 9 3		B 8 5	B 8 9				
GAJAKVAD MRUTIKA VIJAYBHAI	35	39	46	38	45	41	43	287	73	76	149	436	8.51	PASS
131300137	B 8 3	B 8 3	O 10 3	B 8 3	O 10 3	A 9 3	A 9 3		B 8 5	B 8 9				
KANSARA TRUPTIBEN CHANDRAKANT	33	40	46	43	45	43	46	296	79	82	161	457	8.94	PASS
131300138	C 7 3	A 9 3	O 10 3	A 9 3	O 10 3	A 9 3	O 10 3		B 8 5	A 9 9				
LAD GAURANGKUMAR BABUBHAI	36	43	46	41	46	43	45	300	76	82	158	458	9.03	PASS
131300139	B 8 3	A 9 3	O 10 3	A 9 3	O 10 3	A 9 3	O 10 3		B 8 5	A 9 9				
MISTRY BELA MAHESHKUMAR	38	44	46	42	44	43	41	298	81	86	167	465	9.00	PASS
131300140	B 8 3	A 9 3	O 10 3	A 9 3	A 9 3	A 9 3	A 9 3		A 9 5	A 9 9				
MISTRY MAYANKKUMAR KISHORBHAI	27	36	43	27	42	32	41	248	71	77	148	396	7.83	PASS
131300141	D 6 3	B 8 3	A 9 3	D 6 3	A 9 3	C 7 3	A 9 3		B 8 5	B 8 9				
NAIK GRISHMABEN DIPAKBHAI	36	41	46	40	43	41	46	293	80	86	166	459	9.09	PASS
131300142	B 8 3	A 9 3	O 10 3	A 9 3	A 9 3	A 9 3	O 10 3		A 9 5	A 9 9				
OD RAHUL NAGINBHAI	32	39	44	27	41	36	43	262	73	78	151	413	8.00	PASS
131300143	C 7 3	B 8 3	A 9 3	D 6 3	A 9 3	B 8 3	A 9 3		B 8 5	B 8 9				
PARIKH HEMALIBEN PIYUSHKUMAR	36	34	46	31	39	41	43	270	80	78	158	428	8.31	PASS
131300144	B 8 3	C 7 3	O 10 3	C 7 3	B 8 3	A 9 3	A 9 3		A 9 5	B 8 9				
PATMAR AVANI RAMESHBHAI	37	40	47	39	41	43	45	292	82	91	173	465	9.26	PASS
131300145	B 8 3	A 9 3	O 10 3	B 8 3	A 9 3	A 9 3	O 10 3		A 9 5	O 10 9				
PATMAR JIGNAKUMARI MAHESHCANDRA	34	40	46	39	39	42	44	284	76	81	157	441	8.60	PASS
131300146	C 7 3	A 9 3	O 10 3	B 8 3	B 8 3	A 9 3	A 9 3		B 8 5	A 9 9				
PATMAR PURVIBEN MANUBHAI	39	43	44	45	43	42	45	301	77	83	160	461	8.94	PASS
131300147	B 8 3	A 9 3	A 9 3	O 10 3	A 9 3	A 9 3	O 10 3		B 8 5	A 9 9				
PATEL ANKITKUMARI BHARATBHAI	39	39	44	36	42	39	40	279	77	80	157	436	8.51	PASS
131300148	B 8 3	B 8 3	A 9 3	B 8 3	A 9 3	B 8 3	A 9 3		B 8 5	A 9 9				
PATEL ARCHANABEN CHETANBHAI	27	42	39	38	40	32	39	257	72	76	148	405	7.91	PASS
131300149	D 6 3	A 9 3	B 8 3	B 8 3	A 9 3	C 7 3	B 8 3		B 8 5	B 8 9				
PATEL DAMYANTIBEN SHANKARRAHAI	29	26	36	24	35	29	38	217	71	69	140	357	6.97	PASS
131300150	D 6 3	D 6 3	B 8 3	E 5 3	B 8 3	D 6 3	B 8 3		B 8 5	C 7 9				

5

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (FIRST SEMESTER) EXAMINATION, OCTOBER-2013
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORAPage No. : 14
Date & Time : 05/12/2013 15:21:50
Notl. No. : 2019 05 December 2013

EXAM TYPE : WHOLE

TEACH. EMER. 50/20 GD GP CR	EDUCA. PSYC. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. SCI. 50/20 GD GP CR	CONTE. MATHS 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	OTHER PRACT. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
131300151													
PATEL DIKANTI PARAGJI	33	32	36	40	40	36	247	71	76	147	394	7.91	PASS
	C 7 3	C 7 3	B 8 3	A 9 3	A 9 3	B 8 3		B 8 5	B 8 9				
131300152													
PATEL KEVURIBEN BHAGUBHAI	38	40	45	45	43	38	288	74	82	156	444	8.77	PASS
	B 8 3	A 9 3	O 10 3	O 10 3	A 9 3	B 8 3		B 8 5	A 9 9				
131300153													
PATEL MINALBAHEN SHANKARBHAI	38	43	44	40	35	34	275	77	78	155	430	8.26	PASS
	B 8 3	A 9 3	A 9 3	A 9 3	B 8 3	C 7 3		B 8 5	B 8 9				
131300154													
PATEL MOHINIBEN DILIPBHAI	30	30	44	42	42	37	285	72	79	151	416	8.17	PASS
	C 7 3	C 7 3	A 9 3	A 9 3	A 9 3	B 8 3		B 8 5	B 8 9				
131300155													
PATEL SEFALI SUBHASHCHANDRA	34	43	43	46	40	40	287	78	83	161	448	8.77	PASS
	C 7 3	A 9 3	A 9 3	O 10 3	A 9 3	A 9 3		B 8 5	A 9 9				
131300156													
PATEL UTTAKUMARI KHALAPBHAI	29	29	42	31	32	32	220	72	75	147	367	7.31	PASS
	D 6 3	D 6 3	A 9 3	C 7 3	C 7 3	C 7 3		B 8 5	B 8 9				
131300157													
PATEL VANDANABEN JESINGBHAI	31	32	45	42	40	41	288	78	79	157	425	8.26	PASS
	C 7 3	C 7 3	O 10 3	A 9 3	A 9 3	A 9 3		B 8 5	B 8 9				
131300158													
PATEL YASHIKA AMRUTAL	39	39	43	44	45	39	286	77	81	158	444	8.60	PASS
	B 8 3	B 8 3	A 9 3	A 9 3	O 10 3	B 8 3		B 8 5	A 9 9				
EXAM TYPE : WHOLE													
TEACH. EMER. 50/20 GD GP CR	EDUCA. PSYC. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	TEACH. VALUE 50/20 GD GP CR	CONTE. GUJA. 50/20 GD GP CR	CONTE. HINDI 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	OTHER PRACT. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
131300159													
CHAUDHARI VARSHABEN RAJESHBHAI	36	34	36	44	42	36	286	79	75	154	420	8.09	PASS
	B 8 3	C 7 3	B 8 3	A 9 3	A 9 3	B 8 3		B 8 5	B 8 9				
131300160													
DHODI ANJUBEN AMRATLAL	36	30	37	39	36	35	250	75	74	149	399	7.91	PASS
	B 8 3	C 7 3	B 8 3	B 8 3	B 8 3	B 8 3		B 8 5	B 8 9				
131300161													
FOFANYA VARSHABEN SHIVRAMBHAI	35	34	38	42	43	41	273	73	73	146	419	8.26	PASS
	B 8 3	C 7 3	B 8 3	A 9 3	A 9 3	A 9 3		B 8 5	B 8 9				
131300162													
KADIWALA ASHABANU HAMIDBHAI	39	40	46	43	46	40	297	78	80	158	455	8.94	PASS
	B 8 3	A 9 3	O 10 3	A 9 3	O 10 3	A 9 3		B 8 5	A 9 9				
131300163													
PATEL JIGISHABEN BABUBHAI	39	35	34	42	42	43	277	80	75	155	432	8.40	PASS
	B 8 3	B 8 3	C 7 3	A 9 3	A 9 3	A 9 3		A 9 5	B 8 9				

