

Smt B.C.J.College of Education

Shree B.D.Rao College Campus,

Shree B.D.Rao College Road,

Khambhat-388620

Dist: Anand, Gujarat (India)

Self Appraisal Report

Managed By

Shree Khambhat Taluka Sarvajani Kelavani Mandal,

Khambhat (Cambay)

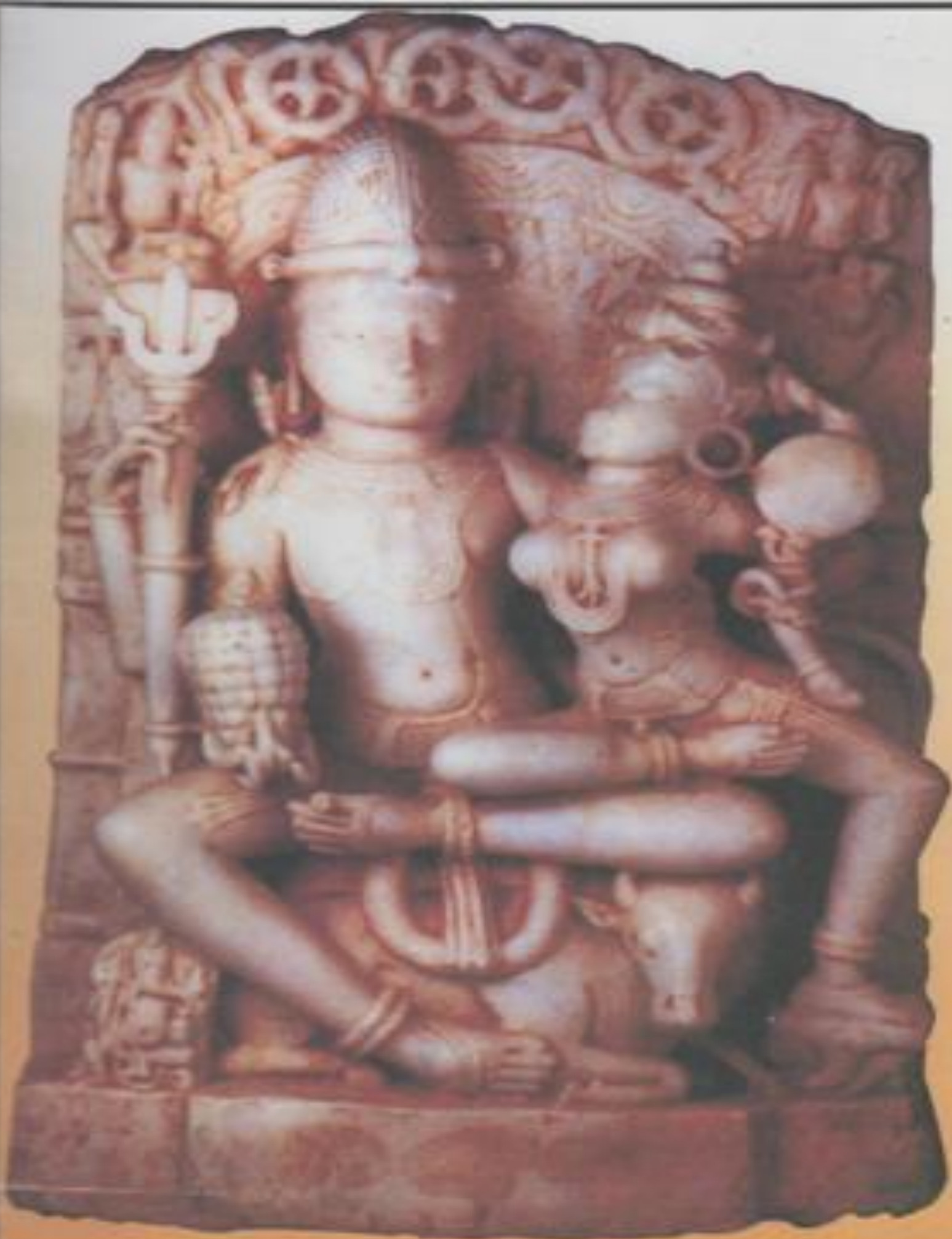
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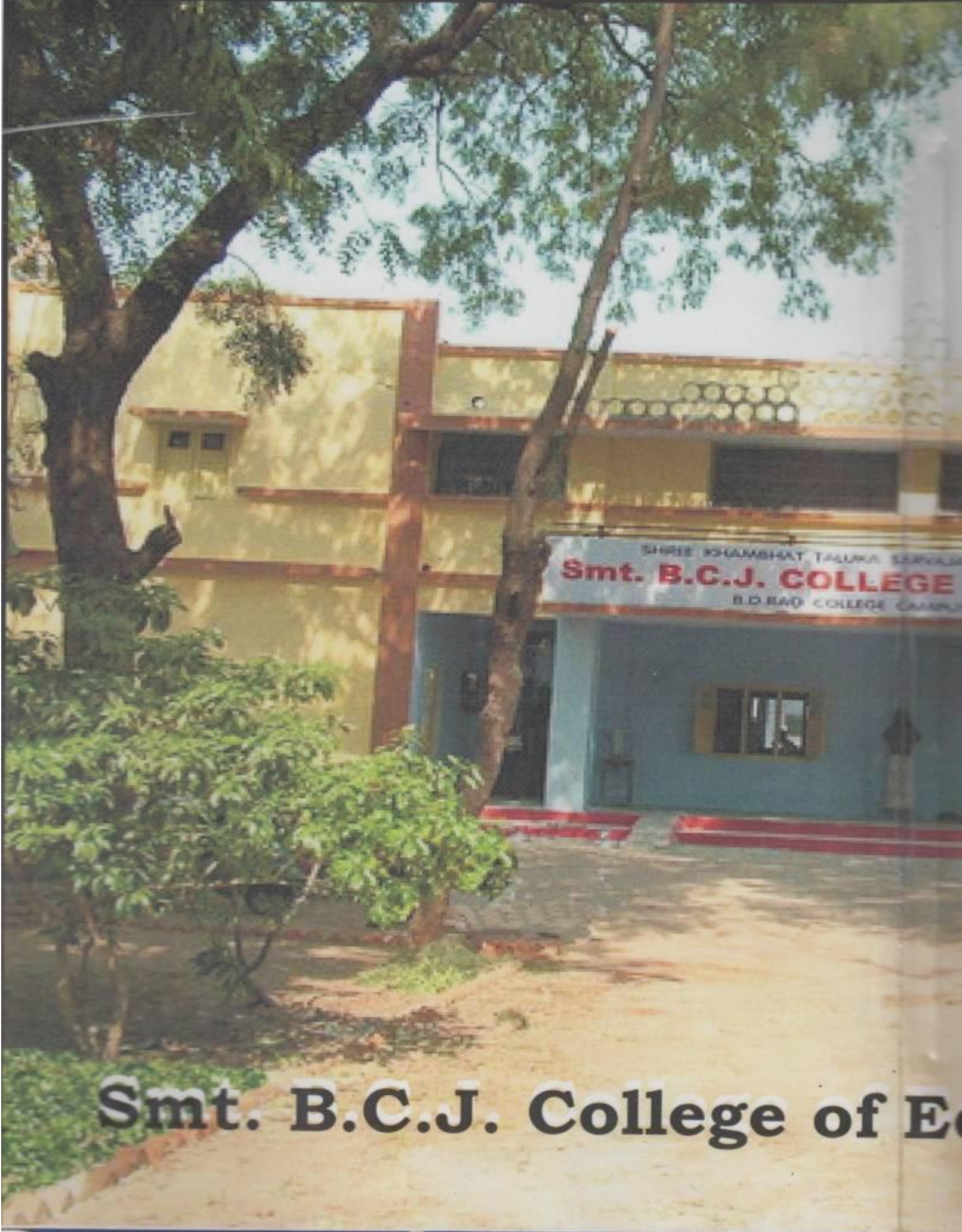
Submitted at

National Assessment & Accreditation Council

Bangalore

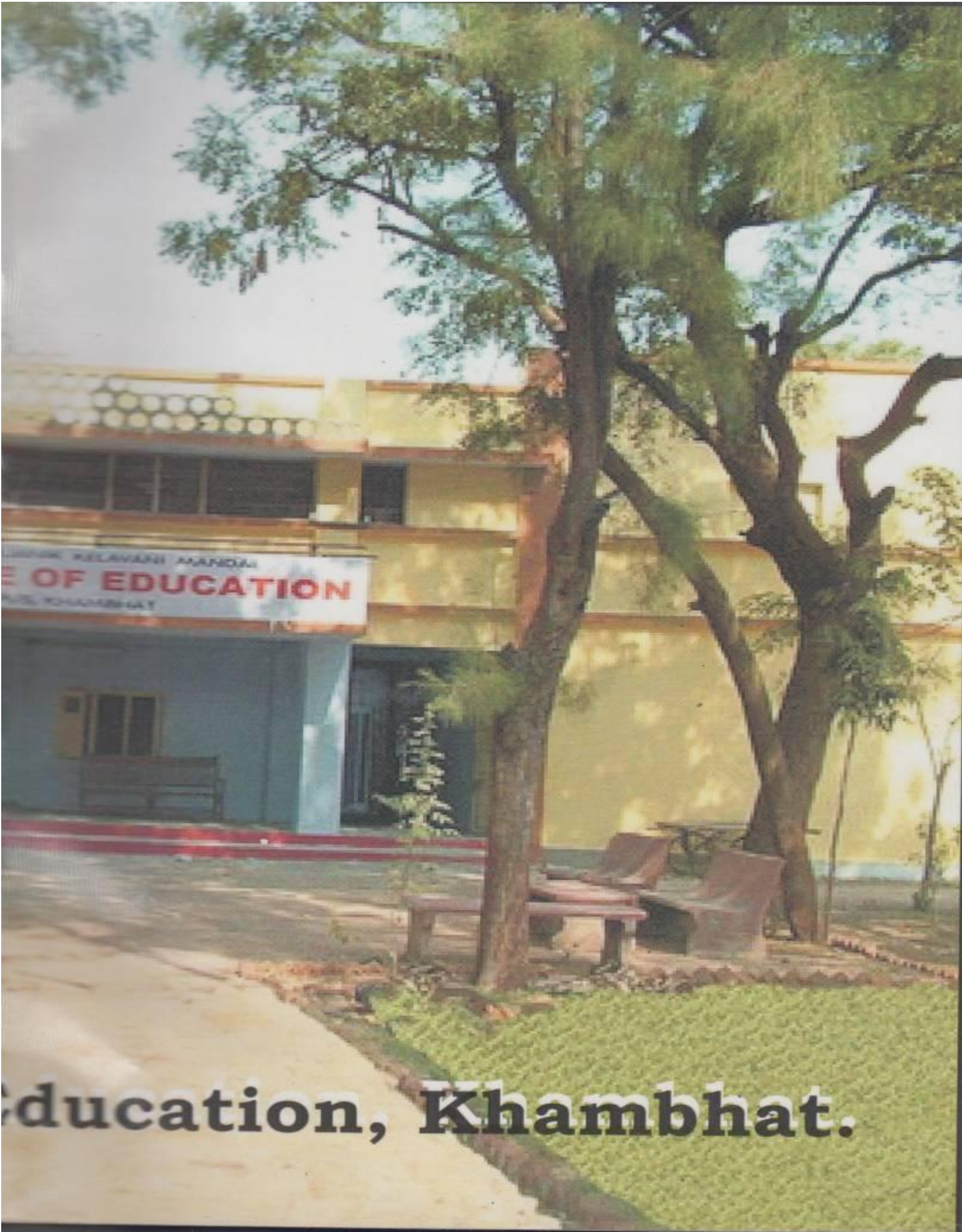






SHREE KHAMBHAT TALUKA SURVANA
Smt. B.C.J. COLLEGE
B.D. BAO COLLEGE CAMPUS

Smt. B.C.J. College of Education



Education, Khambhat.

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(Estd. Year : 1960)

Submitted at

National Assessment & Accreditation Council

Bangalore

February: 2015



(NAAC Accredited 'B')

Ph : (02698) 220250

Run by : Shree Khambhat Taluka Sarvajanic Kelavani Mandal

Smt. B. C. J. College of Education

SHETH SHREE BHAGWATILAL D. RAO COLLEGE CAMPUS,

: Principal :

Dr. Rameshchandra D. Pandya

(M.A; M.Phil; M.Ed; Ph.D.)

M : 98259 70891

Shree B. D. Rao College Road,
KHAMBHAT-388 620.
Dist. Anand. (Gujarat)

Ref. No. 346/14-15

Date : 24 - 2 - 2015

To,
Dr. Jagannath Patil,
Co-ordinating officer, NAAC,
National Assessment & Accreditation Council,
Bangalore.

Date: 24-02-2015

Subject: Submission of SAR of Smt. B.C.J.College Of Education,
Khambhat (Teachers' Training Institute).

Dear sir,

Greetings from Smt. B.C.J.College of Education, Khambhat.

We are pleased to inform that we are ready with our self appraisal report (SAR). Please find attached five copies with one soft copy of the SAR of Smt. B.C.J.College of Education, Khambhat for your reference.

We hereby also propose following 3 dates priority wise for Peer Team visit at our institute.

Priority 1 : 10th April 2015

Priority 2 : 15th April 2015

Priority 3 : 20th April 2015

You are hereby requested to kindly acknowledge the receipt of the SARs and inform us the date of Peer Team visit as soon as possible.

Looking forward for Peer Team visit.

Regards



Principal
Principal
Smt. B.C.J. College of Education
KHAMBHAT.

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(NAAC Accredited 'B')

Ph : (02698) 220250

Run by : Shree Khambhat Taluka Sarvajanic Kelavani Mandal

Smt. B. C. J. College of Education

SHETH SHREE BHAGWATILAL D. RAO COLLEGE CAMPUS,

: Principal :

Dr. Rameshchandra D. Pandya

(M.A; M.Phil; M.Ed; Ph.D.)

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KHAMBHAT-388 620.
Dist. Anand. (Gujarat)

Ref. No. 346/14-15

Date: 24-2-2015

Declaration by the head of the institution

I certify 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 therefore 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: Khambhat

Dr.
Principal

Smt. B.C.J. College of Education
KHAMBHAT.

Date: 24/02/2015

VISION STATEMENT OF THE INSTITUTION

- Qualitative contribution through teaching learning process for the empowerment of the nation
- Along with the development of mind, soul develops and empowers the planet orb (Earth)

MISSION OF THE INSTITUTION

- To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nations.
- Work with commitment towards the goal.
- To prepare teachers with a focus to develop their competencies and chisel their skills required to compete in the world of job market.
- To serve the society by inculcating values such as dignity of labour, equality of gender, protection of environment, responsible use of mass media, respect for traditions and cultural heritage.
- To strive towards excellence in education by responding to changing needs and expectations of the society and educational environment.
- To prepare professional teachers who understand Indian values and culture, preserve them, enrich them and transmit to the next generation.
- To develop skills in prospective teachers to face the challenges which crop up in their day to day activities.
- To develop an ambience of work culture, mutual respect and co-operation, peaceful co-existence and team work.
- To adopt all the possible latest techniques which enhances the student teachers skills and competencies.

OBJECTIVES OF THE INSTITUTION

- To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
- To provide education to all those who desire to be good teachers, without any bias about their caste, creed, religion etc.
- To provide well trained teachers to the secondary and higher secondary school sector. To inculcate, values of community. Services, national integrity, national pride, religious tolerance, aesthetic sense for the earth environment.
- To develop moral character with all the virtues of life, cultivating the soul and good personality of trainees.
- Knowledge with wisdom.
- Live and let's others live.
- To create awareness among the trainees about needs of the society, social changes, needs to conserve nature and its resources.
- To help the prospective teachers to become a part of knowledge generating society through organization of seminars, workshops, conferences and other techniques of high education.
- To provide training in 'learning to live together' for peaceful co-existence by organizing group activities like group discussion, organization of theme based morning assemblies, educational tours, visits etc.
- To develop leadership qualities among the prospective teachers to give new direction to the society in different spheres by organizing different types of activities like literacy campaigns. Rallies, block-teachings activities in-charge, etc.
- To inculcate teaching and communication skills among prospective teachers through the application of educational technology.
- To prepare teacher trainees for divers roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programme.

VALUES OF THE INSTITUTION

Our institution believes in the following values.

- To develop in the society an appreciation of efforts aimed at national integration.
- To offer value added education to assess quality education in the field of educational system.
- Creation of skilled prospective teachers
- Creation of physically fit, mentally alert and democratic citizens for the nation
- Respect to universal brotherhood and peace.
- Service to the down trodden, their up-liftment by way of imparting value Based teacher training for sustainable development of national (as in our institute many of the students came from the poor and the management and some of the staff members help them financially and also provide other necessities for the course)
- Faith in, equity, fraternity, liberty, national integration, non-violence, sensitivity, gender equality.
- Dignity of labour, scientific attitude and respect to all core values of the nation
- To develop the cleanliness attitude (to keep the campus clean) and join in the campaign of the nation “Clean India, Healthy India”
- Promoting the use of technology among the student teachers.
- Quest for excellence.