6

RESULT SHEET (COLLEGE COPY)

Page No. : 15
Date & Time : 05/12/2013 15:21:50

⑦

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

BACHELOR OF EDUCATION (FIRST SEMESTER) EXAMINATION, OCTOBER-2013
COLLEGE NAME : (155) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

RESULT SHEET (COLLEGE COPY)

Page No. : 16
Date & Time : 05/12/2013 15:21:50
Not. No. : 2019 05 December 2013

EXAM TYPE : WHOLE	TEACH. EMER. 50/20 GD GP CR	EDUCA. PSYC. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	TEACH. VALUE 50/20 GD GP CR	CONTE. GUJA. 50/20 GD GP CR	CONTE. S.S. 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	OTHER PRACT. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
131300173	30	35	34	40	43	33	35	250	73	73	146	396	7.91	PASS
131300173	C 7 3	B 8 3	C 7 3	A 9 3	A 9 3	C 7 3	B 8 3		B 8 5	B 8 9				
131300174	28	40	34	39	40	35	33	249	74	72	146	395	7.83	PASS
131300174	D 6 3	A 9 3	C 7 3	B 8 3	A 9 3	B 8 3	C 7 3		B 8 5	B 8 9				
131300175	34	35	43	39	40	35	39	265	78	83	161	426	8.34	PASS
131300175	C 7 3	B 8 3	A 9 3	B 8 3	A 9 3	B 8 3	B 8 3		B 8 5	A 9 9				
131300176	27	38	34	34	39	39	21	232	70	75	145	377	7.40	PASS
131300176	D 6 3	B 8 3	C 7 3	C 7 3	B 8 3	B 8 3	E 5 3		B 8 5	B 8 9				
131300177	24	32	34	37	36	35	38	236	75	72	147	383	7.57	PASS
131300177	E 5 3	C 7 3	C 7 3	B 8 3	B 8 3	B 8 3	B 8 3		B 8 5	B 8 9				
EXAM TYPE : WHOLE	TEACH. EMER. 50/20 GD GP CR	EDUCA. PSYC. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	TEACH. VALUE 50/20 GD GP CR	CONTE. ENG. 50/20 GD GP CR	CONTE. HINDI 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	OTHER PRACT. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
131300178	39	39	42	41	42	34	39	276	79	81	160	436	8.43	PASS
131300178	B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	C 7 3	B 8 3		B 8 5	A 9 9				
EXAM TYPE : WHOLE	TEACH. EMER. 50/20 GD GP CR	EDUCA. PSYC. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	TEACH. VALUE 50/20 GD GP CR	CONTE. ENG. 50/20 GD GP CR	CONTE. SANS. 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	OTHER PRACT. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA	RESULT
131300179	40	39	42	39	37	35	33	264	78	77	155	419	8.09	PASS
131300179	A 9 3	B 8 3	A 9 3	B 8 3	B 8 3	B 8 3	C 7 3		B 8 5	B 8 9				
131300180	37	37	37	41	42	37	40	271	80	77	157	428	8.40	PASS
131300180	B 8 3	B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	A 9 3		A 9 5	B 8 9				
131300181	39	40	46	42	42	37	43	289	77	78	155	444	8.51	PASS
131300181	B 8 3	A 9 3	C 10 3	A 9 3	A 9 3	B 8 3	A 9 3		B 8 5	B 8 9				
131300182	30	39	43	39	40	36	36	263	77	75	152	415	8.09	PASS
131300182	C 7 3	B 8 3	A 9 3	B 8 3	A 9 3	B 8 3	B 8 3		B 8 5	B 8 9				
131300183	36	36	40	37	38	39	28	253	78	74	152	405	7.91	PASS
131300183	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	B 8 3	D 6 3		B 8 5	B 8 9				

RESULT SHEET (COLLEGE COPY)

Page No. : 17
Date & Time : 05/12/2013 15:21:50
Notl. No. : 2019 05 December 2013

[illegible][illegible]

42	42	47	39	41	37	44	292	78	82	160	452	8.77	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	------	------

184

[illegible][illegible]

37	32	29	38	38	40	23	237	71	76	147	384	7.57	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	------	------

30	35	46	39	42	43	27	262	76	79	155	417	8.09	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	------	------

35	39	36	39	42	43	32	266	80	84	164	430	8.49	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	------	------

31	37	44	42	42	32	270	80	83	163	433	8.57	PASS
----	----	----	----	----	----	-----	----	----	-----	-----	------	------

168

29	33	37	38	40	37	31	245	72	75	147	302	774	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	-----	------

189

35	42	47	42	42	42	39	289	78	84	162	451	877	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	-----	------

100
B 8 3 A 9 3 O 10 3 A 9 3 A 9 3 B 8 3 B 8 5 A 9 9

.....