PART – I

INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

B. CRITERIA WISE INPUTS

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution: Smt.B.C.J.College of Education,
Shri B.D.Rao College Campus,
Shri B.D.Rao College Road,
Khambhat-388620
Dist: Anand, Gujarat (India)
2. Website URL : www.bcjeducation.org
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Ramesh Pandya	(02698) 220250	(02698) 226637	dr.rameshpandya@yahoo.com
Self - appraisal Co-ordinator Dr. Mohini Sharma	(02698) 220250 9825546163	(02698) 226637	mohinirose@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Ramesh Pandya	(02698) 220250	9825970891
Self - appraisal Co-ordinator Dr. Mohini Sharma	-	9825546163

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

83.00

6. Is it a recognized minority institution?

Yes ☐

No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	1968

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

Gujarat University

Annexure 1 is attached

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

Our institute was established in 1968 of which the concern papers are not available. But we have received UGC, New Delhi grant and State Govt. grant under various schemes for the same. We have furnished grant paper as the annexure no. 2 which proves that our college is registered and also the colleges under section 2(f) and 12 (B) of the UGC Act 1956 in that list the name of our college is also, the name is highlighted.

2						
F	M	M	Y	Y	Y	Y
	(Month & Year)					
12						
B	M	M	Y	Y	Y	Y
	(Month & Year)					

10. Type of Institution

a.	By funding	i. Government	☐
		ii. Grant-in-aid	☒
		iii. Constituent	☐
		iv. Self-financed	☐
		v. Any other (specify and indicate)	☐
		b.	By Gender
ii. Only for Women	☐		
iii. Co-education	☒		
c.	By Nature		
		ii. IASE	☐
		iii. Autonomous College	☐
		iv. Affiliated College	☒
		v. Constituent College	☐
		vi. Dept. of Education of Composite College	☐
		vii. CTE	☐
		Viii. Any other (specify and indicate)	☐

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)	Secondary/ Sr. secondary	B.Ed.	Graduation and PG	Certificate	1 year	Gujarati/ Hindi/ English
				Diploma		
				Degree		
ii)	Post Graduate	M.Ed.		Degree	1 year	Gujarati/ Hindi/ English
				-		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed.	(WRC/5-6/97 No 653) Dt. 12/02/1998	Permanent	108
Post Graduate	M.Ed.	(WRC/5-6/127 th /2009	Provisional	35

(Additional rows may be inserted as per requirement)

B) CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	

Mission

Yes	✓	No	

Values

Yes	✓	No	

Objectives

Yes	✓	No	

Yes	✓	No	

2. a) Does the institution offer self-financed programme(s)? If yes,

a) How many programmes?

01

b) Fee charged per programme (M.Ed.)

45,000(Two Semester)

3. Are there programmes with semester system

Yes

Note: Our B.Ed. is Govt. Grant-in-aid, so girls are given free education and boys have to pay

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

Yes		✓No	

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

02

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

B.Ed.

10 methods & elective subjects

M.Ed. (Full Time)

06 subjects (option: 2)

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
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	

Yes	✓	No	

Yes	✓	No	

Yes	✓	No	

Yes	✓	No	

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

As our college is affiliated to Gujarat University, so as per the advice of the Gujarat University, Ahmedabad a new programme is introduced.

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

Yes	✓	No	

Number	01

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

Yes	✓	No	

Number	As per university advice

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) ☐

(If more than one method is followed, kindly specify the weightages)

Admission are centralized and given by the B.Ed. Admission Cell, Gujarat University, Ahmedabad.

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

- a) Date of start of the academic year 15/06/2013
- b) Date of last admission 15/07/2013
- c) Date of closing of the academic year 28/04/2014
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	19	60	79	13	34	47	06	26	32
M.Ed. (Full Time)	17	18	35	08	09	17	09	09	18

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 Rs. 74,315

b) Unit cost including salary component Rs. 1,04,67,1 08

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 (%)
B.Ed.		50%		45%
M.Ed. (Full Time)		50%		45%

7. Is there a provision for assessing students' 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)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	55%	20%	25%
M.Ed. (Full Time)	75%	-	25%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0

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

1	2

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	0

b) Total number of practice teaching days

4	3

c) Minimum number of practice teaching lessons given by each student

3	0

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

No. of Lessons In simulation

No. 05

No. of Lessons Pre-practice teaching

No. 10

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

Programmes	Internal	External
B.Ed.	30	70
M.Ed. (Full Time)	30	70

16. Examinations

a) Number of sessional tests held for each paper

0	3

b) Number of assignments for each paper

0	2

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

	Yes	No
Computers	✓	
Intranet		-
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	

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

Yes	✓	No	

Number	01

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, Consultancy and Extension

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

Number	06	85.71	%

2. Does the Institution have ongoing research projects?

Yes		No	✓

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

-

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

▲ Teachers are given study leave	<table border="1"><tr><td>✓</td></tr></table>	✓
✓		
▲ Teachers are provided with seed money	<table border="1"><tr><td>✓</td></tr></table>	✓
✓		
▲ Adjustment in teaching schedule	<table border="1"><tr><td>✓</td></tr></table>	✓
✓		
▲ Providing secretarial support and other facilities	<table border="1"><tr><td>✓</td></tr></table>	✓
✓		
▲ Any other specify and indicate	<table border="1"><tr><td>X</td></tr></table>	X
X		

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

Yes	<table border="1"><tr><td></td></tr></table>		No	<table border="1"><tr><td>✓</td></tr></table>	✓
✓					

6. Number of research degrees awarded during the last 5 years.

a.	Ph.D.	<table border="1"><tr><td>01</td></tr></table>	01
01			
b.	M.Phil.	<table border="1"><tr><td>-</td></tr></table>	-
-			

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

Yes	<table border="1"><tr><td></td></tr></table>		No	<table border="1"><tr><td>✓</td></tr></table>	✓
✓					

8. Details of the Publications by the faculty (Last five years)

Yes No Number

International journals	✓	-	10
National journals - referred papers	✓		150
Non referred papers			
Academic articles in reputed magazines/news papers	✓	-	07
Books	✓	-	06

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

Yes	✓	No	

Number	02

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

	Faculty	Students
National seminars	35	
International seminars	05	
State level seminars	55	

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials ☒

Print materials ☒

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc.) ☒

Digitalized (Computer aided instructional materials) ☒

Question bank ☒

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

(Scope)

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

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/ organizations?

Local level	✓
State level	✓
National level	✓
International level	-

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

1307.86 Sq. Mts

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

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

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

30

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

NIL

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

5100

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

6000

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

NIL

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

Yes

✓

No

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
03	02	02	-
01	-	02	01

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
			01

11. a. Number of regular and permanent teachers

(Gender-wise)

Lecturers

Readers

Associate Professors

Open		Reserved	
M	F	M	F
	01		
M	F	M	F
M	F	M	F
03	01	02	

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open Reserved

Lecturers	M	F	M	F
	-	-	-	-
Readers	M	F	M	F
	-	-	-	-
Professors	M	F	M	F
	-	-	-	-

c. Number of teachers from Same state

07

Other states

NIL

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:12
M.Ed. (Full Time)	1:07

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
01	-	02	01

Temporary

M	F	M	F

b. Technical Assistants

Permanent

M	F	M	F
01	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

7:4

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

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

8 Hours

On holidays

3 hours

During examinations

8 Hours

18. Does the library have an Open access facility

Yes	✓	No	

19. Total collection of the following in the library

a. Books

17292

- Textbooks

3253

- Reference books

14039

b. Magazines

507

e. Journals subscribed

180

- Indian journals

160

- Foreign journals

20

f. Peer reviewed journals

-

g. Back volumes of journals	
h. E-information resources	02
- Online journals/e-journals	
- CDs/ DVDs	60
- Databases	-
- Video Cassettes	100
- Audio Cassettes	50

20. Mention the

Total carpet area of the Library (in sq. mts.)	284.62 Sq. Mts
Seating capacity of the Reading room	56

21. Status of automation of Library

Yet to intimate	☐
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 orientation /information literacy	☒
Any other (please specify and indicate)	☐

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day

150

Maximum number of days books are permitted to be retained

by students

07

by faculty

30

Maximum number of books permitted for issue

for students

07

for faculty

20

Average number of users who visited/consulted per month

6000

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

101:01

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

12.25%

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	2	6215/-	11	5270/-	-	21700
Other books	30		16		164	
Journals/ Periodicals	05		04		04	
Any others	42		38		37	
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

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

Programmes	2011- 12	2012- 13	2013- 14
B.Ed.	NIL	NIL	01
M.Ed. (Full Time)	NIL	NIL	NIL

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?

-

3. Does the institution offer Remedial instruction?

Yes	✓	No	

4. Does the institution offer Bridge courses?

Yes		No	✓

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 11-12	II 12-13	III 13-14	I 11-12	II 12-13	III 13-14	I	II	III
Pass percentage	100%	98.78%	100%	100%	100%	91.60%			
Number of first classes	09	25	25						
Number of distinctions	69	56	57						

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

NET

SLET/SET

Any other (specify and indicate)

I	II	III
-	-	-
-	-	-
-	-	-

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	-	-	-
Loan facilities	-	-	-
Any other specify and indicate(state Govt. Approved Scholarship)	-	40	

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓

9. Does the institution provide Residential accommodation for:

Faculty

Yes	✓	No	

Non-teaching staff

Yes		No	✓

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

Yes	✓	No	

If yes, number of students residing in hostels

Men

05

Women

07

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	✓	No	

Indoor sports facilities

Yes	✓	No	

Gymnasium

Yes		No	✓

12. Availability of rest rooms for Women

Yes	✓	No	

13. Availability of rest rooms 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/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	-	18	18
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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 (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	✓	No	

If yes, give the year of establishment

2005

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 (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	7.14	4.87	8.98
Employment (Total)	56.3	58.12	61.00
Teaching	97.92	97.44	96.96
Non teaching	2.08	2.56	3.04

23. Is there a placement cell in the institution?

Yes ☐ No ☒

Note: we don't have placement cell but we help the intelligent student and interested to get job in practice teaching schools

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

1	2	3
-	-	-

24. Does the institution provide the following guidance and counselling services to students? Yes No

- 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 meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Every month
Staff council	Every Week
IQAC/or any other similar body/committee	Two meetings per annum
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Research committee Infrastructure committee library committee

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

Loan facility	Yes	☒	No	☐
Medical assistance	Yes	☒	No	☐
	Yes	-	No	☐

Insurance

Other (specify and indicate)

Yes	-	No	

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

0	0	3

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

02

b. Number of teachers who were sponsored for professional development programmes by the institution

National

-	-	-

International

-	-	-

c. Number of faculty development programmes organized by the Institution:

0	0	8

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

0	3	7

e. Research development programmes attended by the faculty

0	0	4

f. Invited/endowment lectures at the institution

0	1	7

Any other area (specify the programme and indicate)

0	1	0

Programmes on Reiki, Meditation, Yoga etc.

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

a. Self-appraisal

Yes	✓	No	

b. Student assessment of faculty performance

Yes	✓	No	

c. Expert assessment of faculty performance

Yes	✓	No	

d. Combination of one or more of the above

Yes	✓	No	

e. Any other (specify and indicate)

Yes	-	No	

7. Are the faculty assigned additional administrative work?

Yes	✓	No	

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

5 Hours

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 and indicate)

9. Expenditure statement (for last two years)

	YEAR 2012-13	YEAR 2013-14
Total sanctioned Budget		
% spent on the salary of faculty	88.59	81.46
% spent on the salary of non-teaching employees	10.44	17.02
% spent on books and journals	.036	0.06
% spent on developmental activities (expansion of building)	0.36	0.44
% spent on telephone, electricity and water	4.19	0.78
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.01	0.22
% spent on maintenance of equipment, teaching aids, contingency etc.	-	-
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	0.14	0.193
Any other (specify and indicate)	-	-
Total expenditure incurred	1,04,20,851	85,41,212

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

Surplus in Rs.	Deficit in Rs.
2013-14	Account do not audited
2012-13	10.679/-
2011-12	98.831

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 Counselling

Yes	✓	No	

Aptitude Testing

Yes	✓	No	

Examinations/Evaluation/
Assessment

Yes	✓	No	

Yes		No	

Any other (specify and indicate)

Yes	-	No	

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

Criterion VII: Innovative Practices

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

	Category	Men	%	Women	%
a	SC	2	10.52	7	10
b	ST	1	5.26	5	7.14
c	OBC	9	47.36	21	30
d	Physically challenged	01	526	-	-
e	General Category	6	31.57	37	52.85

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	-	1	-
b	ST	1	-	1	-
c	OBC	1	-	2	-
d	Women	2	-	1	2
e	Physically challenged	Nil	-	Nil	-
f	General Category	4	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	8	8	8	8
ST	6	6	6	6
OBC	34	34	30	30
Physically challenged	1	1	1	1
General Category	44	44	44	44

PART - II

EVALUATIVE REPORT

*A. EXECUTIVE SUMMARY-SWOT
ANALYSIS*

B. CRITERIA WISE ANALYSIS

*C. MAPPING OF ACADEMIC
ACTIVITIES OF THE
INSTITUTION*

A-EXECUTIVE SUMMERY-SWOT ANALYSIS

A. Executive Summery

Quality improvement in the teacher education system has to come from within. No amount of external audit and assessment can help directly. The NCTE therefore puts emphasis on the self-appraisal and analysis which is essentially in introspective efforts on the part of the institute.

As a matter of internal exercise by the institution which is expected to be done with sincere efforts and honest introspection, Smt.B.C.J.College of Education, Khambhat has prepared the organizational data based part 1 of the self-study report. Based on the data collected under the part 1, the institute has prepared a SWOT Analysis based on its own perception in executive summery and evaluative reports in part 2 of the self-study report.

Khambhat (Cambay), taluka town, is a historical and ancient place situated at the head of the gulf of the same name at the place where the great river Mahi merged into the sea. It possesses with its ancient and medieval history, *Pauranic Traditions* and *Legends* with its several names. It is the terminus of Anand-Khambhat Broad-Gauge railway line, 51 K.M. from Anand and also connected by the state transport buses with Ahmedabad (at a distance of 93 K.M. in the North), Vadodara (at a distance of 75 K.M. in the East) etc.

Keeping in view, the need of the time & the hour after sheer comprehend for the need for education in general and higher education in particular, came in existence Shree Khambhat Taluka Sarvajani Kelavani Mandal in the year 19 established by the most experienced and devoted soul Late Shree Ranjitray Shastri.

The Following Colleges, Schools and Hostels run by Kelavani Mandal

Colleges (Diploma, Degree & P.G.Dept.):

- Shree R.P.Arts College
- Shree K.B.Commerce College
- Smt B.C.J.Science College
- Shree M.N.College Of Pharmacy (Diploma)
- Shree B.D.Rao Pharmacy College (Diploma Self-Finance (SNDT))
- Smt L.B.Rao Inst. Of Pharmacy Education And Research College
- Smt B.C.J.College Of Education
- Khambhat Sarvajani Kelavani Mandal Sanchalit “Adhyapan Mandir” (PTC College)
- Smt. Lilavatiben B. Rao Institute Of Information Technology

- SmtShantabenManeklal Gandhi Home Science Department
- Shri Ramesh TulsidasMaheta Microbiology Department

Schools:

- Supath English Medium School
- Municipal Jubilee High School

Hostels

- MatrushreeKamlaKanyaChhatralaya (Ladies Hostel)
- SmtL.B.RaoKanyaChhatralaya (Ladies Hostel)
- Smt.L.B.Rao Boy's Hostel (Opp. Bethak Road)

All the above, together concentrate the total education activities like Museum English and Gujarati Medium Schools.

SmtB.C.J.College of Education was established in 1969. As on today, 100 students are following the course. The college is affiliated with Gujarat university the main aim of the college is to train the students for secondary and higher secondary teachers. The college is imparting lessons, micro lessons, and block teaching to give the practical training to the students. It also conduct co-curricular activities. The college has been granted recognition by the UGC section 2(f) and 12(b) of UGC Act, 1956. The college regularly gets grants from the UGC till date and papers of the grant are furnished in the appendix. The college has also the permanent NCTE recognition, its order no. is (WRC/F-6/97 No. 653) Date 12/02/1998.

At present with a large campus and totally academic environment, the institute is proud to be a leading educational complex of the region.

The Centralized Admission Committee framed by the Gujarat University admits students on their merits. Academic Staff Participate in framing of new curriculum at faculty level. Interactive and participatory programmes are regularly organized by the college which provides opportunities to trainees and teacher educators to know and understand each other.

We provide remedial courses to educationally disadvantage students. We also get feedback from the heads of practicing schools, academic peers and employers on the teaching program. College has introduced computer education as an elective subject faculties are encouraged to use internet, multimedia, white board, etc to keep pace with the changing educational scenario and to create a synergy of knowledge and skills through network across the globe.

Teacher educators organize team teaching and conduct workshop to promote interactive teaching learning for the tasks of action research, micro teaching preparation of power point presentation and preparation of blue prints. OHP is available in the college and transparencies are prepared by the teacher educators whenever necessary

Head of the institution is Ph.D. and entire staff is engaged in research work. The institute promotes research by providing study leave, secretarial support and making adjustment in teaching schedules of teacher educators.

The college wholeheartedly accepts its limitations in case of low profile participation of out teaching staff in case of research project and outreach programs. But our staff has also credit won at the national of getting awards and delivering lectures to the reputed company executives on self-improvement our management and staff also holds the prominent place in consultancy and counseling services.