101

40
41
47
49
44
44
37
006
70
85
44
400
006
DMS

A 9 3 A 9 3 O 10 3 A 9 3 A 9 3 B 8 3 B 8 5 A 9 9

	32	31	43	41	41	42	34	2/3	80	82	102	435	0.60	1755
B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3	C 7 3	A 9 5	A 9 9					

38	42	47	43	43	45	39	297	80	85	165	462	9.00	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	------	------

21	32	42	35	32	42	28	232	75	77	152	384	7.57	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	------	------

195

32	38	46	36	38	43	33	266	77	78	155	421	809	PASS
----	----	----	----	----	----	----	-----	----	----	-----	-----	-----	------

C 7 3 B 8 3 O 10 3 B 8 3 B 8 3 A 9 3 C 7 3 B 8 5 B 8 9



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

INSTITUTE OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RAAG SHIKSHA MAHAVIDYALAYA, BILIMORA

Page No. : 9
Date & Time : 09/05/2014 16:34:00
Roll No. : 753 09 May 2014

EXAM TYPE : WHOLE

THINKERS PERSON. DEVEL. EDUC. TECH. ENVIR. CONTE. HIND. CONTE. PART-A PRAC. HEADS. ANNUAL PART-B GRAND SGPA-II DIST. : >= 7.00
EDUC. ADJUS. EDUC. 50/20 50/20 50/20 50/20 50/20 50/20 50/20 50/20 100/40 100/40 100/40 100/40 300 650 10.00 FIRST : >= 6.00
GD GP CR GD GP CR GD GP CR GD GP CR GD GP CR GD GP CR GD GP CR GD GP CR GD GP CR SECOND : >= 5.00

PAHMANI KAMIKUMARI GOMANSINH	131300099	98	33	37	40	36	31	41	44	264	92	84	88	264	528	8.65	8.66	8.65	98
			C 7 3	B 8 3	A 9 3	B 8 3	C 7 3	A 9 3	A 9 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	86.5%	8.65	8.66		
PATEL MAHURBEN ISHVARBHAI	131300700	99	32	34	30	38	31	40	41	246	91	82	87	250	506	8.41	8.41	8.41	99
			C 7 3	C 7 3	C 7 3	B 8 3	C 7 3	A 9 3	A 9 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	81.7%	8.17	7.91		
PATEL NINTABEN BALUBHAI	131300701	100	36	39	40	43	38	43	42	280	89	85	88	262	542	8.76	8.43	8.60	100
			B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	A 9 3	A 9 3		A 9 5	A 9 9	A 9 2	FIRST DIST.	86.0%	8.60	8.43		
PATEL RIMPALBAHEN KHANDUBHAI	131300702	101	33	40	43	43	41	41	45	289	93	91	93	277	566	9.35	9.00	9.35	101
			C 7 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3	O 10 3		O 10 5	O 10 9	O 10 2	FIRST DIST.	91.8%	9.18	8.24		
TANDEL CHEETNABEN BHIKHUBHAI	131300703	102	25	37	37	33	32	35	39	238	90	84	86	250	498	8.24	7.57	8.24	102
			D 6 3	B 8 3	B 8 3	C 7 3	C 7 3	B 8 3	B 8 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	79.2%	7.92	7.57		
TANDEL CHITRALBAHEN MOHANBHAI	131300704	103	35	35	39	40	39	41	41	270	90	86	88	264	534	8.81	8.43	8.63	103
			B 8 3	B 8 3	B 8 3	A 9 3	B 8 3	A 9 3	A 9 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	86.3%	8.63	8.43		
TANDEL KIRUPABAHEN POPATBHAI	131300705	104	32	31	34	33	32	40	39	241	87	80	82	249	490	8.11	8.00	8.06	104
			C 7 3	C 7 3	C 7 3	C 7 3	C 7 3	A 9 3	B 8 3		A 9 5	A 9 9	A 9 2	FIRST DIST.	80.6%	8.06	8.00		
TANDEL TANULABEN VALLABHBHAI	131300706	105	33	36	36	37	40	40	37	259	90	82	87	259	518	8.65	8.09	8.38	105
			C 7 3	B 8 3	B 8 3	B 8 3	A 9 3	A 9 3	B 8 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	83.8%	8.38	8.09		
VAGHELA DHARMISTHABEN DINESHBHAI	131300707	106	27	40	35	40	38	40	39	239	88	83	87	238	517	8.51	8.00	8.26	106
			D 6 3	A 9 3	B 8 3	A 9 3	B 8 3	A 9 3	B 8 3		A 9 5	A 9 9	A 9 2	FIRST DIST.	82.6%	8.26	8.00		
EXAM TYPE : WHOLE																			
THINKERS	PERSON.	DEVEL.	EDUC.	TECH.	ENVIR.	CONTE.	HIND.	CONTE.	PART-A	PRAC.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST. : >= 7.00			
50/20	ADJUS.	50/20	50/20	50/20	50/20	50/20	50/20	50/20	TOTAL	100/40	100/40	100/40	TEST.	TOTAL	SCGPA	FIRST : >= 6.00			
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	350	100/40	100/40	100/40	300	650	CSGPA	SECOND : >= 5.00			
GAMIT TEENKUMARI MANGUBHAI	131300708	107	27	34	36	31	39	36	35	238	89	78	82	249	487	7.86	7.66	7.66	107
			D 6 3	C 7 3	B 8 3	C 7 3	B 8 3	B 8 3	B 8 3		A 9 5	B 8 9	A 9 2	FIRST DIST.	77.6%	7.76	7.66		
KURKUTYA JITENDRABHAI JAGUBHAI	131300709	108	40	35	37	37	35	35	32	251	89	83	84	256	507	8.43	7.49	7.97	108
			A 9 3	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3	C 7 3		A 9 5	A 9 9	A 9 2	FIRST DIST.	79.7%	7.97	7.49		
MAHAYANSHI KAJALBAHEN RATILAL	131300710	109	38	42	35	40	39	42	41	277	90	84	89	263	540	8.89	7.89	8.40	109
			B 8 3	A 9 3	B 8 3	A 9 3	B 8 3	A 9 3	A 9 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	84.0%	8.40	7.89		
PATEL DIPENTIBEN NATVARLAL	131300711	110	31	40	38	41	40	40	40	270	89	82	85	256	526	8.76	8.00	8.39	110
			C 7 3	A 9 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3		A 9 5	A 9 9	A 9 2	FIRST DIST.	83.9%	8.39	8.00		

(S-13)



RESULT SHEET (COLLEGE COPY)

EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON. ADUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. GUJAR. 50/20 GD GP CR	CONTE. SANS. 50/20 GD GP CR	PART-A TOTAL 350	PRAC. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL 300	GRAND TOTAL 650	SGPA-I CGPA 10.00	DIST. :>= 7.00 FIRST :>= 6.00 SECOND :>= 5.00
PATEL NEETABEN NANUBHAI	38	28	33	37	33	32	38	239	87	79	79	245	484	7.73	111
131300170	B 8 3	D 6 3	C 7 3	B 8 3	C 7 3	C 7 3	B 8 3		A 9 5	B 8 9	B 8 2		FIRST DIST. 70.7 %	6.37	
PATEL NIMSHAKUMARI THAKORBHAI	33	31	32	33	40	37	35	241	89	80	83	232	493	8.19	112
131300112	C 7 3	C 7 3	C 7 3	C 7 3	A 9 3	B 8 3	B 8 3		A 9 5	A 9 9	A 9 2		FIRST DIST. 75.6 %	7.56	
PATEL POOLABEN MOHANBHAI	39	33	33	38	40	35	30	248	89	83	81	253	501	8.27	113
131300113	B 8 3	C 7 3	C 7 3	B 8 3	A 9 3	B 8 3	C 7 3		A 9 5	A 9 9	A 9 2		FIRST DIST. 76.0 %	7.60	
PATEL PUNAM BENACHUBHAI	39	40	40	39	42	36	39	275	89	85	84	258	533	8.68	114
131300114	B 8 3	A 9 3	A 9 3	B 8 3	A 9 3	B 8 3	B 8 3		A 9 5	A 9 9	A 9 2		FIRST DIST. 82.2 %	8.22	
PATEL ULJAWALA THAKORBHAI	40	38	41	41	41	36	42	279	83	89	90	272	551	9.03	115
131300115	A 9 3	B 8 3	A 9 3	A 9 3	A 9 3	B 8 3	A 9 3		O 10 5	A 9 9	O 10 2		FIRST DIST. 86.9 %	8.69	
PATEL URVASHBEN DAHYABHAI	41	35	34	41	36	36	40	263	88	80	80	248	511	8.59	116
131300116	A 9 3	B 8 3	C 7 3	A 9 3	B 8 3	B 8 3	A 9 3		A 9 5	A 9 9	A 9 2		FIRST DIST. 82.2 %	8.22	
SOLANKI RINABEN MOHANBHAI	40	36	36	37	36	34	42	261	89	83	83	255	516	8.51	117
131300117	A 9 3	B 8 3	B 8 3	B 8 3	B 8 3	C 7 3	A 9 3		A 9 5	A 9 9	A 9 2		FIRST DIST. 81.4 %	8.14	
SOLIVA SANTIABEN SOMLUBHAI	44	40	43	42	40	33	39	281	92	88	91	271	552	8.95	118
131300118	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3	C 7 3	B 8 3		O 10 5	A 9 9	O 10 2		FIRST DIST. 87.6 %	8.76	
TANDEL PRAKRUTIBAHEN RAMKINBHAI	41	36	39	41	36	36	40	269	91	86	90	267	536	8.86	119
131300119	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	A 9 3		O 10 5	A 9 9	O 10 2		FIRST DIST. 83.6 %	8.36	
EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON. ADUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. GUJAR. 50/20 GD GP CR	CONTE. SOCIAL 50/20 GD GP CR	PART-A TOTAL 350	PRAC. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL 300	GRAND TOTAL 650	SGPA-I CGPA 10.00	DIST. :>= 7.00 FIRST :>= 6.00 SECOND :>= 5.00
CAPTAN VISHVAMOHINIBAHEN MOHANLAL	39	38	44	44	43	40	39	287	92	92	90	274	561	9.19	120
131300120	B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	B 8 3		O 10 5	O 10 9	O 10 2		FIRST DIST. 91.4 %	9.14	
PATEL HEMABAHEN ISHVERBHAI	37	37	35	37	40	24	38	248	87	77	85	249	497	8.03	121
131300121	B 8 3	B 8 3	B 8 3	B 8 3	A 9 3	E 5 3	B 8 3		A 9 5	B 8 9	A 9 2		FIRST DIST. 78.5 %	7.85	
PATEL KALPTIABAHEN SURESHBHAI	42	41	40	39	39	32	37	270	91	85	85	261	531	8.73	122
131300122	A 9 3	A 9 3	A 9 3	B 8 3	B 8 3	C 7 3	B 8 3		O 10 5	A 9 9	A 9 2		FIRST DIST. 86.7 %	8.67	
PATEL NILAM BEN ISHWARBHAI	33	39	37	36	39	28	37	249	88	80	86	254	503	8.19	123
131300123	C 7 3	B 8 3	B 8 3	B 8 3	B 8 3	D 6 3	B 8 3		A 9 5	A 9 9	A 9 2		FIRST DIST. 79.3 %	7.93	

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

EXAM TYPE : WHOLE

Page No. : 11
Date & Time : 09/05/2014 16:34:00
Roll. No. : 753 09 May 2014

EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON. ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. ENGLR. 50/20 GD GP CR	CONTE. SOCIAL 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL CGPA	DIST. : >= 7.00 FIRST : >= 6.00 SECOND : >= 5.00
PATIL PRAKASHKUMAR CHANDUBHAI	31	37	36	33	40	24	36	237	89	78	81	248	485	7.86
131300124	C 7 3	B 8 3	B 8 3	C 7 3	A 9 3	E 5 3	B 8 3	FIRST DIST. 77.6 %	A 9 5	B 8 9	A 9 2	7.66	7.76	124
TANDEL PRATIKABEN BHIKHUBHAI	36	37	41	39	40	39	38	270	91	89	87	267	537	8.73
131300125	B 8 3	B 8 3	A 9 3	B 8 3	A 9 3	B 8 3	B 8 3	FIRST DIST. 87.1 %	O 10 5	A 9 9	A 9 2	8.69	8.71	125
TANDEL UPKANKA ASHOKBHAI	36	34	40	38	42	39	39	267	89	86	88	263	530	8.51
131300126	B 8 3	C 7 3	A 9 3	B 8 3	A 9 3	B 8 3	B 8 3	FIRST DIST. 84.3 %	A 9 5	A 9 9	A 9 2	8.34	8.43	126
EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON. ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. ENGLR. 50/20 GD GP CR	CONTE. SANS. 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL CGPA	DIST. : >= 7.00 FIRST : >= 6.00 SECOND : >= 5.00
GARASIYA AMITAKUMARI UTTAMBHAI	38	37	40	43	40	29	43	269	90	87	88	265	534	8.73
131300127	B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	D 6 3	A 9 3	FIRST DIST. 85.8 %	O 10 5	A 9 9	A 9 2	8.43	8.58	127
GARASIYA SONALKUMARI MANEKBHAI	37	38	45	40	44	33	41	278	90	90	86	266	544	9.14
131300128	B 8 3	B 8 3	O 10 3	A 9 3	A 9 3	C 7 3	A 9 3	FIRST DIST. 87.5 %	O 10 5	O 10 9	A 9 2	8.34	8.75	128
PATEL PRIYANKA GOVINDBHAI	31	36	33	35	35	27	43	240	90	80	86	256	496	8.32
131300129	C 7 3	B 8 3	C 7 3	B 8 3	B 8 3	D 6 3	A 9 3	FIRST DIST. 79.2 %	O 10 5	A 9 9	A 9 2	7.49	7.92	129
PATEL SHRUTI RAJESHBHAI	39	40	34	41	39	34	43	270	91	88	89	268	538	8.65
131300130	B 8 3	A 9 3	C 7 3	A 9 3	B 8 3	C 7 3	A 9 3	FIRST DIST. 86.7 %	O 10 5	A 9 9	A 9 2	8.69	8.67	130
THAKOR ROSHIKUMARI MANJINH	32	31	42	43	37	33	40	258	91	85	80	256	514	8.57
131300131	C 7 3	C 7 3	A 9 3	A 9 3	B 8 3	C 7 3	A 9 3	FIRST DIST. 84.6 %	O 10 5	A 9 9	A 9 2	8.34	8.46	131
EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON. ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVR. EDUC. 50/20 GD GP CR	CONTE. ECON. 50/20 GD GP CR	CONTE. SOCIAL 50/20 GD GP CR	PART-A TOTAL	PRACT. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL CGPA	DIST. : >= 7.00 FIRST : >= 6.00 SECOND : >= 5.00
DESAI SAPNABAHEN PRANVBHAI	37	34	43	38	37	41	38	268	91	88	90	269	537	8.70
131300132	B 8 3	C 7 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	FIRST DIST. 87.4 %	O 10 5	A 9 9	O 10 2	8.77	8.74	132
GOHIL NILAKUMARI JAYDEVBHAI	37	35	44	42	36	42	38	273	90	86	86	262	535	8.81
131300133	B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	A 9 3	B 8 3	FIRST DIST. 87.5 %	O 10 5	A 9 9	A 9 2	8.69	8.75	133
LAD SHITALBEN DALPATBHAI	28	31	35	37	33	33	37	238	88	83	82	253	491	8.19
131300134	D 6 3	C 7 3	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3	FIRST DIST. 80.6 %	A 9 5	A 9 9	A 9 2	7.91	8.06	134