The college has well equipped infrastructure with all necessary facilities. We are very sorry to say that very exhaustive academic span B.Ed., does not leave space for trainees to participate in different activities.

Punctuality regularity and overall discipline are the bench marks of the college. Well qualified, experienced and dedicated staff average to work for the growth of the college acts as role model for the students. There is easy accessibility of the principal, staff to redress students' grievances. Bulletin boards are arranged for displaying stimulating thoughts about education, current news, results and other information clean water facility is available facility of hygienic separate washrooms for girls and boys is also available.

The college has a rich library with vast collection of books covering wide range of areas like education, literature, art, humanities, religion and science, besides books, educational journals. Encyclopedia, reference books, magazines, educational abstracts are also available. But the limitation of the library is that we don't have permanent librarian since last 10 years still by the help of staff, students and non-teaching staff we try to maintain our library at the best library also has:

- Reading space for teachers and students
- Internet facility
- Provision of open book shelf and reading room
- Facility of book-bank to cater the needy students.

A list of additional references (a post from those prescribed in syllabi) are printed and displayed in their respective classrooms and students are motivated to consult these books, students are encouraged to prepare notes on different topics and get them checked from their teachers.

Every student has to prepare specified number of assignment in both methods and conduct seminars on the topics assigned from prescribed syllabus innovative techniques of teaching like seminars, tutorials, projects, role-playing and multimedia presentation are used. The component of education technology (like using OHP, computer, and white board) has been introduced as an additional activities, in order to help our trainees to be fully equipped to understand and serve the schools of today's complex world.

Micro teaching programme is an integral part of the B.Ed. programme. Each student has to practice micro teaching skills in both the methodologies. The total duration of micro teaching is 10 days. Micro teaching sessions are geared to the development of the core teaching skills, our professors and also experienced teachers are invited from reputed schools for delivering model lessons.

Practice teaching is an important and compulsory part in B.Ed. programme. Each student enrolled in the course has to study two methodologies. The institution follows a systematic approach for teaching-practice programme, which is as follows:

1. Identification of the co-operative schools keeping in their mind:

- a) School calendar
- b) Availability of basic infrastructural facilities
- c) Type of school (Government, Aided, private or public)
- d) Easily accessible

Generally prospective teachers are accommodated in 10 schools.

2. Allotment of schools for teaching practice.

The students are allotted schools keeping in mind the following considerations:

- a) Medium of instruction of prospective teachers
- b) Subject combination
- c) Academic background of prospective teachers
- d) Accommodating capacity and subject wise requirement of the schools
- e) Supervisor-prospective teacher ratio is 1:10

3. Sending list of prospective teachers to the co-operative schools

4. Instructions to the prospective teachers regarding teaching practice

Before the commencement of the teaching practice, detailed instructions are given to prospective teachers regarding:

- a) Duration of teaching practice
- b) Objectives of teaching practice
- c) Number of lessons to be delivered
- d) Daily stay in the school

- e) Type of duties to be performed
 - f) Collection of time table and syllabi from the concerned teachers in advance
 - g) Type of behaviour to be exhibited by them (Dress code, Professional ethics)
5. Arranging meeting with the head of the institution and the subject teacher to acclimatize the students with the school ethos and for seeking guidance to teach their respective subjects and long term teaching practice. The ratio of student teachers to practice teaching schools is approximately 10:1 and one mentor accompanies them.

The institution encourages the students to respect and appreciate individual and cultural differences and generate constructive exchange of ideas to make the learning environment more assessable and supportive. The various practices adopted in the college for this purpose are:

- a) Classroom lectures on topics like Individual Differences, Inclusive Education, Special Education, Human Rights Education, Constitutional Provisions of Education, Right to Education (RTE), Human Resource Development etc. are arranged.
- b) Practical work in psychology is carried out to give exposure to prospective teachers in different types of psychological tests and find out diversities in children, their intelligence, aptitude, achievement etc.
- c) Extension lectures by eminent educationists on topics like Organic Farming, Traffic Rules, Environment Awareness, AIDS Awareness, Continuous Comprehensive Evaluation, Human Rights Education, Female Foeticide, Children with Behavioral Problems, Motivation, Yoga and Health, Meditation, Communication Skills etc. are arranged.
- d) Institutional visits to special schools, orphanage, old age home etc. are arranged to give exposure to the prospective teachers.
- e) Special projects
 - I. Community study projects: the prospective teachers interact with people through these projects and develop an understanding of the perceptions of people, they come to know about different societal needs and develop an understanding about them.
 - II. Cultural studies Projects: cultural projects are undertaken to make the prospective teachers aware of different cultures.
 - III. Action research: action research and case studies are also taken up by students.

- f) Practice teaching prospective teachers are guided to identify different capabilities and problems of children in the class. They are also guided to plan their lessons keeping in mind the diverse needs of the students. They are also helped to prepare scholastics, diagnostic and remedial testes.

Teaching learning process is not only theoretical but also practical in nature.

Actual experience are provided to the student by organizing different co-curricular activities such as organization of subject wise inter-house quiz competitions, inter-college skill in teaching competitions, art competition and exhibition, sports day etc. The institution carries out various activities with the help of computer like development of scientific and objective criteria for evaluation of micro-teaching skills and TAB (Teaching Assessment Battery) for evaluation of macro-lessons (composite lessons). Regular class tests, unit tests and monthly tests for providing feedback for further improvement are conducted. Teacher's performance is assessed by the students with the help of feedback proforma. Monthly report of students' attendance and their class performance is submitted by the teachers and is evaluated by the college Principal. School subject teachers are also involved for assessment of prospective teachers' performance during teaching practice. But until now we carried out verbally now we have started taking in writing also.

The thrust areas of research are prioritized keeping in mind the recent trends in the field of Educational Research as well as the area of specialization of the supervisor and the investigator. The areas in focus are philosophy of education, psychology of education, educational technology, environmental education, and quality in education, innovatives in education, teacher education and teaching behaviour, special education and other contemporary issues at various levels of education. The institution encourages action research by active involvement of teachers and students. A number of action research projects have been successfully completed by the students on various problems such as:

1. Problem of low self confidence
2. Spelling errors in languages
3. Problems of hand writing
4. Problems of indiscipline/truancy among students.
5. Problem of specific backwardness in Mathematics/Science/English
6. Problem of tardiness in learning
7. Problem of home Work
8. Impact of seating arrangement on academic achievement
9. Problem of low aspiration

10. Problem of lack of research aptitude based on the outcomes of the research, suitable measures were taken to improve the educational pattern

The list of the journals/Books/Newspapers/souvenirs in which the faculty members have published paper in the last five years is as follows:

1. International journal of education for human services-2011
2. National conference souvenir AIAER 2007
3. Journal of educational and psychology-2010
4. Vedikam

Besides, published work in journals/Edited books/Newspapers/Souvenirs, the faculty members has also published the following books in the last five years:

1. Teaching of English by Dr. M.S.Sharma
2. The learner-nature and development by Dr. M.S.Sharma
3. English content cum method by Dr.M.S.Sharma
4. Micro teaching by Dr.M.S.Sharma
5. Vibrations by Dr.M.S.Sharma

The following are the significant innovations/good practices in research, consultancy and extension activities of the institution:

Quality of research

1. The college publishes its own educational magazine
2. The teaching staff members attend various orientation courses, refresher courses, summer school, workshops, seminars organized by Universities and UGC to update their information and in turn improve the quality of research in the college.
3. Library facilities are available for the researchers, but still we need much improvement in research.
4. The facility of free and unlimited access to internet is available in the college to help the researchers to download latest information pertaining to their area of research.
5. Organization of workshops on 'research methodology and statistics' to acquaint the researchers with the latest trends and techniques in research.
6. Extension lectures by eminent scholars in the field of research.

Promotion of research

1. Head of the department and other retired staff already completed Ph.D. degree before joining the college. It goes to the credit of the college that five teachers

completed their Ph.D. during their services in the college. One teacher is planning to get registered for the Ph.D.

2. Dissertation is compulsory for M.Ed.Students.
3. The college provides consultancy services for undertaking research work/projects. The members of the faculty guide/supervise research at different levels-M.Ed., M.Phil. and Ph.D.

Extension services

1. Regular visit to orphanage home, old age home to understand problems of orphans and blinds and to render needed services to them.
2. Organization of campaigns to sensitize the masses regarding social/environmental issues and problems.
3. Adult literacy programme is undertaken by the trainees.
4. Organization cultural events.
5. Inviting experts and students from different universities of the world to interact with our students.
6. Honoring alumni/eminent persons
7. Inviting alumni/heads of the institutions for sharing their experiences.

The institution has been allotted 100 seats for B.Ed., 35 seats for M.Ed. the existing building and infrastructure is adequate enough for providing rich learning experiences to prospective teachers. The sources are adequate enough to maintain necessary infrastructure and to keep pace with the academic growth.

The college has:

- Science laboratory, psychology laboratory, computer laboratory.
- A seminar room
- Sports room, language room, grievances room
- 1 multipurpose hall
- 1 girls common room
- 1 boys common room
- Spacious parking facility
- 2 hostels (1 for boys and 1 for girls) to accommodate out stationed students

It is ensured that the above infrastructural facilities are utilized by the students. Well maintained lush green lawns, spacious grounds and well ventilated classrooms with all logistic arrangements including comfortable furniture add to the glory of the building.

Its studious students, tireless and committed teachers, visionary principal and far-sighted munificent management committee have contributed to the making of the legend known as Smt.B.C.J.College of Education, Khambhat.

For the improvement and enhancement of the infrastructural facilities, some projects have taken in hands like:

Projects in the process

1. Construction of guest house
2. Completion of girls hostel
3. Construction auditorium
4. Extension of art and craft workshop
5. Computer-cum-language laboratory
6. Seminar room

Projects in the pipeline

1. Extension of library
2. Extension of canteen

List of the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports are mentioned as under:

Infrastructure for cultural activities:

1. Space
2. Multipurpose hall
3. Electrical equipments: Multimedia, LCD Projector, Computers, Laptops, slides Projectors. O.H.Ps, T.V., VCDs, DVDs, Audio CDs, Cassettes, Camera, Internet Facility, Reprographic Facility etc.
4. Echo System: Mike, Loud Speakers, Amplifier and Sound System.
5. Furniture: Chairs, Sofas, Tables, Dias, Special Furniture for stage, Almirahs, Display Boards.
6. Store Rooms: Two store rooms for storing material.
7. Display Boards, Soft Boards, Potted Plants, Clean Drinking Water facility, etc.
8. Cutlery, Crockery and Utensils for refreshment purpose.
9. Musical instruments like Tabla, Harmonium, Sitar, Guitar, Casio, Dholak etc.
10. Playgrounds and courts for rehearsals.

As technology is becoming essential component for effective teaching learning process, many Innovative practices are being adopted related to ICT in this institution which is as follows:

1. Computer component is optional but regular practice of computer for all the students and has been given due weightage in curriculum and provision in time table has also been made.
2. Technology component is also a compulsory add on course for acquisition of knowledge and skills related to ICT. It is mandatory for every student to deliver lessons by using different teaching aids in this component.
3. All the teachers of the institution prepare instructional materials for the presentation of the subject matter in their respective classrooms.
4. The faculty members of the institution encourage and guide the prospective teachers to use ICT during teaching practice in schools.
5. There are latest computers, OHPs, Scanners, Printers which are used by teachers and prospective teachers for effective teaching.
6. Workshops are organized to teach the effective use of computers to prospective teachers and faculty.

The best practices in infrastructure and learning resources in vogue are:

1. Our institution has well maintained computer laboratory:
 - a. The number of computers is increased as per requirements.
 - b. Latest windows are installed from time to time.
2. Our institution has a well equipped library:
 - a. Library is equipped with computer facilities along with unlimited use of internet.
 - b. New CDs and DVDs related to different subject are purchased every year.
 - c. Library remains open from 9 am to 5 pm on working days and on Sundays and also during vacations (as per the requirement of the students, researchers and scholars).
 - d. Required number of reference books are purchased every year.
3. Necessary instructional aids are developed and added to the technology laboratory.
4. The college has a computer laboratory for enhancing communication skills of prospective teachers.
5. Infrastructural facilities are available for organizing educational and cultural Exchange programmes of national and international level.

The institution has placed maximum students in the reputed schools of the city. Various Institutions where maximum students are placed:

- Supath English Medium School
- S.B.Vakil English Medium School
- Bavis Gam English Medium School
- Bavis Gam Gujarati Medium School
- M.T.Highschool
- Saymahighschool
- UndelHighschool

The proper guidance and counseling services are provided to the students by conducting counseling sessions. For this purpose, college has set up a placement and counseling cell. This cell is attached with the psychology lab and sufficient literature in the form of career guides, employment news, advertisement in various news papers etc is available in the laboratory. There are almost eighty percent placements for M.Ed. and B.Ed. students of our college.

The best practices in student support and progression are as follows:

- ❖ Students are given equal opportunities for attending cultural activities, seminars, workshops and other institutional programs.
- ❖ Research aptitude is encouraged.
- ❖ Classes to improve communication skills are organized every year for language development.
- ❖ Personality development programmes are conducted.
- ❖ Open and congenial atmosphere is provided to new ideas and knowledge.
- ❖ Teacher exchange programmes are held.
- ❖ Life skills including:
 - a. Yoga
 - b. Meditation, Reiki
 - c. Value oriented courses
- ❖ Career counseling services
- ❖ Community service at
 - a. Orphanage Home, Blind Home and Old Age Home
 - b. Plantation in schools during teaching practice
 - c. Campus beautification

Right from the start of the admission process, preparation of time table and

development of college calendar and the activities both curricular and co- curricular mentioned herein are organized and conducted under the guidance, supervision and administrative control of the head of the institution.

1. The college has an excellent IQAC whose members are actively involved in academic programmes.
2. Faculty members are relieved for refresher and orientation courses under career advancement scheme of UGC. They are also involved in curriculum revision.
3. The college strictly adheres to UGC and government norms for financial administration.
4. Regular meetings are conducted in terms of academic and other things.
5. Infrastructure is properly maintained, but at present some limitations we are facing.
6. Seeking opinions from different committees for the proper utilization of resources like use of library, Computer Laboratory, Science Laboratory, Technology Laboratory, Psychology Laboratory etc.
7. Free access to unlimited internet facility to students in the library.

Role of Principal in the Governance and management of the curriculum:

- To ensure that the yearly plan given by the university is adhered to.
- Assigning syllabi to different lecturers to teach B.Ed. and M.Ed. students and ensuring that it is completed on time.
- To ensure smooth conduct of activities of the college.
- To arrange practical classes for the students, teaching -practice programme, special classes, organization of co-curricular activities etc.

Role of the Principal in Administration

- Maintaining discipline among the teaching, non-teaching staff and the students
- Assuring punctuality and regularity among the teaching, non-teaching staff and students
- Taking care of financial matters
- Preparing annual plan, annual report and performance appraisal
- Preparing necessary documents for inspection
- Supervising cleanliness of the physical facilities of the college
- Purchasing and maintaining equipment for the college
- Ensuring the smooth functioning of the laboratories and the library
- Collecting feedback from students regarding curriculum, the courses and the

- Teaching staff.
- Supervising the functioning of the Placement Cell, Alumni Association Role of the Principal in allocation and utilization of community resources:
 - Identifying appropriate schools for teaching practice.
 - Short listing institutions for project work.
 - Coordinating with the Education Department for taking permission for
 - Teaching practice, final lessons (practical exam), activities and projects in the schools.
 - Coordinating with the heads of village/slum area for community related projects for students.
 - Interaction with the university authorities for educational activities.
 - Inviting community resource persons for extension lectures. The faculty is also encouraged to consult resource persons in their respective fields, collaborate with other institutions at regional, national and international level

The institution provides the following welfare facilities scheme for the staff:

1. Banking facility
2. Parking facility for the teachers
3. Separate rooms for the teachers
4. Leave facility including causal leave, medical leave, without pay facility etc.
5. Library facility, free and unlimited access to internet
6. Facility of accommodation in the hostel
7. Encouraging the staff to attend various orientations, refresher courses, workshops, seminars etc.
8. Implementation of various schemes/grades announced by the government

Physical facilities provided to the faculty are:

1. Well equipped staff room with table chair & personal cupboards of all teaching staff
2. Individual rooms with proper furniture and almirahs have been provided to the faculty
3. Spacious and well-maintained classrooms
4. Free and unlimited access to internet
5. Separate seating arrangement in library
6. Place for parking vehicles

7. Well maintained washrooms
8. Hygienic Canteen

Role of the Principal in Fostering Leadership Qualities:

1. Morning Assemblies are planned and executed by the students.
2. When prospective teachers go for practice teaching, a group leader is selected in each school and helps in instilling a sense of responsibility among the students.
3. Teaching Practice in the schools becomes smooth and effective under the supervision of the group leader and is helpful to college faculty in co-ordinating various student activities.

The access to information on organizational performance to stakeholders is passed on through the following:

- All planning for the development of the institution including implementation and evaluation of the academic programs is discussed in the meeting of Managing committee.
- Meetings of the Principal and staff for discussing the decisions taken by the management committee.
- Meetings of faculty and students with members of IQAC committee.
- Press notes given in the newspapers and through the prospectus/handbook of information of the college.
- College website serves as an important source to access the information on organizational performance.
- Academic performance of the faculty members is intimated to the parent society.
- Parental interaction with staff and head of the institution and management.
- .