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

INCHIEF OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

Page No. : 12
Date & Time : 09/05/2014 16:34:00
Roll No. : 753 09 May 2014

EXAM TYPE : WHOLE		THINKERS	PERSON.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	PART-A	PRAC.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST. :>= 7.00
		EDUC.	ADUS.	EDUC.	TECH.	EDUC.	SCIENCE.	MATHE	TOTAL	TEACH.	PRACIT.	TEST.	TOTAL	TOTAL	SGPA-I	FIRST :>= 6.00
		50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	100/40	300	650	10.00	SECOND :>= 5.00
		GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR	GD GP CR				
PATIL DHANESHKUMAR RAMANLAL		29	36	31	31	32	36	38	233	89	83	87	259	492	8.03	135
131300135		D 6 3	B 8 3	C 7 3	C 7 3	C 7 3	B 0 3	B 8 3		A 9 5	A 9 9	A 9 2	FIRST DIST.	81.8 %	8.18	
EXAM TYPE : WHOLE		THINKERS	PERSON.	DEVEL.	EDUC.	ENVR.	CONTE.	CONTE.	PART-A	PRAC.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST. :>= 7.00
		EDUC.	ADUS.	EDUC.	TECH.	EDUC.	SCIENCE.	MATHE	TOTAL	TEACH.	PRACIT.	TEST.	TOTAL	TOTAL	SGPA-I	FIRST :>= 6.00
		50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	100/40	300	650	10.00	SECOND :>= 5.00
		GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR	GD GP CR				
GIAJHAN CHIRAGBHAI BALUBHAI		34	35	42	33	32	35	26	237	91	84	90	265	502	8.30	136
131300136		C 7 3	B 8 3	A 9 3	C 7 3	C 7 3	B 0 3	D 6 3		O 10 5	A 9 9	O 10 2	FIRST DIST.	81.9 %	8.19	
GAVKAVAD MRUTIKA VIJAYBHAI		37	34	41	34	38	30	30	253	90	85	89	264	517	8.41	137
131300137		B 8 3	C 7 3	A 9 3	C 7 3	B 8 3	B 0 3	C 7 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	84.6 %	8.46	
KANSARA TRUPTIBEN CHANDRAKANT		38	37	45	38	40	39	46	283	93	90	90	273	556	8.27	138
131300138		B 8 3	B 8 3	O 10 3	B 8 3	A 9 3	B 0 3	O 10 3		O 10 5	O 10 9	O 10 2	FIRST DIST.	91.1 %	9.11	
LAD GAURANGKUMAR BABUBHAI		38	35	42	43	38	36	39	271	91	86	87	264	535	8.73	139
131300139		B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	B 0 3	B 8 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	88.8 %	8.88	
MISTRY BELA MAHESHKUMAR		36	38	41	42	37	38	38	270	93	93	96	282	552	9.03	140
131300140		B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	B 0 3	B 8 3		O 10 5	O 10 9	O 10 2	FIRST DIST.	90.1 %	9.01	
MISTRY MAYANKKUMAR KISHORBHAI		31	29	38	35	35	31	31	230	92	82	86	260	490	8.16	141
131300141		C 7 3	D 6 3	B 8 3	B 8 3	B 8 3	C 7 3	C 7 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	80.0 %	8.00	
NAK GRISHMABEN DIPAKBHAI		36	38	46	41	33	41	40	275	94	91	95	280	555	9.19	142
131300142		B 8 3	B 8 3	O 10 3	A 9 3	C 7 3	A 9 3	A 9 3		O 10 5	O 10 9	O 10 2	FIRST DIST.	91.4 %	9.14	
OD RAHUL MAGINBHAI		35	35	42	41	39	37	43	272	91	84	85	280	532	8.81	143
131300143		B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	B 0 3	A 9 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	84.2 %	8.42	
PARKH HEMALBEN PIYUSHKUMAR		37	39	39	38	40	37	38	268	93	87	91	271	539	8.70	144
131300144		B 8 3	B 8 3	B 8 3	B 8 3	A 9 3	B 0 3	B 8 3		O 10 5	A 9 9	O 10 2	FIRST DIST.	85.1 %	8.51	
PARMAR AVANI HANESHBHAI		37	38	41	40	41	44	43	284	90	92	93	275	559	9.27	145
131300145		B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3		O 10 5	O 10 9	O 10 2	FIRST DIST.	92.6 %	9.26	
PARMAR JIGNAKKUMAR MAHESHCHANDRA		36	37	42	39	35	37	41	267	90	86	89	265	532	8.73	146
131300146		B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	B 8 3	A 9 3		O 10 5	A 9 9	A 9 2	FIRST DIST.	86.7 %	8.67	
PARMAR PURVIBEN MANUBHAI		40	38	45	41	39	44	43	290	92	90	90	272	562	9.35	147
131300147		A 9 3	B 8 3	O 10 3	A 9 3	B 8 3	A 9 3	A 9 3		O 10 5	O 10 9	O 10 2	FIRST DIST.	91.5 %	9.15	