The teachers are sensitized to issues of inclusion through the following:

- Staff meetings for discussing National policies and goals as reflected in school curricula.
- By organizing workshops/seminars.
- Through extension lectures by educationists, from Departments of education of different universities.
- By attending seminars/workshops/ refresher courses/ orientation programmes/conferences, organized by different educational bodies.
- Through feedback by school teachers and school heads.

- Organizing discussions about the innovations and changes in field of education.
- Teachers also come to know about these issues from the various magazines and journals available in the library.
- Circulation of latest information regarding issues of inclusion.
The institution has Internal Quality Assurance Cell (IQAC), which was established in the year 2008. As recommended by IQAC from time to time, the following functions have been performed by the institution during the last five years:
 - Motivating all the teacher educators to use different technological devices and new methods of teaching.
 - Arranging various extension lectures/ workshops.
 - Arranging book review competitions.
 - Improving communication skills, personality grooming and training in language laboratory are the key programmes organized by the institution. Guest lectures for supervising all these programmes are organized from time to time.
 - Dr. Mohini Sharma conducts meditation and other divinity classes in the college.
 - Celebration of National and International days like Earth Day, Save Water Day, Environment Day, Human Rights Day and Consumer Protection Day, World AIDS Day, Save Water Day, Energy Saving day, Vanmahotsava, Women Day etc.
 - Conducting unit test at the end of each unit in the foundation courses and the methodology courses.
 - Conducting diagnostic/ remedial teaching for low achievers, in different subjects.

The quality of academic programmes is ensured by undertaking the following activities in which the participation of both teachers and students is sought:

- By engaging highly qualified staff
- By holding staff, management and IQAC meetings
- By developing college calendar containing academic and co-curricular activities
- By framing time table, allocating appropriate time to each subject and other activities
- By inspiring teachers to use latest and innovative teaching techniques and methods.
- By encouraging teachers to attend seminars/workshops/ refresher courses/ orientation programmes/conferences

- By motivating teachers to publish articles in international and national journals
- By using Audio Visual Aids during the Micro-Macro phase of practice teaching
- By orientating the students in lesson planning and internship activities in the tutorial period
- Conducting remedial classes, seminars, workshops, organizing extension lectures, quiz competitions and skill in teaching competitions
- By making teachers to submit the monthly report regarding activities undertaken by them
- By getting feedback from students regarding strengths and weaknesses of the institution
- By ensuring optimum use of various labs like Science Laboratory, Psychology Laboratory, Computer- Laboratory
- By sending letters to school principals seeking their suggestions for the qualitative improvement of teacher training programme

Our endeavour has always been to add new dimensions to this vibrant center of excellence, so that it keeps growing meaningfully. We know that the pursuit of excellence is an on-going process. Every day counts in it and we have to justify each day we spend here. The road ahead is clear and well-lighted. Let us strive for it, let us seek it and let us make it a reality.

The institution collects feedback regularly from trainees at the end of the year. Teacher educators themselves analyze the same and prepare its detailed report for the discussion in staff meeting. The college publishes its updated and detailed prospects annually.

Trainees are encouraged, motivated and guided to participate in various cultural and sports activities to be held in college and sometimes outside the college for overall development as a teacher. Alumni association needs to be strengthened and utilize more for the college. We are also aware about the non availability of formal placement service.

We arrange staff meetings chaired by the principal at regular intervals. Yearly work plan is prepared and implemented stage wise which is duly monitored by the principal. Being a very small unit and always engaged in a hectic schedule. Non teaching staff has to run with time and accuracy. The IQAC is active in the institute. AQAR reports of all the years' from 2008-09 to 2013-14 is submitted to NAAC. The

IQAC periodically conducts sessions to explore avenues to enhance teacher effectiveness through professional skill development training programmes. The college encourages case studies, publications, paper presentation in international/ national/ regional seminars, workshops and conferences, senior faculty and administrative heads discuss future plans of the institution and prepare a road map for quality assurance and enhancement.

Under the overall supervision and guidance of local management committee, different committees are working in a way to check internal quality aspects. We are yet trying to computerization of our administration and library. We are also eager to develop total quality management system. We are also planning to go ISO 9001 : 2000 certifications.

Moral commitment and commanding competence will have to walk together talk together and make dreams come true for nation

SWOT ANALYSIS OF THE COLLEGE

STRENGTHS

- The college is unique 46 years old with state-of rich library, well equipped laboratories, seminar hall, vast playgrounds, well maintained hostels, canteen, well groomed lawns and openspaces for nature-watch.
- The college is Grant-in-aid, which has beenrecognized bythe UGC under section 2(f) and 12 (b) of UGC Act, 1956.
- Excellent academic environment for optimum holistic development of the personality.
- Unlimited free access to Internet
- Yoga therapy, meditation, divine classes
- A glorious past history of achievements in academic and co-curricular activities, excellent results and placements.
- The college has the honour to excel in co-curricular activities as college many students have become winner in “Youth Festival many times.
- College has its own magazine published every year.

WEAKNESSES:

- Lack of Autonomy
- Short duration of the course

OPPORTUNITIES:

- Bright changes for the institute to seek grants from UGC of under section 2(f) and 12 (b) of UGC Act, 1956.
- Chances for the faculty to get financial assistance for minor and major research projects from UGC owing to registration of under section 2(f) and 12 (b) of UGC Act, 1956.
- B.Ed. students are also provided guidance for the preparation of TAT examination so that the students are placed in Govt. and reputed public schools.
- Teachers are allowed to undertake part-time Diploma's /Degree's /Research work.
- Teachers have 1the opportunities to publish research articles in the college journal.
- Teachers are encouraged to attend/participate/present papers in Workshops, Seminar and Conferences at State, National and International levels.
- Faculty is given exposure in various capacities as resource person, external examiner, internal examiner and judges

THREATS :

- Mushroom growth of teacher education institutions is there in the state of Gujarat which affects the quality of teacher education programmes.
- Various other opportunities in the market of jobs like call centres, Business Process Outcomes and other central level jobs are the threats to the teacher education programme.
- As from the past few years the state government is not recruiting teachers in the Government schools, demand for the B.Ed. course is going down.

B-CRITERIA

WISE

ANALYSIS

1.1. CURRICULAR DESIGN AND DEVELOPMENT

1.1.1. State objectives of the institution and major consideration addressed by them (intellectual, Academic, training, access to the disadvantaged, equality, self, development community and national development, issue of ecology and environment, value orientation, employment, global trends and demands etc.)

Ans. The institution was established with the main aim of providing quality education to the prospective teachers and after the establishment of M.Ed. to teacher educators. The institution is striving hard for preparing efficient and effective teachers and teachers educators through various curricular, co-curricular and value-added programmes. For overall development of the students and enabling them as future effective teachers, the committed visionaries of the institution and the dedicated faculty members strive to achieve the following objectives:

- To provide opportunities to the young teacher trainees to be committed, honest, value-oriented towards their profession.
- To stimulates academic environment for enhancement of quality of teaching learning process by encouraging innovative practices.
- To help the prospective teachers to became a part of knowledge generating society, through organization of seminars, workshops, conferences and other techniques of higher education.
- To develop students holistically by inculcating social, aesthetic values among prospective teachers through value-oriented education and community service programmes.
- To provide training in ‘learning to live together’ for peaceful co-existence by organizing group activities like participating in community programmes, organization of theme based morning assemblies, visits etc.
- To sensitize the students about environment by creating a pool of teachers with scientific attitudes.
- To promote inclusive education that can accommodate differently abled students
- To develop leadership qualities among the prospective teachers to give new direction to the society in different spheres by organizing different types of activities like literary campaigns, surveys etc.
- To provide educational and vocational guidance to prospective teachers for future success.

- To inculcate teaching and communication skills among prospective teachers through the teaching of educational technology.
- To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including remedial teaching and properly supervised internship programmes.

All the aforesaid objectives are amply accomplished through various activities throughout the year.

MAJOR CONSIDERATIONS ADDRESSED:

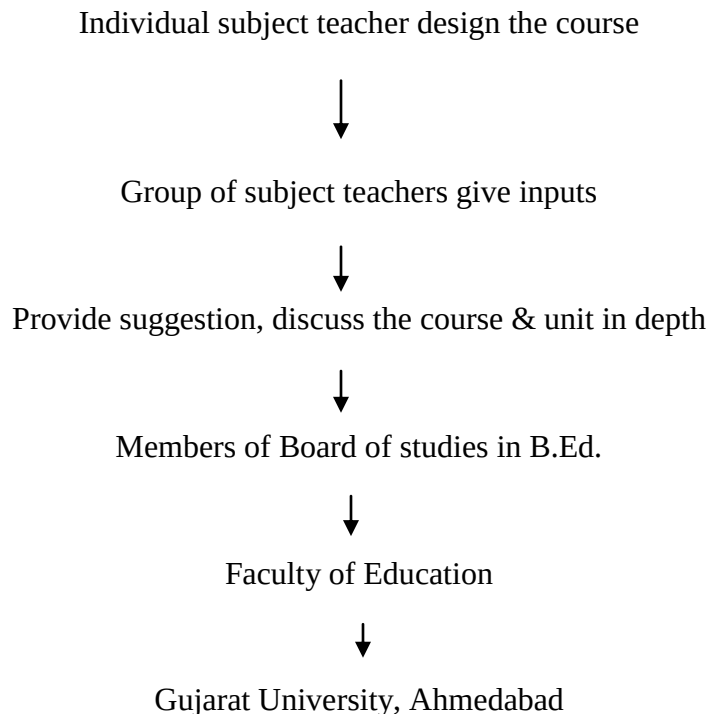
- a) Intellectual: it is the core objective of the institution that prospective teachers should be intellectually developed. Intellectual development is achieved by organizing various programs such as seminars, workshops, extension lectures, different competitions etc.
- b) Training: the institution offers undergraduate course-B.Ed. (1 year) and post graduate course-M.Ed. (1 year). Institution peeps synergetic platform in morphing the students to get able into professional and entrepreneurs by organizing the programs such as career counseling and guest lectures of renowned persons.
- c) Ensuring access to disadvantaged: the institution conducts additional unit test. Sessional examination for those showing poor performance. There is provision for remedial teaching and conducting extra classes for slow learners. The disadvantaged are guided and supported for the enhancement through home assignment and regular guidance.
- d) Equity: equal opportunities are provided irrespective of caste, creed, religion or economic STATUS of the prospective teachers.
- e) Self development: to promote self development of the students, teachers give the assignments related to the subject and also provide information about reference books available in the library. Various co-curricular activities like declamation, quiz, sports, guest lectures etc. are helpful for the self development of the students.
- f) Community and National Development: The programs on Blood Donation, AIDS Awareness, Human Rights, Female Foeticide etc. for the betterment of society are organized in the institution.
- g) Issues of Ecology and Environment: To maintain ambience and ecology of the college campus, lawns are maintained and campus is kept clean.
- h) Value Orientation: Every Saturday there is theme based morning assembly dedicated to birth and death anniversaries of great philosophers and educationists. Thought for the day, national, international, and college news headlines and

importance of the day celebrated are part of these morning assemblies. National days, festivals etc. are also celebrated in these assemblies. To inculcate values among the students, the institution also organizes various co-curricular activities like visits to Science City, special schools slum areas, Orphanage, Old Age Home.

- i) Employment: employability is a major consideration in the design and development of the curriculum. So the institution has established a personal counseling and career counseling cell that provides the counseling and careers guidance to the students.
- j) Global trends & demands: The institution has a well equipped computer laboratory where students can develop communication skills, ICT Skills and enjoy internet facility and global connectivity.

1.2. 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).

Curriculum is at the core of the teaching-learning process curriculum in B.Ed. course follows a multi tier system for curriculum development. The designed syllabus is discussed and passed in the following manner:



Practice teaching

Each student has to teach fifteen lessons in each semester in order to qualify for B.Ed. degree. The student-teachers are required to give these lessons in various phases: micro teaching, stray lessons, creative lessons, block teaching, internship, simulation etc. Each student-teacher teaches only one stage of the lesson in peer group. They also observe lessons in each practice teaching phase. The assessment of the students teachers lessons also depends on their active participation in lesson observation followed by the feedback sessions.

The B.Ed. syllabus is revised every three years to meet changing demands and international standards of teacher education. As it was mentioned in SAR-2007, the B.Ed. course follows a three tire system of curriculum development, based on the feedback from the students, community and the experts. The teaching faculty reviews the syllabus which is placed for the approval of the Board of studies. The syllabus then is sent to the faculty of education and it is passed by the university's academic council.

For the ongoing syllabus a new dimension was added to the process. Gujarat University decided to adopt Choice Based Credit System (CBCS) in the year 2010. In the current B.Ed. syllabus different course have been credited according to the international standards. Thus a sixty credit two semesters B.Ed. programme came into existence in the year 2010 as under.

GUJARAT UNIVERSITY
Faculty of Education
Degree Bachelor of Education (B.Ed.)
(Effective from June-2010)

R.Ed.1:	(A) A candidate for the degree of Bachelor of Education must have passed a Bachelor Degree Examination o this University in any Faculty or an Examination of any other University recognized as equivalent thereto and will be required to pass subseq2uently the examination to be called the examination for the Degree of Bachelor of Education (B.Ed.) (B) No candidate will be admitted to examination of the B.Ed.

	Degree unless s/he has: I. Attended lectures on the theory and practice of education at the College of Education affiliated to this University. II. Completed a course of practical work extending over two school terms to the satisfaction to the Head of the Institute. The practical course will consist of : a) Attendance at Demonstration and Discussion/Criticism Lessons. b) Observation of lessons, as directed. c) Teaching practice of not less than 40 lessons distributed over different standards from V to XII of recognized schools (GSEB for B.Ed.) selected by the principal as practicing schools. Candidates will be required to undergo Block Teaching/off campus/internship programme for about two or three weeks. d) Practical work/experiments suggested in Col. R. Ed. 8
R.Ed.2:	The examination mentioned in Regulation: 1 (A) will be conducted at the end of each semester.
R.Ed.3:	A students who has passed a qualifying examination from any other university or examination body and seeking admission to a college affiliated to this university shall not be admitted without producing eligibility certificate from the Gujarat University.
R.Ed.4:	Candidates desirous of appearing at examination must forward their applications in the prescribed form to the Principal of the college on or before the date prescribed for the purpose under the relevant ordinances.
R.Ed.5:	No candidate will be allowed to reappear at the examination in which s/he has already passed.
R.Ed.6:	No candidate will be declared successful at the B.Ed. Degree Examination unless s/he passes in both semesters (this includes theory and practical)prescribed for the B.Ed.
R.Ed.7:	For the purpose of deciding the final university results, the

	weightage of ratio between internal and external assessment will be 50:50 for both the semesters.
R.Ed.8:	The examination for the Degree of B.Ed. shall consist of Part-I: Theory of Education and Part-II: Practice in Education. There will be external examination and internal examination. The following table gives a detailed scheme of external and internal examination : Part-I & Part-II

Part-I & part-II

R.Ed.9: (A) **External Examination** will be divided as under:

	Semester-1	Semester-2	Total
Part-I: Theory of Education	700	700	1400
Part-II : Practice of Education & Submission	400	400	800
Total	1100	1100	2200

For detailed syllabus see Appendix 2 & 3

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

Ans. To meet the emerging needs the global trends and competencies reflected in the curriculum, though the curriculum is designed by the Board of studies, Gujarat University, Ahmedabad and existing courses are modified by providing exposure to teacher trainees' resource persons from diverse fields are invited from different parts of the state and nation to share their information and perceptions and interact with the students and faculty. Information gathered from on-line and also off-line resources is disseminated through lectures, seminars, workshops and also in the printed forms. Students are sensitized to global development and are encouraged to incorporate these in class room teaching. The different activities organized for developing global competencies among the students are as follows:

Workshops/campus/extension lectures etc.

- An orientation programme was organized for the new comers and that was of two days. All the subjects/papers were introduced and explained to the trainee teachers.
- On 08-08-2013 the micro teaching discussion cum demonstration was done.
- Smt B.C.J. College of Education centre for multi-activity research was set-up in November 2012. The centre organizes sessions on topics such as research capacity building, research training and counseling and which case study we can do in Action Research.
- Smt B.C.J. College of Education centre for networking and communication was established with the primary aim of enabling the college community utilizes technology to keep pace with the changing educational scenario and to create a synergy of knowledge and skills through networks across the globe.
- On November 22, 2010 ICT workshop was organized by one of our faculty member for the campus school teachers with the innovative techniques in the field of education.
- In 2011 'SCOPE' was introduced to the B.Ed. trainees to enhance the knowledge.
- Every year we organize educational tour.
- Every year during block-teaching literacy campaign is also organized.
- Experts lectures on different topics like innovation in teaching-learning process, new trends in education across the globe, selection of the teachers and pay-scale teaching-learning material, use of technology in teaching stress

management, empowering teachers, formal-in formal and non-formal education, education for peace Human Rights, self-realization, save water, Awareness regarding AIDS, Yoga and Meditation etc.