14



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
BACHELOR OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RAAG SHIKSHAN MAHAVIDYALAYA, BILIMORA

RESULT SHEET (COLLEGE COPY)

Page No. : 13
Date & Time : 09/05/2014 16:34:00
Roll No. : 753 09 May 2014

EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON. ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	ENVIR. EDUC. 50/20 GD GP CR	CONTE. SCIENCE. 50/20 GD GP CR	CONTE. MATHS 50/20 GD GP CR	PART-A TOTAL 350	PRAC. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL 300	GRAND TOTAL 650	SGPA-II CGPA 10.00	DIST. : >= 7.00 FIRST : >= 6.00 SECOND : >= 5.00
PATEL ANKITA KUMARI BHARATBHAI	38	38	43	38	38	41	39	275	91	87	90	268	543	8.78	148
131300148	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	O 10 5	A 9 5	A 9 9	O 10 2	FIRST DIST.	86.5 %	8.65	
PATEL ARCHANABEN CHETANBHAI	38	37	35	40	38	39	28	255	89	82	88	259	514	8.35	149
131300149	B 8 3	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	D 6 3	A 9 5	A 9 5	A 9 9	A 9 2	FIRST DIST.	81.4 %	8.14	
PATEL DAMYANTIBEN SHANKARBHAI	31	28	26	33	25	32	28	203	89	76	79	244	447	7.24	150
131300150	C 7 3	D 6 3	D 6 3	C 7 3	D 6 3	C 7 3	D 6 3	A 9 5	B 8 9	B 8 9	B 8 2	FIRST DIST.	71.1 %	7.11	
PATEL DHARTI PARAGJI	31	32	35	37	33	39	33	239	87	82	85	254	493	8.11	151
131300151	C 7 3	C 7 3	B 8 3	B 8 3	C 7 3	B 8 3	C 7 3	A 9 5	A 9 5	A 9 9	A 9 2	FIRST DIST.	80.1 %	8.01	
PATEL KEYURIBEN BHAGUBHAI	38	38	44	39	38	44	38	279	87	87	88	262	541	8.59	152
131300152	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	A 9 5	A 9 5	A 9 9	A 9 2	FIRST DIST.	86.8 %	8.66	
PATEL MINALIBAHEN SHANKARBHAI	34	35	41	35	31	35	38	249	91	85	86	262	511	8.49	153
131300153	C 7 3	B 8 3	A 9 3	B 8 3	C 7 3	B 8 3	B 8 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	83.8 %	8.38	
PATEL MOHINIBEN DILIPBHAI	35	35	39	39	39	39	42	268	92	87	88	267	535	8.65	154
131300154	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3	B 8 3	A 9 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	84.2 %	8.42	
PATEL SEFALI SUBHASHCHANDRA	35	38	41	41	38	40	42	275	91	88	89	268	543	8.89	155
131300155	B 8 3	B 8 3	A 9 3	A 9 3	B 8 3	A 9 3	A 9 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	88.3 %	8.83	
PATEL UTTAKUMARI KHALAPBHAI	34	34	37	38	33	35	39	246	90	81	85	256	502	8.24	156
131300156	C 7 3	C 7 3	B 8 3	C 7 3	C 7 3	B 8 3	B 8 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	77.9 %	7.79	
PATEL VANDANABEN JESINGBHAI	36	41	40	38	39	42	37	273	92	84	89	265	538	8.81	157
131300157	B 8 3	A 9 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	85.4 %	8.54	
PATEL YASHIKA AMRUTLAL	37	46	43	40	41	40	38	285	90	88	86	264	549	9.05	158
131300158	B 8 3	O 10 3	A 9 3	A 9 3	A 9 3	A 9 3	B 8 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	88.3 %	8.83	
EXAM TYPE : WHOLE															
THINKERS	THINKERS	PERSON.	DEVEL.	EDUC.	ENVIR.	CONTE.	CONTE.	PART-A	PRAC.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST. : >= 7.00
EDUC.	EDUC.	ADJUS.	EDUC.	TECH.	EDUC.	SCIENCE.	MATHS	TOTAL	TEACH.	PRACT.	TEST.	TOTAL	TOTAL	CGPA	FIRST : >= 6.00
50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	350	100/40	100/40	100/40	300	650	10.00	SECOND : >= 5.00
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	
CHAUDHARI VANSHABEN RAJESHBHAI	35	42	37	30	44	33	37	263	88	81	84	253	516	8.51	159
131300159	B 8 3	A 9 3	B 8 3	C 7 3	A 9 3	B 8 3	B 8 3	A 9 5	A 9 5	A 9 9	A 9 2	FIRST DIST.	83.1 %	8.31	
DHODI ANUBEN AMRUTLAL	34	41	33	37	41	33	41	260	90	81	84	235	515	8.57	160
131300160	C 7 3	A 9 3	C 7 3	B 8 3	A 9 3	C 7 3	A 9 3	O 10 5	A 9 9	A 9 9	A 9 2	FIRST DIST.	82.5 %	8.25	

16



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
BACHELOR OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

RESULT SHEET (COLLEGE COPY)