Celebration of cultural extravaganza

- At the beginning of the semester-I a “Talent Hunt” contest is organized for identifying the specific interests and abilities of the students. It is open to all the students
- Two major cultural programmes Swagat (Welcome) in the beginning of the session and annual cultural (Jashan) at the closing of the session are organized.
- Important festivals like Navaratri Guru Purnima, cleanliness before Diwali vacation and celebration of Diwali, Ganesh Chaturthi, Christmas, Id etc. are celebrated
- Every day morning assembly is worth appreciating and every Saturday theme based assembly is organized. These assemblies provide a forum to the prospective teachers to exhibit their talents in different fields.
- Our students demonstrate their abilities in different competitions and youth festivals organized by Gujarat University.
- National festivals and important international and national days are also celebrated.
- Apart from this, the college has introduced computer and “SCOPE” as an additional component to enable the prospective teachers to make use of the latest technological devices in teaching learning process like OHP, epidiascope, slide projector multi-media and also to enhance English language knowledge.

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

Ans. Environment, Value Education and ICT are important components of education today. Traditional and current trends in these fields form an integral part of the course. This institution imparts knowledge about the environment, Value Education, ICT and guidance and counseling through elective subjects. Students are exposed to lectures, print and visual media and are encouraged to use this knowledge in lesson preparation and class room teaching and as a way of living.

For imparting knowledge of ICT to the students, this institution makes use of Internet and PowerPoint and motivates the students for using modern ICT for effective teaching and learning process.

Apart from the elective subjects, this institution also organizes co-curricular activities

related to environment education which includes tree plantation, water conservation, lectures from eminent persons regarding environment. The institution organizes theme based morning assemblies including prayer, the national anthem for inculcating national and cultural awareness. Value added lectures on different topics are organized from time to time by the institution.

1. Environment education has been introduced as an optional subject in B.Ed. to enable the students to understand the conceptual framework and gravity of the situation.
2. The college has also taken the cause of environment conservation and is working on the slogan 'Go Green Go Clean'.
3. To provide actual work experience in tree plantation and conservation of the environment, the students are given opportunities to work in close proximity of nature.
4. Extension lectures are organized to create awareness regarding environmental issues.
5. Tree plantation drives are also carried out in practicing schools.
6. The students are also sensitized to environmental issues through slide shows which are usually presented in the morning assembly.

Environment Awareness

Realizing the global concern for conservation of environment, the college undertakes different activities for conservation of nature and natural resources.

The mission of the institution is to impart value oriented, secular and quality education.

1. Workshops and seminars on value inculcation are organized in the college from time to time.
2. Value education has been introduced as an optional subject for the B.Ed. students.
3. Organization of lectures on value education is a regular feature of this college.
4. Students are also encouraged to participate in religious functions from time to time.
5. To inculcate values, theme based morning assemblies are organized every week.
6. Community service is an integral part of B.Ed. course. Under this programme Students are encouraged to perform service at Special Schools, Slum Areas, Mother Teresa Home (Orphanage), Old Age Home and even students distribute biscuits and medicines poor patients in hospitals.

The following activities are organized:

1. Every year two days workshop is organized at the starting of the session for the faculty to enhance the knowledge of computer.
2. ICT has been introduced as an optional subject for all the students of B.Ed. in which training in the use of ICT is given in two session-academic and activity sessions
3. Teaching and non-teaching staff is encouraged to make use of ICT in their day-to-day functioning.
4. Apart from this, ICT workshops are also organized by our college in different schools of Khambhat to acquaint the faculty and students with the innovative techniques in teaching-learning process.

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

Ans. The institute prepares its annual calendar and provides it to the faculty and students its hardcopy as well as soft copy. The time-table, the schedule of practice teaching work distribution and other documents are prepared by using ICT. Thus, our curricular planning involves the use of ICT in a number of ways.

1.2. ACADEMIC FLEXIBILITY

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

Ans. Discernment and reflection on experience characterize the process of teaching. Prospective teachers are taught the practice and discipline of discernment and are given ample opportunities to apply their learning to situations which acquire critical reflection and decision making. Practical application of theory is part of the training, so that the teaching pattern remains concentric.

In order to make teaching reflective practice, a number of activities and workshops on various teaching skills are organized. Faculties and students take part in these activities

Reflective Thinking Is Enhanced in the Following Ways:

1. Through discussions (panel discussion, group discussion), stimulating experiences, brain storming etc. students' reflective thinking is enhanced. Students are assigned different topics for seminars.
2. Demonstration lessons (micro and macro) are given by faculty members. Experts in the fields in different subjects are also invited for demonstration lessons.

3. Students are encouraged to critically examine the lessons given by method masters as well as their peers.
4. Students are encouraged to retrospect their experiences and note down the strengths and weaknesses and to suggest alternative actions that could be taken.
5. Students are also motivated to give their view points regarding human and material resources of the college.
6. Correlation approach is used while teaching so that the students learn to reflect and apply their knowledge in different situations.
7. It is mandatory for all the students to critically evaluate the books related to curriculum and suggest the measures that can be taken to make them more relevant.
8. Surveys on different social and economic problems (such as Drug Addiction, Illiteracy, Adult Education, Industrial Survey etc.) are conducted by the students and they are encouraged to suggest remedial measures that can be undertaken to solve these problems.
9. Students are encouraged to frame unit-wise questions in each subject.
10. Activities and events such as seminars, workshops, essay writing competition, black board writing competition etc. for all round development of the students are organized periodically.

The B.Ed. syllabus reflects the 10 core elements of curriculum as recommended in the NCTE, 1986. To inculcate these 10 core elements in the students, they are implemented as follows:

Core Elements	Activities
Labour	Cleanliness of the premises class and decoration
Sensitiveness	Visits to orphanage and special schools and old age homes
Punctuality	Participation in various college activities
Neatness	Uniform, college activities
Gender equality	Equal opportunities to all students
Scientific attitude	Workshop on construction of teaching aids, tools, instructional material etc.
Secularism	Celebration of all religious festival
Nationalism	Celebration of national festival
National integration	Singing national song in morning assembly. National integration is included as a unit in syllabus

1.2.2 How does the institution provide for adequate flexibility and scope experiences to the students both in the campus and in the field?

Ans. Although administrative and academic work is planned well in advance, flexibility is indispensable in the operational curriculum. To provide adequate flexibility and scope experiences to the students, the institution provides all the elective options and methodologies in M.Ed. and B.Ed. courses offered by Gujarat University. The B.Ed. programme extends well beyond the prescribed curriculum. For this the college offers Community service and hands-on -experience. viz Gardening, Interior decoration, Cooking, Needle work, Repair of Electric Gadgets, Clay Modeling, Photography, Music, Drawing and Painting, Commercial Art, Creating Best-Out-of Waste Material, Tie and Dye which are not the part of university syllabus and students have to choose any one from these hands- on -experiences . This provides a cosmopolitan, inter-disciplinary, inter-institutional environment.

Curriculum flexibility involves child learning as a pivot to the programme, innovative designs, remedial teaching, leadership and professional training, competency based teacher education, socialization and application based teacher education, development of aesthetic sensibilities and research orientation. For this, students have been consistently motivated to have varied learning experiences. A variety of learning experiences that are provided to the students include:

1. Class room lectures
2. Small group learning (e.g. Tutorials)
3. Extension lectures
4. Oral presentations
5. Seminars & Workshops
6. Group discussions
7. Field work
8. Excursions and Picnics
9. Laboratory work/Practicals
10. Group and Individual projects

Theme based morning assemblies are conducted every Saturday (such as Teacher's Day, Gandhi Jayanti, Human Rights Day, World Environment Day, Female Foeticide, Consumer Protection Day, World AIDS Day, Save Water Day etc.)

1.2.3 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

Ans. Value added courses introduced in the institution during the last three years are:

Communication Skills:

Different competitions are arranged in the college to develop communication skills (verbal and non-verbal) like debate, declamation contest, elocution, poetical recitation competition etc. A computer-cum-language laboratory has been set up in the institution for promoting communication skills among the prospective teachers.

Workshops on communication skills are organized every year.

ICT is an integral part of teacher training programme. All our teacher educators as well as prospective teachers are encouraged to make use of ICT in teaching learning process. The Staff participated in the workshop organized at beginning of every session to update the knowledge of computers.

Life Skills:

Different options have been offered under the component hands-on-experience to promote life skills among the prospective teachers. These include cooking, interior decoration, and creating best -out -of –waste, tie and dye etc. Workshops on the following hands-on-experience were organized:

- Gardening
- Interior decoration
- Cooking
- Clay modeling
- Music
- Drawing and Painting
- Creating best- out- of- waste material

Social and Community Oriented Activities

The following social and community oriented activities are the regular features of this college:

- Sapling plantation
- Celebration of Gandhi Jyanti
- Teacher's Day
- Save Girls (BetiBachaoAbhiyaan)
- Blood Donation Camp
- Visit to Orphanage

- Sewa (Free Service) at the Religious Places and Hospitals etc
- Distribution of biscuits & medicines to poor patients.

For developing the above mention skills among the students, the students are also trained in the administration and interpretation of various psychological tests such as intelligence, personality, interests, learning and achievement to know their aptitude, interest etc International/National/State Level Conferences/ Seminars/ Workshops etc. are other value-added programs organized by the institution

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

I. Interdisciplinary/Multidisciplinary:

Education is itself multidisciplinary as well as interdisciplinary, as it derives concepts from the disciplines of education, psychology management and ICT. The nature of B.Ed. curriculum is again multidisciplinary as it emphasizes languages, Social-Science, Science & Mathematics, Economics & Commerce.

II. Multi skill development:

The student-teachers get trained in the production of teaching-learning materials, audio-visual teaching aids, and the use of ICT and other relevant gadgets. All these activities involve multi skill development approach.

III. Inclusive education:

Our core course 'Educational thinkers and issues of Indian society' provides scope for the discussion of the issues in inclusive education

IV. Practice teaching:

Each student-teacher has to do a total of 30 lessons in line with NCTE recommendation. They are given opportunities to teach in divers socio-cultural background and students of different learning needs.

V. School experience /Internship:

In Block-Teaching programme student-teachers get to familiarize with the working system of the school. In internship program the student-teacher get involved in teaching as well as co-curricular activities some of them also got supervision experience in school examinations too.

VI. Work experience/SUPW:

As per Gujarat Government recommendation, college introduced Saptdhara programme are one of the Dhara 'SamudaiekSevaDhara' gives enough work experience & SUPW by organizing various activities like

- Blood Donation Camp
- Pollution Awareness Program

- Aids Awareness Program
- Medical Check-Up
- Thalesemiya Camp
- Literacy Mission
- World Population Celebration

Any other (specify and give detail)

As per Gujarat Government College introduced Saptdhara program in which GyanDhara, SarjanatmakAbhivyaktiDhara, GeetSangitDhara, Kala KaushalyDhara, KhelKudDhara, NatyaDhara and SamudaikSevaDhara are actively working. Each dhara has its convener and members from student-teachers.

6.3FEEDBACK ON CURRICULUM

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

Ans. To meet the above stated requirements, the following mechanism is adopted.

From the Students: The institution has prepared a feedback proforma regarding teaching, learning and evaluation of curriculum. This proforma is given to the students after the completion of the course and they are asked to comment on the curricular aspects of the course (Appendix- 1D). A suggestion box is also kept in the institution for this purpose. If there is any suggestion, it is taken into consideration.

From the Alumni: An alumni association of the college has been formed and meetings are arranged from time to time to get feedback from old students regarding the curriculum and the changes that need to be brought about in the curriculum. The old students are free to discuss these changes with the Principal and faculty of the college during alumni meet or mail their suggestions.

From the School Heads and Teachers: The heads and the teachers of the practicing schools, who supervise the prospective teachers of the college during their stay in the school, also give feedback about the performance of the prospective teachers and about the needed changes that should be brought about in the training of the prospective teachers and school curriculum

From Teacher Educators: In addition to this, the faculty members of other colleges who are appointed as external examiners for the practical examinations are also encouraged to give feedback regarding the course content and training. After getting the feedback from various sources, suitable action is taken to bring possible changes in the curriculum and its transaction.

From Employers: The Principal observes the teacher while teaching theory as well as

practical classes. These observations are conveyed to the concerned faculty through oral discussion in person.

From Community: Regarding curriculum coverage, if there are suggestions from community, the action is taken accordingly. Meetings of staff members and class representatives are arranged from time to time to discuss planning and incorporation of their ideas in the curriculum.

From Parents: Feedback from parents is obtained through parent-teacher meetings See Appendix.

1.3.2 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.

Ans. Yes, there is a mechanism for analysis and use of the outcome from the feedback. The institution has constituted a committee comprising of faculty members of different subjects. The feedback obtained from different sources is collected, properly documented and analyzed by the committee. The strengths and the weaknesses are properly recorded and on the basis of analysis, the following changes were brought about in the curriculum:

1. Introduction of communication skills programme and the prospective teachers are trained to write their resume and a proper application for applying for the post.
2. Students are given training to face the interview board.
3. They are trained to improvise teaching aids
4. They are given training to conduct counseling sessions of adolescents.
5. They are trained in the use of sophisticated technological devices like power point presentation, multimedia etc.
6. Students are given training to teach the slow learners using different methods of teaching
7. Students are given training to teach in smart classrooms.
8. Introduction personality grooming programmes.

The feedback from the head of practice teaching school is also invited for consideration.

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

Ans. Though the institution follows the curriculum prescribed by Gujarat University, Ahmedabad, it contributes to curriculum planning even if indirectly. Faculty members have regularly attended workshops and seminars on revision of curriculum

and feedback is given to Gujarat University, Ahmedabad.

1.4 Curriculum Update

1.4.1 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)

Ans. The B.Ed. course has undergone a major revision in the last 5 years. The changes in the curriculum have indeed contributed to quality enhancement. One of the main objectives of teacher education programme is to equip potential teachers with necessary pedagogical content and learners' knowledge in order to be effective teachers and teacher educators. This objective has been fulfilled in accordance with the recommendations of National council of Teacher Education B.Ed. syllabus is divided into five areas

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

Ans. Since this institution is affiliated to Gujarat University Ahmedabad, it is mandatory for us to follow the curriculum prescribed by the said university but keeping in mind the global and social trends, the institution revises and runs certain add on courses to keep it abreast with the changing times. For this purpose different strategies have been adopted such as need assessment, student input and feedback from different *stakeholders*. Feedback forms on certain criteria are prepared and given to the prospective teachers and alumni. Feedback from them regarding the course curriculum helps in the assessment of regional and national developmental needs which provides an impetus to modifying certain methods and practices in teaching. Feedback is also collected from the teachers and heads of the practicing schools to make suitable modifications in the curriculum. Based on the feedback from stakeholders, the faculty takes initiative in the curriculum revision

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

1.5.1: What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

Ans: The academic schedule prepared by Gujarat University, Ahmedabad has incorporated recommendations of NCTE which is scrupulously followed. For the effective transaction of curriculum:

1. Diversified curriculum is followed so that it caters to the interests and needs of

- students.
2. Instructional objectives are redefined keeping in mind the diverse needs of the students and demands of the content.
 3. Varied curricular and co-curricular activities are carried out to inculcate varied skills viz communication skills, class-room management skills, entrepreneurship skills etc.
 4. Emphasis is laid on inculcation of intellectual, social, moral, aesthetic, cultural and spiritual values.
 5. Emphasis is laid on integration of ICT in dissemination of information and conduct of research.
 6. Provision of teaching of all the nine elective options of paper V (b) in B.Ed. offered by Gujarat University, Ahmedabad.
 7. Provision of all methodologies in B.Ed. offered by Gujarat University, Ahmedabad.
 8. Facility of providing experience under hands on experience programme at college level
 9. Libraries, laboratories and audio-visual centers are constantly updated.
 10. Monthly review of the reports submitted by teachers is done by the Principal to ensure and monitor if various activities are carried out as per schedule.
 11. Periodic tests are conducted and feedback is given to the students and necessary remedial measures are taken.
 12. Members of faculty attend various seminars, workshops, orientation and refresher courses etc. to upgrade their level of information and enhance their skills.
 13. In order to develop competency in basic skills involved in teaching, the students are given an opportunity to observe the model lessons (micro and composite delivered by the method masters and school teachers) in the teaching subjects. These model lessons are given using latest technological devices viz. multimedia, OHP, epidiascope, slide projector etc.
 14. Students are encouraged to give feedback regarding the teaching styles of teachers and in the light of feedback given, necessary modifications are made.
 15. Informal interaction with the school teachers and heads of the institutions are held and in the light of discussions, necessary modifications are made in the programme.
 16. To acquaint the prospective teachers with the latest practices in teaching adopted by schools and the teachers working in these schools are also invited to give model lessons.
 17. Apart from the transaction of regular curriculum, the college is also sensitive to the crucial social issues like problem of traffic, epidemics, female foeticide,

environmental issues etc. So from time to time, awareness is created among the students by organizing various extension lectures and seminars..

18. Theme-based morning assemblies are held every Saturday to inculcate values among the students.
19. Students are encouraged to be regular and honours are bestowed on the students with 100%attendance.
20. A guidance centre has been established to give educational and occupational guidance to the students.
21. A computer-cum-language laboratory has been established for providing facilities to the prospective teachers to equip them with the 21st Century Skills and improve their communication skills.
22. To promote the physical and psycho-social development of the students, yoga therapy, and meditation I followed.
23. Eminent educationists/medical practitioners and other renowned dignitaries are invited to share their experiences and perceptions in their respective fields.