Page No.: 14
Date & Time : 09/05/2014 16:34:00
Not. No.: 753 09 May 2014

EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	TEACH. VALUES 50/20 GD GP CR	CONTE. GUJAR. 50/20 GD GP CR	CONTE. HINDI. 50/20 GD GP CR	PART-A TOTAL	PRAC. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA-I CGPA	DIST. :>= 7.00 FIRST :>= 6.00 SECOND :>= 5.00
FORNAYA VARSHABEN SHIVABHAI	39	44	35	41	46	39	39	283	89	86	87	262	545	8.76	
131300161	B 8 3	A 9 3	B 8 3	A 9 3	O 10 3	B 8 3	B 8 3	FIRST DIST. 85.1 %	A 9 5	A 9 9	A 9 2	FIRST DIST. 85.1 %	8.51	8.28	161
KADWALA ASHABANU HAMIDBHAI	38	46	40	40	47	40	44	295	91	90	88	269	564	9.46	
131300162	B 8 3	O 10 3	A 9 3	A 9 3	O 10 3	A 9 3	A 9 3	FIRST DIST. 92.1 %	O 10 5	O 10 9	A 9 2	FIRST DIST. 92.1 %	9.21	8.94	162
PATEL JIGISHABEN BABUBHAI	38	45	32	39	44	40	41	279	91	84	89	264	543	8.89	
131300163	B 8 3	O 10 3	C 7 3	B 8 3	A 9 3	A 9 3	A 9 3	FIRST DIST. 86.5 %	O 10 5	A 9 9	A 9 2	FIRST DIST. 86.5 %	8.65	8.40	163
TIWARI MINALBEN DINKARSINH	33	40	38	39	43	37	36	266	91	84	86	261	527	8.65	
131300164	C 7 3	A 9 3	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	FIRST DIST. 84.6 %	O 10 5	A 9 9	A 9 2	FIRST DIST. 84.6 %	8.46	8.26	164
TIWARI BULBUL RAMAKANT	37	39	41	42	41	41	42	263	94	92	90	276	559	9.27	
131300165	B 8 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	A 9 3	FIRST DIST. 89.7 %	O 10 5	O 10 9	O 10 2	FIRST DIST. 89.7 %	8.66	8.97	165
EXAM TYPE : WHOLE	THINKERS EDUC. 50/20 GD GP CR	PERSON ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	EDUC. TECH. 50/20 GD GP CR	TEACH. VALUES 50/20 GD GP CR	CONTE. GUJAR. 50/20 GD GP CR	CONTE. SANS. 50/20 GD GP CR	PART-A TOTAL	PRAC. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL	GRAND TOTAL	SGPA-I CGPA	DIST. :>= 7.00 FIRST :>= 6.00 SECOND :>= 5.00
AHIR KAUSHIKKUMAR JAYANTILAL	36	33	30	39	39	38	42	257	90	84	84	258	515	8.49	
131300166	B 8 3	C 7 3	C 7 3	B 8 3	B 8 3	B 8 3	A 9 3	FIRST DIST. 83.3 %	O 10 5	A 9 9	A 9 2	FIRST DIST. 83.3 %	8.17	8.33	166
CHAUDHARI SHIVRAMANBEN RAMANBHAI	34	31	38	38	44	41	45	271	93	88	91	272	543	8.78	
131300167	C 7 3	C 7 3	B 8 3	B 8 3	A 9 3	A 9 3	O 10 3	FIRST DIST. 86.4 %	O 10 5	A 9 9	O 10 2	FIRST DIST. 86.4 %	8.64	8.49	167
CHAUDHARI YOGITABEN RAMLUBHAI	35	30	22	40	36	42	44	249	90	82	85	257	506	8.49	
131300168	B 8 3	C 7 3	E 5 3	A 9 3	B 8 3	A 9 3	A 9 3	FIRST DIST. 80.8 %	O 10 5	A 9 9	A 9 2	FIRST DIST. 80.8 %	8.08	7.66	168
GAMIT HEMLATA RAVINDRABHAI	37	37	36	41	46	42	43	282	90	89	87	266	548	8.97	
131300169	B 8 3	B 8 3	B 8 3	A 9 3	O 10 3	A 9 3	A 9 3	FIRST DIST. 87.5 %	O 10 5	A 9 9	A 9 2	FIRST DIST. 87.5 %	8.75	8.51	169
PATEL NILAMBABHEN SATISHBHAI	30	34	27	30	33	36	39	229	87	81	83	251	480	7.95	
131300171	C 7 3	C 7 3	D 6 3	C 7 3	C 7 3	B 8 3	B 8 3	FIRST DIST. 75.1 %	A 9 5	A 9 9	A 9 2	FIRST DIST. 75.1 %	7.51	7.06	170
TANDEL ROSHANKUMARI KANTILAL	33	29	34	38	43	37	46	260	91	85	87	263	523	8.49	
131300172	C 7 3	D 6 3	C 7 3	B 8 3	A 9 3	B 8 3	O 10 3	FIRST DIST. 82.1 %	O 10 5	A 9 9	A 9 2	FIRST DIST. 82.1 %	8.21	7.91	171

vi

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

Page No. : 15
Date & Time : 09/05/2014 16:34:01
Roll No. : 753 09 May 2014

EXAM TYPE : WHOLE

THINKERS	PERSON.	DEVEL.	EDUC.	TEACH.	CONTE.	CONTE.	PART-A	PRACT.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST.
EDUC.	ADJUS.	EDUC.	TECH.	VALUES	GLIAT.	SOCIAL	TOTAL	TEACH.	100/40	TEST	TOTAL	TOTAL	CGPA	FIRST : >= 7.00
50 /20	50 /20	50 /20	50 /20	50 /20	50 /20	50 /20	350	100/40	100/40	100/40	300	650	10.00	SECOND : >= 5.00
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR	GD GP CR				

AHIR SELALBEN HIRALAL

131300173

172

B 8 3	C 7 3	C 7 3	B 8 3	A 9 3	A 9 3	B 8 3	256	89	81	86	256	512	8.43	
								A 9 5	A 9 9	A 9 2			7.91	
											FIRST DIST.	81.8 %	8.16	172

CHAUDHARI NITIKSHABEN FATESINGBHAI

131300174

173

B 8 3	C 7 3	D 6 3	B 8 3	O 10 3	A 9 3	D 6 3	253	88	80	82	250	503	8.27	
								A 9 5	A 9 9	A 9 2			7.83	
											FIRST DIST.	80.6 %	8.06	173

GARVAL HITESHKUMAR KANAJIBHAI

131300175

174

B 8 3	C 7 3	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	255	92	84	94	270	525	8.62	
								O 10 5	A 9 9	O 10 2			8.34	
											FIRST DIST.	84.9 %	8.49	174

PATEL CHETANKUMAR JASWANTHBHAI

131300176

175

C 7 3	D 6 3	D 6 3	B 8 3	B 8 3	C 7 3	C 7 3	225	92	81	77	250	475	7.95	
								O 10 5	A 9 9	B 8 2			7.40	
											FIRST DIST.	76.8 %	7.68	175

PATEL PINKUBEN GOVINDBHAI

131300177

176

C 7 3	E 5 3	C 7 3	B 8 3	A 9 3	B 8 3	C 7 3	236	89	81	80	250	466	8.03	
								A 9 5	A 9 9	A 9 2			7.57	
											FIRST DIST.	78.1 %	7.81	176

EXAM TYPE : WHOLE

THINKERS	PERSON.	DEVEL.	EDUC.	TEACH.	CONTE.	CONTE.	PART-A	PRACT.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST.
EDUC.	ADJUS.	EDUC.	TECH.	VALUES	ENGL.	HINDI.	TOTAL	TEACH.	100/40	TEST	TOTAL	TOTAL	CGPA	FIRST : >= 7.00
50 /20	50 /20	50 /20	50 /20	50 /20	50 /20	50 /20	350	100/40	100/40	100/40	300	650	10.00	SECOND : >= 5.00
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR	GD GP CR				