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

Ans: To have semantic and pragmatic relevance of curriculum, holistic approach has been adopted by the college in order to cater to:

- the local and global needs of prospective teachers.
- the present and future needs of prospective teachers.

Following are the main features of the curriculum:

1. Inclusive education
2. ICT programme and Technology component
3. Divinity lectures
4. Interdisciplinary approach
5. All the options offered by the university are made available in B.Ed. and M.Ed.
6. Flexible, innovative and teaching model based lesson planning.

Thus, despite the limited freedom given by the parent university in terms of curriculum planning and design, this institution has made every possible effort to enrich the existing curriculum by initiating a variety of experimental learning opportunities that would help in translating its mission statement and goals into reality. The threads of the vision and goals of the college are reflected in all thrust areas of the college.

Additional Information to be provided by Institution Opting for Reaccreditation

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?

The peer team has expressed satisfaction in their reports regarding curricular aspects. However, one of the suggestions of the peer team was- To create mechanisms for obtaining feedback on curriculum transaction from stakeholders are yet to be formalized. In this consideration we collaborate with some NGOs to obtain feedback on curriculum transaction.

In line with suggestion to train more teaching skills during micro-teaching, we introduced simulation in which integration of different skills possible.

Provision for optimal use of library & other learning resources in time table. We provided a one hour period in our timetable for use library.

Programmes for developing community orientation & community services. We introduced 'Saptdhara' program one of the 'Saptdhara' Samudaik Seva Dharagives opportunities to student-teachers to develop community orientation & community services.

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

To keep pace with the changing National and International Educational Scenario, various steps have been undertaken during the last five years for the quality enhancement in the institution.

CRITERIAN –II

TEACHING LEARNING &

EVALUATION

2.1 Admission Process

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

Gujarat University has setup B.Ed. Admission cell which conduct the centralized admission process and gives intake to its affiliate colleges. Regulatory body of admission cell has decided minimum 50% marks at regulation level, merit list is prepared and for Sc/St 45% of marks. Admission policy is made transparent. All details are clearly printed on admission form. Any person feeling unjustified can challenge the cell. Centralized admissions are allotted with the help of customized software specially prepared by professionals..

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?

Gujarat University gives the advertisement for B.Ed. admission. Admission form contains the necessary information about subjects offered by college and available seats. Information regarding teaching staff, facilities in the college etc. is provided through a separate booklet given by the university at the time of admission.

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

Regulatory body of admission cell monitors the admission decisions. The head of the institution is regularly engaged in the admission work.

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

Medium of instruction is Gujarati in the college but 5 few trainees have studied throughout in English Medium, to retain this group teacher educators prompt the keywords in English medium schools are arranged for their practice teaching. Material and books are provided to them in English. Other than this, diverse-student population is not clearly different from the main stream. First and foremost, the university does not encourage migration. However, the students coming from all the background of the society are treated equally at institution. The institution always respects the individual traits of the students in respect of language, caste, cultural & religious background. Individuality is rated as an asset rather than a hurdle. To maintain the harmony among

the students the institution adopts a common uniform code. The institution is co-educational so there is no gender discrimination. If in case of physically challenged student is admitted institution will provide requisite facilities to them.

The academic session of the college begins with the familiarization session to orient the students with the functioning of the college with a view to facilitate their adjustment in the college. Every student is provided with a copy of handbook of information. However, teachers eschew all caste, community and class considerations in dealing with students. Besides this to retain the students with diverse backgrounds the institution provides the following facilities to facilitate their adjustment in the institution.

Economic background

To help the economically backward students, the following facilities are offered:

1. Govt. scholarship to SC/ST/OBC
2. Book bank facility
3. Issuance of more number of books for the library to the needy students and they are also allowed to retain books for the whole academic session.
4. Picnic and excursions are arranged free of cost for those who can't pay
5. Free of cost personality grooming programmes(special classes like yoga, communication skills etc.) are organized by the college.

Cultural Background

Students of diverse cultural background and religion join our college but at no point any body feels discriminated or dropped out of the college on account of cultural diversity and religious rigidity. In the morning assembly students with different religious believes offer their prayer and share their thoughts. Festivals of all religions are celebrated.

Linguistic Background

To cater to the diverse linguistic background, following steps are taken:

1. Students can opt for medium of their choice (English, Hindi, Gujarati).
2. Teachers teach in Gujarati but sometimes Bilingual method of teaching is also adopted by teachers for students outside of Gujarat.
3. Students have freedom to write assignments, exams in the language of their choice.
4. Course books are available in Gujarati & Reference books in English & Hindi.
5. Schools for teaching practice are allotted keeping in mind their linguistic needs like students with English medium are sent to public schools and those having Gujarati medium are sent to Aided/Govt. schools.

Physically Challenged Students

In order to retain the physically challenged students the following steps are taken:

1. For orthopedically challenged students classes are arranged on the ground floor.
2. For visually impaired a scribe is provided to write the examination.
3. Visually impaired students are allowed to record lecture.
4. The normal students are encouraged to extend every possible help to the physically challenged students.
5. To boost the morale of physically challenged students counseling is done by the students and this helps to their adjustment problems.

Gender

In order to cater to the diverse needs of both boys and girls the following measures are taken:

1. Equal opportunities are given to both boys and girls in all the curricular and co-curricular activities.
2. Separate infrastructure facilities (washrooms and common rooms) have been created for men and women.
3. Allotment of section/school for teaching practice, or seating arrangements is made irrespective of gender consideration.
4. While organizing co-curricular activities including sports, needs and interests of both the boys and girls are taken into consideration.

Religious Background

To retain the students belonging to different religions following measures are taken into consideration:

1. Secular atmosphere and outlook of the faculty helps the students, belonging to different religious, to feel at home:
2. Festivals of different religions such as Diwali, Navaratri, Holi, Guru Purnima, Basant Panchami, Christmas, Janmashtami, Gurupuravs, etc. are celebrated in the college.
3. All the students are given opportunities of participation in curricular and co-curricular activities irrespective of their religious background.
4. Due representation is given to the students with different religious backgrounds in various clubs and committees.

2.1.5 is there a provision for assessing students' knowledge / needs and skills before the commencement of teaching programmes? If yes, give details of the same.

Ans: after admission, there is provision, pre-addressing students' trainees' knowledge skills, talents necessary for the programme.

1. Before they fill the form, decide for the second method and optional subject, students are guided by the principal and staff regarding the choice of second method and optional subject.
2. An orientation for the students is organized at the beginning of the academic year, where they are welcomed by the Managing Trustee and then a brief description regarding the subject and a yearly calendar is given
3. Our head of the institute Dr.R.D.Pandya (Principal) is academically, practically and in music is also one of the expert faculty among Gujarat University college principals, so a “Talent Hunt” is also organized before commencement of teaching programme for assessment of knowledge /need and skill in the students. Their talent regarding music, dance, debate, drama etc. is assessed and throughout the year they are asked to participate according to their talent.
4. The students are asked to introduced themselves on the first day this is to assess their language, communicative abilities, aptitude towards teaching, their talents, hobbies and value concepts for making the future bright.
5. Before the Micro Lessons, Simulation Lessons, Stray Lessons, Block Teaching and Internship, a detailed explanation along with the demonstration of lesson is imparted by the in-charge professors.
6. A content test is given in methodology paper to assess their level of knowledge with reference to school content which they have to teach later. In the light of this assessment the remedial measures are taken by the respective teachers. Students are given current topics/issues for group discussion (ice-breaking session) to assess their thinking skills.
7. Competitions are held to assess students’ abilities in communicative skills, drawing in performing art and computer skills.
8. Assignments are given in both methods.
9. Observation tests are administrated to assess observation skills.
10. Tasks are assigned to assess management skills-assembly, presentation, club-activities.

2.2 Catering To Diverse Needs

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Ans. A number of programmes are designed to achieve the goal of development of students according to vision and mission of the college. The programmes are organized throughout the year. The vision of the college is ‘the holistic development of the

individual to give new direction to the society'. After the admission, tutorials are taken to assess the students learning level. On the basis of this information the students are categorized into focused groups.

Academic and training schedule is carefully planned. The mode of presentation of various topics in the syllabus is decided in advance. The students are encouraged to participate in seminars. They are given periodical assignments, the best of which are presented in the class. This facilitates learning by doing. Guest lectures are organized to provide inputs on various subjects. There is continuous internal assessment to monitor regularity of learning. Apart from this, number of programmes are arranged to create suitable atmosphere for the all round development of the students like important day celebrations, sports day celebration, personality development workshop, teaching aids workshop, tree plantation, cultural programmes, exhibitions etc. Studious students, tireless and committed teachers, visionary Principal and far sighted munificent Management Committee have contributed to the making of the new legend known as Smt.B.C.J.College of Education, Khambhat.

1. The college has excellent campus with lush green gardens and playground facilities, smart spacious and well ventilated classrooms with all logistic arrangements including comfortable furniture.
2. The Hostel facility which is open to all intellectuals, scholars, academicians, examiners, experts, guest lecturers, visiting faculty etc.
3. Punctuality, regularity and over all discipline are the bench marks of the college.
4. Seminars, discussions, extension lectures, workshops etc are organized to facilitate learning.
5. Eminent educationists, experts and community leaders are invited to deliver lectures.
6. Well qualified experienced and dedicated staff are always eager to work for the growth of the college and act as role model for the students.
7. Easy access to the Principal, staff redresses students' grievances if any.
8. Bulletin boards are arranged for displaying stimulating thoughts about education, current news, placement details, result and other information.
9. Clean drinking water facility.
10. Clean separate washrooms for Girls and Boys
11. To help the students to locate books, our staff member help. (as we don't have permanent librarian)

The college has :

- A library with rich collection of books covering wide range of areas like Education, Literature, Art, Humanities, Religion, Science. Beside Books, Educational Journals, Survey Reports, Encyclopedias, Reference Books, Magazines, Year Book and Educational Abstracts are also available.
- A reading space for teachers and students is available
- Internet and Photostat facility in the library
- Science laboratory, Psychology Laboratory, Computer Laboratory, Technology Laboratory
- A Seminar Room
- Sports Room, Language Room, Humanities, Music Room.
- 2 Halls—1 Multipurpose Hall and 1 Examination Hall
- 1 Girls Common Room
- 1 Boys Common Room
- Spacious Parking facility
- 3 Hostels (1 for boys and 2 for girls) to accommodate out stationed students

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

Ans. Periodic feedback from learners through tests and assignments enable the trainer to identify areas of difficulties to various learners and devise suitable remedial strategies to cater the needs of differently-abled students. Peer teaching is also arranged through group exercises.

The following are the diverse learning needs of the students and ways in which this institution Cater to them:

Diverse learning	How the college caters to them
➤ Linguistic needs	a) Students from different language backgrounds join different courses run by the institution b) Bilingual method of teaching is also used by teachers. c) Freedom to write assignments, exams in the language of their choice. d) Students can opt for medium of their choice for assignments and exams. e) Course books are available in Gujarati but reference books are available in English & Hindi in the library.

	a) Laboratories and rooms are available in the college. b) Sufficient number of books in different subjects is available in the library. c) Books of different difficulty levels are available in the college library. d) Extra help is provided to slow learners. e) Internet facility is available for advanced learning. f) Remedial classes are also arranged. g) Projective and non-projective aids are used for making the subject matter interesting and easy. h) Slow and advanced learners are identified special attention is provided to the weak students.
	a) Special classes B.Ed. students to prepare them for UGC-NET (Education). b) Library hours are extended to help the students to pursue their academic work and to prepare for competitive exams. c) Technology and psychology laboratories are available. e) Sufficient number of text books and reference books on different subjects including competitive examination are also available in the library

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

Ans: The various activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process are as under:

- a) In B.Ed. knowledge of theory papers like Teacher in Emerging Indian Society. The Learner and Development, Education and Development, Understanding the learner and learning process, methodologies etc. are explicitly explained. Inclusive education, integrated education, alternative education, special education, teacher education are integral parts of the core of the B.Ed. curriculum. These papers help prospective teachers towards understanding how to overcome barriers to learning

and to seek participation of all learners who are victims of exclusion and marginalization.

- b) In order to understand that the curriculum is a unique combination of diverse needs of the society, the prospective teachers are made aware of the recommendations of various commissions and committees, provisions for equity in the constitution, sensitization for human rights through teaching and extension lectures, inculcation of social and moral values through co –curricular activities and so on.
- c) The principle of equality is also promoted by giving appropriate freedom to prospective teachers in curricular as well as co-curricular activities. Equal opportunities are given to every student for self expression. Moreover the personality and individuality of every student is respected to promote the spread of democratic attitude towards life.

Teaching Practice Programme at B.Ed. level

1. Students in the B.Ed. course are expected to develop specific knowledge and skills regarding role of diversity, inclusion and equity in teaching-learning process. While teaching the prospective teachers realize in actual classroom situations that each child is unique and different from others.
 - a) Keeping in mind the individual differences prospective teachers plan and execute teaching to cater to the diverse intellectual, cultural, and linguistic needs of the students.
 - b) They are encouraged to use variety of teaching aids, techniques and methods of teaching and to be flexible in their approach.
 - c) They are also trained to organize college functions and conduct seminars, morning Assemblies etc. and then given opportunities during teaching practice to undertake the above mentioned activities. These activities help them to identify and channelize the varied potential of their students without any kind of preconceived ideas and prejudices.

2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs?

Ans: following are the way in which the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse needs of the students.

1. The recruited staff is well qualified out of 7, (including principal) 6 are Ph.D. holders. The principal and staff possesses good academic qualification, professional qualification, personal and professional goals. One of our staff member also holds good knowledge on alternative medicine like angel therapy, meditation auto suggestion etc.

2. Our management encourages the head and the staff to organize different seminars, workshops etc. in the campus.
3. Research paper presentation is held once in a month of whole campus teaching faculties and expert and management are also part of that.
4. A systematic and comprehensive proforma has been developed (Appendix-) to seek feedback from the students during the end of the each session regarding teaching styles, competencies and attitude towards the teaching profession in general. In the light of the analysis of the feedback, discussions are held and efforts are made to overcome limitations if any.
5. Senior faculty members guide and supervise at least M.Ed. students in their research work at the time of allotment of the students care is taken to match the area of specialization of both the teacher and the student.
6. The teacher educators are asked to plan different activities for the prospective teachers viz. practical work, project, literary activities, cultural activities different competitions, games, sports, educational visits etc.
7. The teacher educators take both methodology paper and foundation courses. This allows them to interact with a wider group of students.
8. The teacher educators are encouraged to attend orientation programmes, seminars, refresher courses, workshops, conferences and are always updating themselves with the latest information related to the teaching learning process.
9. The teacher educators are motivated to write articles to be published on different topics in educational journals and also to keep their information up to date by reading extensively.
10. The teacher educators also develop reading material for the students.

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

Ans: The institution ensures that the recommendations of NCFTE (2009) are incorporated in the programme of Teacher Education and students are also made aware of these recommendations so that they may realize that their role in the society is to promote unity in diversity. The institution encourages the students to respect and appreciate individual and cultural differences and generate constructive exchange of ideas to make the learning environment more assessable and supportive. The various practices adopted in the college for this purpose are:

1. **Classroom Lectures:** Classroom lectures on topics like individual differences,

inclusive education, special education, Human Rights Education, Constitutional Provisions of Education, Right to Education (RTE), Human Resource Development etc. are arranged.

2. **Practical Work:** Practical work in Psychology is carried out to give exposure to prospective teachers in different types of psychological tests and find out diversities in children, their intelligence, aptitude, achievement etc.
3. **Extension Lectures:** Extension lectures by eminent educationists on topics like Organic Farming, Traffic Rules, Environment Awareness, AIDS Awareness, Continuous Comprehensive Evaluation, Human Rights Education, Female Foeticide, Children with Behavioral Problems, Motivation, Yoga and Health, Meditation, Communication Skills etc. are arranged.
4. **Visits to Institutions:** Visits are arranged to special schools, orphanage, old age home etc. to give exposure to the prospective teachers to the needs of special children.
5. **Special Projects**
 1. **Community Study Projects:** The prospective teachers interact with people through these projects and develop an understanding of the perceptions of people. They come to know about different societal needs and develop an understanding about them.
 2. **Cultural Studies Projects:** Cultural projects are undertaken to make the prospective teachers aware of different cultures.
 3. **Action Research:** Action research and case studies are also taken up by students.
6. **Practice Teaching:** Prospective teachers are guided to identify different capabilities, and problems of children in the class. They are also guided to plan their lessons keeping in mind the diverse needs of the students. They are also helped to prepare scholastic, diagnostic and remedial tests

2.3 TEACHING LEARNING PROCESS

2.3.1 How does the institution engage students in active learning?(use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing internships, practicum etc.)

Ans: Active learning is an essential part of B.Ed. and M.Ed. syllabus. In order to make the students active and participate in the teaching learning process, the learning is made student focused by employing different methods like question answer, project, seminar etc. These bring the learner center stage and help him/her to become faithful, responsible and proactive agent of the process. The teaching programme schedule and methodologies are planned and organized in advance before the commencement of the session.

Library

There is a well-developed library for the use of students. The library is used as a resource and knowledge center and students are motivated to spend time in reading the resource books and material available in the library. The college students are issued library cards which they use to access the books for reference and also to get the books issued. Staff guides when students need them. Special periods are allotted in the time table for library work. During these supervised study hours, teacher educators remain available in the library. The B.Ed. students are given assignments in different papers and encouraged to collect information from the library.

The students discuss these assignments later on in the class. The library has a reading room which can accommodate 70-80 students at a time. While taking up various projects and writing their reports, the students are encouraged to refer to different books in the library. The students take up review of a book on Educational policies, philosophers etc. Moreover they are encouraged to take up extensive reference work to supplement whatever is taught to them in the class and thus they are engaged in active learning. List of additional references in almost all the subjects stands displayed in all the classrooms.

The college library also has free and unlimited internet facility and Xerox.

These facilities are availed both by the students as well as the faculty. Library remains open from 10:30 am to 5 pm on working days and on Sundays and also during vacations (as per the requirement of the students, researchers and scholars). The library serves the learners in the following manners:

1. Provision of free and unlimited internet surfing
2. Reading space with comfortable furniture for the staff and the students.
3. Availability of photocopying facility for the users.
4. Open book shelf and encyclopedias, educational journals, reference books, Ph.D. thesis and M.Ed. dissertations.
5. Availability of News Papers/ Magazines in English and Gujarati.

Besides mentioned above facilities, library has following other facilities:

Sr.No.	Library Resources	Total Number
1	Text Books	3253
2	Reference Books	14039
3	E-Books	25
4	Journals	160

5	E-Journals	32
6	Cd & Video	118
7	Others	45
8	M.Ed. Dissertations	130
9	Magazines	60
10	Total No of News Paper Gujarati English	03 01
11	Computer system available	02
12	Internet facility	03
13	Surveys on education	03
14	Xerox machine printers	01 01
15	Daily visitors Teachers Students Researchers Others	50 05 39 03 03
16	Total sitting capacity Staff Students	70 07 63
17	Average no. of Books Issued/Day	20
18	No. of Books in Book Bank	1533
19	Facilities for special students	Yes
20	Dictionaries	20

1. Website: www.bcjeducation.org

The college provides unlimited free access to internet to its faculty and students.

Students are encouraged to make extensive use of internet for updating and enrichment of their information. Internet facility is availed by B.Ed. students:

1. To supplement their information on various topics in the syllabus.
2. To corporate latest information in planning their lessons.

3. To get latest ideas for preparation of teaching aids.
4. To get information for their assignments and projects.
5. For locating resources while preparing multimedia presentations.
6. M.Ed. students use it to get information for their dissertation work and are advised to refer to the sites visited them in their dissertations.

2. Focus Group

Alumni of the institution who have carved niche for themselves in their respective fields (Appendix – 2A) are also invited and honored from time to time by the institution. In order to set new bench marks and to motivate prospective teachers strive to higher and higher; the college also honors renowned educationists on teacher's day. They share their perceptions about the various techniques of study, which prospective teachers can adopt for easy understanding of the topics in different subjects.

1. The students who showed extraordinary talent in teaching skills and by the virtue of this competence got placed in reputed schools, are also invited to deliver model lessons to the prospective teachers.
2. The excelsior's are also honored by the college to motivate the students.

3. Project as Learning Resource

- a) In the B.Ed. course, the students have to take up projects. Some of these are done individually and others in groups. The projects are assigned in foundation courses, methodologies and components. Projects on various topics like case study project, computer project, community study project, literary project are assigned to the students. They take up detailed thereof. They at times conduct survey and write a report on the findings.

4. Simulation

Micro teaching is done in the simulation mode by the students in the classroom. Prospective teachers are trained in artificial conditions before they are sent to schools for their teaching practice. In simulated micro teaching, the student teacher plays the role of a teacher, the supervisor and a student. Through this activity, the students develop the different skills of teaching, a keen sense of observation and skill of constructive criticism. They also learn from the mistakes made by their peers.

5. Peer Teaching

It is mandatory for every student to deliver the required number of lessons based on micro skills in front of their peers. They make use of transparencies and slides or a multimedia presentation for teaching to the peers. The topic is selected by the students themselves in consultation with their mentors. The prospective teachers get a lot of confidence by teaching their peers and it gives them practice to teach step by step in a

systematic manner.

In addition to this, prospective teachers are also given opportunities to conduct seminars in peer group on different topic keeping in mind their field of interest and area of specialization.

6. Role Playing

In simulated micro teaching, each student has to play three different roles that of a teacher, student and evaluator. While delivering lessons, students also play role of the character they are going to project. The prospective teachers play the roles of different leaders during the personality development project. They enact the role of national leaders, poets, doctors etc. while showcasing their cultural studies project.

7. Internship

The B.Ed. students are sent to different schools for the practice teaching programme in two phases—block practice of 10 days and long practice of one month. They take up all the responsibilities expected of a regular teacher. They take active part in the school activities like going for substitution classes, participating in the school assembly, celebrating all national days, teachers' day, children's day etc. They get familiar with the school ethos, learn the skill of teaching different subjects, organizing co-curricular activities, class room management, adjustment with the school personnel and their peer group, maintenance and beautification of school campus etc.

8. Practicum

It is, essentially, supervised practical application of previously studied theory. The college has well-equipped laboratories to carry out experiments, preparing teaching aids, working on computers, doing SUPW work and learning language skills etc. The laboratory equipments are effectively used to maximize the teaching-learning process. The activities carried out by the students in different laboratories are:

Laboratories/Workshops/ Rooms	Activities
Science laboratories	Conducting various experiments based on school syllabus in physical sciences and life sciences.
Educational technology laboratories	Drawing maps, preparing charts, models, slides, use of audio-visual aids like LCD, overhead and slide projectors, epidiascope etc.
Psychology Laboratory	Conducting experiments and administration of psychology tests, analyzing and

	interpreting data
Computer Laboratory	Skill of using computers, learning of computer languages, development of software's, preparation of PowerPoint presentation and use of online resources. Listening to cassettes to develop the listening and speaking skills, correct pronunciation, intonation and accent.
Art and craft workshop	Learning of drawing and painting skills, preparation of teaching aids, preparation of greeting cards, various types of models, educational models, clay models, flower making, creating best out of waste, calligraphic writing
Health and Physical Education Room	Playing indoor games, preparing slides and charts, poster of first aid.

9. Work Experience Programme

Beside above activities Value Orientation and Personality Development is also done through

1. Community Service and Co-Curricular Activities

2. Hands on Experience (Any one)

1. Gardening
2. Interior decoration
3. Clay Modeling
4. Photography
5. Music
6. Drawing & Painting
7. Creating best-out- of waste material

The above mentioned Hands on experience are not the part of university syllabus but college offers these activities to students and they have to choose any one from these activities.

Practicum in Theory Papers

All the theory papers like Teachers in Emerging Indian Society, the learner-nature and development, principles and techniques of teaching and learning- focuses on the assignments on Indian and western philosophers, the prospective teacher learns to identify the children exhibiting any psychological problem in the classroom who require special attention. Administration of psychological state is also carried out, the papers also focus on the innovative ways of teaching and teaching-learning process to take place in the changing scenario and according to the needs of the students. The students also learn to integrate technology in the teaching-learning process. The students prepare lessons using MS- Power-point on different topics for motivating and creating interests among the students. Action research and preparation of a blue print for achievement test are also carried out.

The students learn to construct time-table and maintain various types of records and registers.

The students carry out the practical activities/ project work related to the topic in their respective options such as preparation of scrap file related to literature (hand-written) of environment conservation and protection health and hygiene preparation of diet, chart for specific related health problem, construction of blue print and achievement test of any subject of any class, book review etc.

10. Methodologies

The students are made to prepare lesson plans in their respective subjects, based on different models of teaching like Taba's Inductive Thinking Model and Bruner's Concept Attainment Model. As a part of lesson plan more emphasis is given on writing instructional objectives as per Bloom's Taxonomy. They also learn to write the instructional objectives in the behavioural terms. Students also prepare different teaching aids like charts, models, PowerPoint presentations. Blue print and a question paper is also prepared by the students in their respective teaching subjects. Moreover the text books of different school subjects are also evaluated by the students as part of their methodologies. Besides, the following activities are undertaken by the students:-

1. Book review and evaluation.
2. Preparation of blue print of tests.
3. Cursive writing/Scrap book preparation
4. Preparation of word albums and word books

10. Add on Courses:

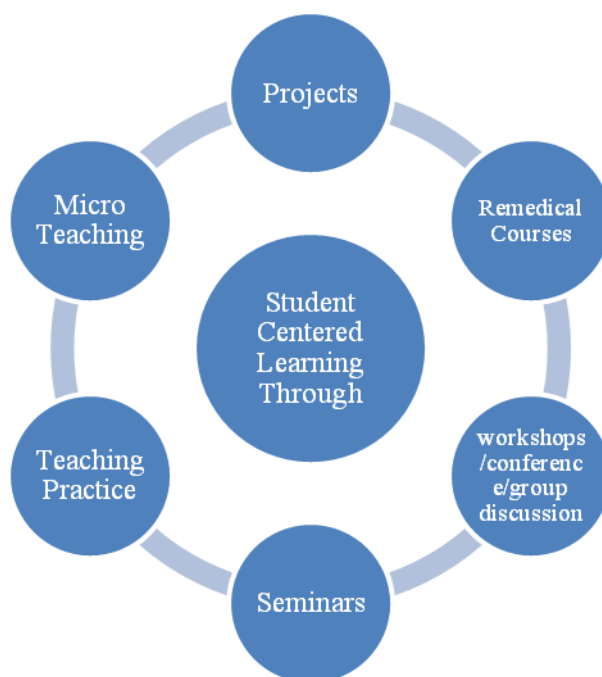
The curriculum of the B.Ed. course has also added 'SCOPE' to all the students

for enhancement of English language. Besides the above said course, college also offers Community service and Hands- on -experience. viz Gardening, Interior decoration, Clay modeling, Photography, Music, Drawing and Painting, Creating out of waste material, which are not the part of university syllabus and students do as part of enhancing knowledge and to be all-round development.

In this way students are engaged in various activities mentioned in the syllabus and organized in the institution, as active research.

2.3.2 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?

Ans: The learning process is student centered. Participatory learning activities like presentation of seminars and assignments, collection of information from internet, CD-ROM database and on-line database is encouraged. Students are encouraged to raise questions in the classrooms. They are trained to participate in group discussions, debates, organize educational trips, conduct teaching practical's in schools and organize visit to rural areas. For promoting student-centered learning the institution has adopted various experiential learning activities for the learners. These activities have contributed to self management of knowledge and skill development by the students.



A. Projects

In the B.Ed. course the students have to take up projects. In addition to demonstrating basic knowledge and skills in the general field of teaching learning, students in the B.Ed. course are expected to develop specific knowledge and skills through work in the following practicum/field experience projects.

The projects included in the curriculum are:

1. Community Studies Project
2. Cultural Studies and SUPW Project
3. Case Study Project
4. Health and Physical Education Project
5. Computer Education Project
6. School Study Project
7. Personality Development and Communicative English
8. School Experience Programme

1. Community Studies Project

The community studies project are undertaken with specific objectives in the following areas-

Areas of study
1. Family survey 2. Institutional survey 3. Adult literacy 4. Enrolment of school children 5. Community living and participation 6. Tree plantation etc

The students are first motivated towards community work and selfless service, then they are made to plan a detailed programme. The students are sent to villages or slum areas and are made to work on the thrust areas mentioned above. After completion of the work, they share their experience in assembly.

From this project the prospective teachers learn to plan and conduct a survey, develop profiles of age groups and human development index, conduct interviews, observe functional aspects of various institutions, and participate in the community's socio-economic and cultural activities and share their experience in the group and with teacher educators.

2. Cultural Studies and SUPW Project

The cultural studies and SUPW (Socially Useful Productive Work) project is done by the students in groups. The cultural studies and SUPW project comprises the following areas:

Areas of study
1. Literature (Hand Written Poems, About Authors Etc.) 2. Performing Arts (Music, Dance, Garba Etc) 3. Visual Arts

Topics are selected under the broad areas mentioned above and students collect detailed information related to the topic. They showcase their findings on the last day and submit a report.

3. Case Study Project

The case study projects are carried out independently by the students. The case study projects focus on the identification of children who are:

Areas of study
1. Educationally backward 2. Have specific learning difficulties in different school subjects 3. Who are creative in visual and performing arts and in sports and games 4. Who manifest behavioral problems

The prospective teachers are oriented about the problems of challenged children and then asked to identify such a child when they go for teaching practice or whenever they come across such a child. The procedure for taking up a case study is explained in detail and enough time is given to them to take up the study.

4. Health and Physical Education Project

The health and physical education project is done individually as well as in groups. The projects are undertaken in the following areas:

Areas of study
Health Education a) Creating awareness about health and hygiene. b) Causes of poor health and hygiene. c) Vitamin deficiencies and causes of diseases.

- d) Communicable diseases and preventive measures to be taken.
- e) HIV/AIDS-Creating awareness regarding HIV/AIDS prevention and treatment.

Games And Sports

The students are made to prepare to participate in the following games.

1. Team games-Kabaddi, Volley Ball, Hockey, Kho-Kho , Table Tennis, Basket Ball, Football, Badminton etc.
2. Individual games- Athletics, Shot Put, Long Jump, Gymnastic, and Discuss throw, Javelin throw etc.
3. Yoga
4. Indoor/Outdoor/Rural games

During the health and physical education project, the students visit schools, orphanage and slum areas to spread awareness. Each student works on a different topic. After completion of the project, they share their experience.

5. Computer Education Project

The computer education project comprises the following areas:

- | |
|---|
| <ol style="list-style-type: none">1. Creating documents (Preparation of a Lesson Plan)2. Creating Multimedia Presentation (Preparation of a PowerPoint presentation on a topic selected from the subject methodology). |
|---|

In this project the students select a topic from the syllabus of secondary school and make a PowerPoint presentation.

6. School Study Project

The school study project is carried out by the students in the following areas:

Areas of study
1. Profile of the school 2. Physical conditions 3. Human resources/teacher resources 4. Infrastructure facilities/school building

5. School governance
6. Co-curricular activities provided
7. Record maintained
8. Details of drop-outs
9. Results
10. Special achievements
11. Teacher resources
12. School community relationships

The schools are selected by the students and they visit the school and collect detailed information about it. They write a report and submit the same after showing their findings to the concerned teachers.

7. Personality Development and Communicative English Project

Personality Development and Communicative English project comprises of the following areas:

Areas of study
Group Activities 1. Inter personal skills. 2. Leadership: Each student selects a leader and lists the responsibilities and role played by the leader. 3. Creativity: Students take up diverse activities like Rangoli, Arranging Salad, Poetry Writing Origami, Making Greeting Cards, Mehendi etc. 4. Stress management: Students work in groups, they resort to role play, enact a scene and show ways of resolving conflicts. 5. Listening comprehension: The group listens to a programme and writes down the summary of it. 6. Speaking 7. Conference 8. Writing 9. Reading comprehension 10. Study skills and reference skills Individual Activities 1. Leadership

2. Creativity
3. Speaking: Each student speaks on a given topic in English.
4. Writing: There are 5 activities like writing an invitation, notice, letter, resume and paragraph.

8.School Experience Programme

The school experience programme consists of carrying out the following activities:

Areas of study
1. Participation in parent teacher association (PTA) meetings . 2. Interaction with headmasters of the schools and school supervisors/ facilitators. 3. Studying teaching-learning material and its usage and studying the school budget and finance. 4. Participation in administrative and academic activities (curricular and co-curricular activities) 5. Suggesting various school improvement programmes.

B. Micro Teaching Programme

Micro Teaching Programme is an integral part of the B.Ed. programme. Each prospective teacher has to practice micro teaching skills in both the methodologies. The total duration of micro teaching is 10 days.

The method masters demonstrate the core teaching skills to the students. The students have to practice at least 5 micro teaching skills in each methodology. The micro lesson plans are prepared and these skills are practiced till perfection is attained by the students followed by micro discussion lessons in each methodology. The fellow students observe the micro lessons and record their observations on the observation schedule in their lesson note books. All students participate actively in these sessions. Micro teaching is keenly supervised by the method masters also.

Through the micro teaching programme the students develop an understanding of the importance of the micro teaching cycle, develop self confidence, get a feedback from the faculty and peers and learn the skills of teaching.

C. Macro teaching/Teaching practice/Internship programme

Preparatory stage

1. Orientation to Macro-Teaching is ensured by the method masters, highlighting the meaning, need and importance, principles and steps of lesson- planning.
2. Composite Demonstration lessons (Model lessons) are delivered by the method masters as well as teachers from reputed schools.
3. After providing some insights in the art of lesson planning prospective teachers are made to prepare lesson plans which are duly checked by the method masters.
4. They are also trained in the preparation of teaching aids.
5. Prospective teachers are made to practice Macro-Lessons (Composite lessons) in simulated conditions.

At the preparatory stage, more emphasis is given on preparing lesson plans based on models of teaching and writing instructional objectives in behavioral terms as per Bloom's Taxonomy of Instructional objectives.