USMANI RAESABEGAM JABINULHAQ

131300178

177

B 8 3	C 7 3	A 9 3	A 9 3	O 10 3	A 9 3	A 9 3	282	94	91	90	275	557	9.27	
								O 10 5	O 10 9	O 10 2			8.43	
											FIRST DIST.	88.6 %	8.86	177

EXAM TYPE : WHOLE

THINKERS	PERSON.	DEVEL.	EDUC.	TEACH.	CONTE.	CONTE.	PART-A	PRACT.	HEADS.	ANNUAL	PART-B	GRAND	SGPA-II	DIST.
EDUC.	ADJUS.	EDUC.	TECH.	VALUES	ENGL.	SANS.	TOTAL	TEACH.	100/40	TEST	TOTAL	TOTAL	CGPA	FIRST : >= 7.00
50 /20	50 /20	50 /20	50 /20	50 /20	50 /20	50 /20	350	100/40	100/40	100/40	300	650	10.00	SECOND : >= 5.00
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR		GD GP CR	GD GP CR	GD GP CR				

PATEL JIGISHA KARSANBHAI

131300179

178

B 8 3	B 8 3	B 8 3	B 8 3	A 9 3	B 8 3	A 9 3	272	91	85	87	263	535	8.73	
								O 10 5	A 9 9	A 9 2			8.09	
											FIRST DIST.	84.2 %	8.42	178

PATEL NILAM BHAKATBHAI

131300180

179

A 9 3	B 8 3	A 9 3	A 9 3	A 9 3	A 9 3	O 10 3	287	91	86	84	261	548	9.14	
								O 10 5	A 9 9	A 9 2			8.40	
											FIRST DIST.	87.8 %	8.78	179

PATEL SWATIKUMARI GIRISHBHAI

131300181

180

A 9 3	B 8 3	A 9 3	O 10 3	O 10 3	A 9 3	O 10 3	299	93	90	91	274	573	9.59	
								O 10 5	O 10 9	O 10 2			8.51	
											FIRST DIST.	90.7 %	9.07	180

PATEL VASUKI ISHVARBHAI

131300182

181

B 8 3	C 7 3	B 8 3	B 8 3	A 9 3	B 8 3	A 9 3	238	91	84	88	263	521	8.65	
								O 10 5	A 9 9	A 9 2			8.09	
											FIRST DIST.	83.8 %	8.38	181

PATOD AESHAKUMARI DINESHBHAI

131300183

182

B 8 3	B 8 3	B 8 3	B 8 3	A 9 3	B 8 3	B 8 3	238	91	81	84	236	514	8.65	
								O 10 5	A 9 9	A 9 2			7.91	
											FIRST DIST.	82.9 %	8.29	182

Vii

EXAM TYPE : WHOLE																									
THINKERS		PERSON.		DEVEL.		EDUC.		TEACH.		CONTE.		CONTE.		PART-A		PAC.		HEADS.		ANNUAL		PART-B		GRAND	
EDUC.	ADJUS.	EDUC.	ADJUS.	50/20	50/20	TECH.	TECH.	VALUES	VALUES	ENGL.	SANS.	SOCIAL	TOTAL	TEACH.	TEACH.	PRACT.	PRACT.	TEST.	TEST.	TOTAL	TOTAL	SCPA-I	SCPA-I	SCPA-I	
50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	50/20	
GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	GD GP CR	
131300184																									
183	38	37	46	42	44	43	46	92	89	89	270	566	9.14	8.77	8.96	FIRST DIST.							89.6 %	8.96	183
EXAM TYPE : WHOLE																									
THINKERS																									
PERSON.																									
DEVEL.																									
EDUC.																									
TEACH.																									
CONTE.																									
CONTE.																									
PART-A																									
PAC.																									
HEADS.																									
ANNUAL																									
PART-B																									
GRAND																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									
SCPA-I																									



VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

RESULT SHEET (COLLEGE COPY)

BACHELOR OF EDUCATION (SECOND SEMESTER) EXAMINATION, APRIL-2014
COLLEGE NAME : (156) SHRI RANG SHIKSHAN MAHAVIDYALAYA, BILIMORA

Page No. : 17
Date & Time : 09/05/2014 16:34:01
Notl. No. : 753 09 May 2014

EXAM TYPE : WHOLE

THINKERS EDUC. 50/20 GD GP CR	PERSON ADJUS. 50/20 GD GP CR	DEVEL. EDUC. 50/20 GD GP CR	TECH. TECH. 50/20 GD GP CR	TEACH VALUES 50/20 GD GP CR	CONTE. SCIENCE. 50/20 GD GP CR	CONTE. MATHS 50/20 GD GP CR	PART-A TOTAL 350	PRAC. TEACH. 100/40 GD GP CR	HEADS. PRACT. 100/40 GD GP CR	ANNUAL TEST. 100/40 GD GP CR	PART-B TOTAL 300	GRAND TOTAL 650	SGPA-I CGPA 10.00	DIST. : >= 7.00 FIRST : >= 6.00 SECOND : >= 5.00
37	35	46	44	46	44	46	298	92	92	94	278	576	9.51	
B 8 3	B 8 3	O 10 3	A 9 3	O 10 3	A 9 3	O 10 3		O 10 5	O 10 9	O 10 2				
TANDEL SHEETALBAHEN MOHANBHAI														
131300197														
196														
FIRST DIST. 92.6 %														
9.26														196

ix



PHOTO GALLERY

PHOTO GALLERY





Unveiling of Annual Magazine "Shrirangam" by Hon. School Principal



Unveiling of Hand-Written Book and Research Abstract Book



Opening ceremony of Seminar organized for Valsad district school Principals



Guest lecture by Principal Dr. V. D. Naik (Syndicate Member)



Arrival of the guest at the Celebration of Republic Day



Cultural program organized on 15th August



Teacher's Day Celebration



Winners of Garba Competition in Navratri Festival



Our trainee stood first at Rifle Shooting Competition and
was awarded first prize by District Collector



Rifle Shooting Training Program



"Devine Rakshabandhan" – Celebrated by Brahmakumaries at the insitution



"Ladies Empowerment"

A state level rally for social awareness program organized by Brahmakumaries



Visit of Dignitaries in our Medicinal Plant garden



Medicinal plants in our botanical garden and their identifications



Education Tour organized by the institution



Cleanliness Drive



Mehendi Competition



Birthday Card making – A creative activity



Lamp Dance – Annual Cultural Program



Garba – Annual Cultural Program



Sports Day – Opening Ceremony



Self Defence program organized for female student teachers



Biscuits distributed by our student teachers at Old Age Home or Hospital every Thursday



Yoga / Pranayam Workshop organized by our college for student teachers