Actual Classroom Teaching

- 1) After initiating the prospective teachers in the skills of teaching, they are sent to schools to practice these skills in the actual class-room situations for gaining proficiency in the teaching. The teaching practice programme is of 20 days duration taken up individually by the students in two phases. As part of this programme, they are sent to different schools and they take up all the responsibilities of a regular teacher. The first phase of the teaching practice is of 10 working days and the second phase is of 10 working days. They take up at least 50 lessons, 25 in each methodology. They are encouraged to plan one or two lessons daily and teach the content using innovative methods.
- 2) The lessons delivered by the prospective teachers are duly observed by the mentors accompanying them. Feedback is given both verbally and in writing while recording remarks in the note books. The strengths and weaknesses of the lesson are highlighted.
- 3) Moreover, the peer groups as well as school teachers are also involved while providing feedback.
- 4) At this stage, emphasis is also laid upon mastery of the content and use of appropriate teaching aids.
- a) Acquiring teaching proficiency- This is based on the prospective teachers mastery of the content of the subject, ability to communicate effectively, ability to create and sustain students interest in the lesson ,ability to frame and ask probing and thought provoking questions, ability to recapitulate and summarize etc.

- b) Preparing teaching-learning material.
- c) Construction and administration of tests.
- d) Conduct of co-curricular activities.

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

Ans: The institution uses the following approaches/models of teaching for ensuring effective teaching:

1. Concept Attainment Model by Bruner.
2. Inductive Thinking Model by Taba

Various models of teaching are used by the teacher educators themselves in their day to day classroom teaching. The most widely used model of teaching is Concept Attainment Model in which the teacher guides the learner from entry behavior to terminal behavior. It helps in providing a simple but fairly adequate conceptualization. Being quiet systematic and structured, this model is applicable to a wide variety of subjects, for all levels of students and for all type of teaching learning situations. Additional reference material is also suggested for further reading. Certain topics which require formation of concepts are based on Taba's Inductive Thinking Model wherein examples are given in the beginning to induce generalizations out of them. After getting live demonstration of use of models of teaching in practice, prospective teachers are encouraged to plan and execute their lessons based on models of teaching. Besides using different models for ensuring effective learning, faculty also uses different innovative methods like problem solving, project method, role playing and multimedia presentations etc to engage students' interests.

2.3.4 Does the institution have 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.

Ans: The prospective teachers are made aware of various teaching models in the classes on methodology. They practice all these models in their pre-practice teaching sessions in the college and during teaching practice sessions in the school under the guidance and supervision of the staff-incharge in the college and the guide teacher in the schools. Prospective teachers are exposed to simulate classroom teaching by experienced teachers. They learn new methods by observation and discussion that follow such sessions. The lessons based on models of teaching (Bruner's Concept Attainment Model & Taba's Inductive Thinking Model) are delivered by the senior

teacher educators as well as the experts are invited for this purpose. It is mandatory for the prospective teachers to plan at least four lessons based on models of teaching. Simulation is another technique which helps the trainees to practice important skills of communication. The primary purpose is to enable prospective teachers to practice teaching focusing on a single teaching skill while planning lessons. The prospective teachers are exposed to pedagogical

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

Ans: The Micro-teaching is vital part of B.Ed. syllabus. First the theoretical groundwork of micro teaching is given to the students followed by demonstration and then they are said to practice. The following Micro-skills are practiced in the college:

1. Introduction Skill
2. Skill of questioning
3. Skill of illustration/example
4. Skill of stimulus variation
5. Skill of reinforcement
6. Skill of using blackboard
7. Skill of explanation
8. Prospective teachers are also trained in the construction, administration and scoring of class tests.
9. Students are also trained in the checking of home assignments.
10. During teaching-practice prospective teachers are made to perform all the duties expected of a regular teacher besides teaching like organization of co-curricular activities viz celebration of sports day, annual function, national days , conduct of school examination, attending parent teachers meetings, providing guidance and counseling services to the students, maintenance of school record and various registers etc. From this programme, the students get firsthand experience in teaching secondary school children, explore new possibilities of teaching and learning and learn to act as facilitators in the classroom. They learn organizational skills, time management, etc

D. Seminar Presentations

Seminar as a technique of active learning is vigorously utilized in this institution. The seminar presentation is done by B.Ed. students. The students present seminar on different topics. It is compulsory for the students to use technology while presenting their seminar. Students make use of power point presentations, OHP etc.

Through the seminar presentation students learn to:

- 1) Develop communication and conference skills.
- a) It enhances their participative and interactive skills and it enables them to analyze and synthesize the information.

2.3.6 Detail the process of practice teaching in schools (lessons a student gives per day, lessons observed by the teacher educators, feedback mechanism, monitoring mechanism of lesson plans etc.)

Ans: The institution follows a systematic approach for Teaching-Practice Programme, which is as follows:-

1. Identification of the co-operative schools keeping in mind their:
 - a. School calendar
 - b. Availability of basic infrastructural facilities
 - c. Type of school (Government, aided, private, public).
 - d. Easily AccessibleGenerally prospective teachers are accommodated in 10 schools.
2. Allotment of schools for Teaching Practice.

The students are allotted schools keeping in mind the following considerations:

 - a. Medium of instruction of prospective teachers
 - b. Subject combination.
 - c. Academic background of prospective teachers.
 - d. Subject wise requirement of the schools.
 - e. Supervisor, prospective teacher ratio is 1:10.
3. Sending list of prospective teachers to the co-operative schools.
4. Instructions to the prospective teachers regarding Teaching Practice.

Before the commencement of the teaching practice, detailed instructions are given to prospective teachers regarding:

- a. Duration of Teaching Practice
 - b. Objectives of Teaching Practice
 - c. Number of lessons to be delivered
 - d. Type of duties to be performed
 - e. Collection of time table and syllabi from the concerned teachers in advance
 - f. Type of behaviour to be exhibited by them (dress code, professional ethics)
5. Arranging meeting with the head of the institution and the subject teacher to acclimatize the students with the school ethos and for seeking guidance to teach their respective subjects and long term teaching practice. The ratio of prospective teachers to practice teaching schools is approximately 10:1 and one mentor

accompanies them.

Commencement of teaching practice

1. Teaching practice is followed as:

Sr.No	Detail	Semester-I	Semester-II
1	Micro Teaching	05	-
2	Simulation	05	-
3	Stray Lesson in School	05	-
4	Stray Lesson in School	-	05
5	Block Teaching	-	10

2. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The strengths and weaknesses of the lessons are duly recorded in the lesson plan note books. The remarks are not recorded in a ritual manner rather they are suggestive in nature for the further polishing of teaching skills of the prospective teachers.
3. During teaching practice, the prospective teachers are encouraged to adopt innovative ways of teaching, make use of audio-visual aids and give PowerPoint presentations.
4. Prospective teachers are also made to participate in other school activities.
5. Prospective teachers not only deliver lessons but they are made to observe the lessons of the experienced teachers of that school.
6. After the first phase of teaching practice, the discussions are held with the students to share their experience of real school situation.
7. Afterwards composite discussion lessons are conducted, which are duly evaluated and graded by the method masters. This programme is bifurcated in two phases. In the first phase 2 discussion lessons, one in each methodology, are delivered by the prospective teachers. These discussion lessons are delivered in actual class room situation. The prospective teachers are also made to write observations regarding teaching performance of their peers in their lesson plan note books as per the proforma developed by the faculty and printed in their note books.
8. In the light of the performance of the prospective teachers, further remedial programmes are chalked out to further refine the teaching skills of the students. The remedial programme is followed by second discussion lesson programme.
9. After Block-Teaching the prospective teachers carry out their internship practice of 10 days.
10. The internship is duly certified by the head of the practicing school .By the end of

teaching practice it is ensured that each student has completed:-

- a) 10 days of teaching
- b) The student has remain present whole day in the school
- c) He has done teaching observation and done all the work that the regular teachers do.

Besides this students also take up the following activities during the practice teaching programmes.

- **Take up socially useful productive work activities.**
- The prospective teachers also take up co-curricular activities in the school. They provide practical training in art and craft like toy making, pot painting, drawing to the school students
- **Organize games**
The students also organize games as part of the physical education in the school. Out door team games like Kabaddi, Volley ball, Hockey, Cricket, KhoKho and indoor and individual games like athletics (running races, sack races etc), chess etc. are organized by the students. The students also explain the rules of the games to the children.
- **Conduct scholastic achievement tests**
After completing their lessons in both the methodologies the students conduct two Scholastic Achievement Tests, one in each methodology. Before administering the test they prepare a blue print, according to the weight age to content, objectives, types of question and difficulty level of the question. On the basis of the blue print, prospective teachers prepare the achievement test which is duly checked by the methodology lecturer.
- **Participate in all The school functions**
During the practice teaching programme the students are expected to participate in all the programmes organized by the cooperating schools. The prospective teachers are given a fair chance to contribute and participate in any function or programmes being organized by the school like celebration of national days, national festivals, cultural meets, sports day, annual day, etc.
- **Conduct morning assemblies**
Another important practice in vogue in the practice teaching programme is the morning assembly in the cooperating school. The prospective teachers are encouraged to participate and take up the responsibility of conducting the morning assembly.
- **Maintain a teaching practice and internship diary**
The prospective teachers maintain the teaching practice file in which they record their lessons daily. They are required to maintain a daily dairy to assess

the nature of activities initiated by them, to assess the effectiveness of the class taken by them and to assess their involvement, commitment and organizational capacity.

The daily dairy consists of the date, day, lessons taught during the day and the activities taken and also the remarks of the headmaster/headmistress on the students punctuality, regularity, sincerity, reporting time and departure time and or any other comment.

2.3.7 Describe the process of block teaching/internship of students in vogue.

Ans. Block Teaching

With prior permission of the practice teaching schools the block teaching programme is planned for 0 continues working days. Ten lessons are supposed to be given in the respective school. During this block teaching, the students are directly under the in-charge professors and discharge all duties assigned by him/her. Along with imparting the duty of giving lessons, the trainees also organizes the co-curricular activities, games and sports. At the end of the Block-teaching day, the trainee teacher also organizes the two hours programmes of 'talent show' in which they encourages school students to participate in that 'Talent Show' and trainees themselves also participate and at last feedback is given by the school staff, students and principal regarding the group of Block-Teaching.

Internship Programme:

Internship programme is planned for 8 to 10 day in which student-teachers are self-relevant though they are not completely independent. The in-charge teacher educator visits the school regularly and the teacher of school also is assigned to observe their work. The students fill up their internship dairy daily, do observations of school teachers' lessons also along with the internship literacy programme is also carried out by the trainees in the same village, in which they are allotted internship.

2.3.8 Are the practice teaching session/plans developed in partnership co-operatively involving the school staff and mentor teachers? If yes, give details on the same.

Ans. Undoubtedly teaching practice is a joint venture of co-operating school and this institution. For chalking out the programme of teaching practice the teacher- in- charge of skill- in-teaching programme personally visits the co-operating schools to seek information regarding the requirements of the school, in terms of number of prospective teachers that can be accommodated, subject combination requirements, duration of

prospective teachers stay during teaching practice and nature of duties to be performed by the prospective teachers.

During teaching practice, the active involvement and co-operation of the school authorities is sought. On the very first day of the teaching practice, a meeting of prospective teachers is arranged with the head and faculty of the school, to acquaint them with the school dynamics. The planning and delivery of the lessons is also done by the prospective teachers in consultation with the subject teachers.

Even during the delivery of the lessons, school teachers are requested to observe the lessons and give suggestions regarding the nature of the delivery of the lesson, voice quality, use of questioning skill, and use of A.V aids, style of interaction, content mastery and over all effectiveness of the lesson.

Moreover the Principal of the college also visits the schools to monitor the performance and progress of the prospective teachers and to get a feedback from the head of the practicing school.

Thus, the practice teaching is completed with the objective to develop teaching skills and positive attitude, emotional intelligence, confidence, professional ethics and values among the prospective teachers. It is also ensured that prospective teachers participate in all the activities of the school and acquire knowledge so that when trainees take up jobs as teachers, the school and its climate will not appear unfamiliar to them.

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

Ans: Preparation of prospective teachers for managing the diverse learning needs of students in schools is done by undertaking the following activities:

1. Prospective teachers are instructed to keep the classes in learner-centric mode.
2. Theoretical orientation on managing diverse learning needs of children is given to the prospective teachers. They learn the ways of dealing with different categories of students i.e. children with different levels of intelligence, aptitude, creativity and personality traits.
3. Exposure to different ways of assigning additional work to bright students, average and educationally retarded children, delinquent children and problem children is given.
4. Students are asked to observe the ways and means adopted by the experienced teachers while dealing with children with diverse needs.
5. Field trips to special institutions and special schools are arranged. This gives them exposure to deal with children with special needs like needs of mentally

challenged (mild, moderate), learning disabled, gifted-talented, visually impaired, hearing impaired, handicapped etc.

6. Exposing them to different techniques of teaching, the students are also taught the different learning styles where they are taught to identify the visual learners and auditory learners.
7. Orienting them towards remedial teaching for children who are poor in academic.
8. Extension lectures by school Principals for sharing their experiences.
9. The students are also taught to deal with the psychological needs of the children through the case study.
10. Diagnostic tests are conducted in schools and the results of the tests are analyzed. This gives the students an idea that a classroom has children with different types of learning problems.
11. Preparing questions of different difficulty levels, administering scholastic achievement tests, intelligence tests, aptitude tests etc.

Further, the teacher educators prepare the prospective teachers for managing the diverse learning needs of the students in schools. A better understanding of child psychology, school working conditions, teaching methods and practice teaching generates a mature individual.

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

Ans: Educational technology laboratory has been set up in the college to help student teachers to adopt innovative techniques of teaching like OHP, LCD Projector, Voice Recorder, Computer, Internet etc. The student teachers are given opportunities to make use of technology. Teaching aids are mandatory to prepare and use during the practice teaching. The student teachers are encouraged to use and adopt the latest technology right from the time they are practicing micro teaching skills. They are oriented to the theoretical basis of educational technology through one of the core paper named Learning Resources & Assessment of Learning and Add-on-course ICT Integration in Pedagogy and its integration in teaching learning is emphasized through the following ways:

1. To stress upon the applicability of Educational Technology in teaching learning process, the college has also introduced the component of Educational Technology as an add- on course. It is also emphasized that the student teachers plan and deliver their lessons keeping in the mind the principles and maxims of teaching.
2. The students are also given orientation and demonstration on the use of various

new technologies in education. The students are taught the basic skills of handling different types of hardware and software devices and their use in teaching and learning. Workshops are organized for the students on the effective use of technology before the student teachers are sent for practice teaching programme to different schools.

3. A workshop on the preparation and use of Multimedia presentations is conducted which helps the student teachers in identifying lessons in which multimedia can be used, locating the various resources from which relevant information can be downloaded and trials are taken to make the necessary changes in the presentation.
4. Students are also made to prepare and use power point slides and transparencies by selecting a topic of their choice which they use them during practice teaching.
5. A workshop on preparation of teaching aids is conducted every year in the institution. In this workshop an orientation about the need, importance and method of preparing the graphic aids is given and the students are then asked to prepare the graphic aids like charts, graphs, models etc. on different topics in different methodologies.
6. The students are also encouraged to plan at least four lessons based on models of teaching like Taba's Inductive Thinking Model and Bruner's Concept Attainment Model.
7. It is also mandatory for the students to write down instructional objectives in behavioural terms in three domains of learning viz, cognitive, conative and affective.

2.4 TEACHER QUALITY

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

Ans: The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers, in the following ways:

1. As regards the practice teaching sessions the students are sent to the cooperating schools for collecting the syllabi for teaching. They have to contact the concerned subject teachers of the cooperating school for their teaching methodologies.
2. After collecting the syllabi the prospective teachers return to the college and

- show the subject matter they got to the methodology masters and their mentors.
3. The students then prepare the lesson plans on the subject matter collected by them which is indicative of the partnership and cooperation involving the school staff and in-charge teacher educator.
 4. The in-charge teacher educator teachers cooperate with the school staff by seeing to it that the students prepare their plans covering the subject matter allotted to them by the school teachers.
 5. The in-charge teacher educator see to it that all the exercises pertaining to the unit in the lessons are taken up by the prospective teachers.
 6. During practice teaching the methodology teachers as well as the mentors visit the schools and observe the lessons given by the prospective teachers and give feedback based on their observations of the lesson.
 7. The students are encouraged to use teaching aids while delivering the lesson which can be prepared by the students, borrowed from the practicing school or from the college itself.

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

Ans: The student teacher ratio in practice teaching schools is approximately 10:1

The number of students in each school is restricted so that:

- 1) The students can be accommodated easily.
- 2) No hassle of bifurcating the class.
- 3) Student teachers get individual attention of the supervisor.
- 4) Students are allotted schools near their place of residence.
- 5) Requirement of the school authorities regarding subject to be taught

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance involvement?

Ans: The students of B.Ed. courses are given feedback at several stages so that they can improve their performance.

Mechanism of feedback for theory papers

1. Regular tests are conducted after the completion of every session which are duly checked. Oral and written feedback individually as well as in groups is given for further improvement.
2. Unit tests are also conducted and strengths and weaknesses of the students are highlighted.
3. Three examinations are conducted as per the University pattern. Answer sheets

are thoroughly evaluated and remarks for each question are recorded on the answer sheet.

4. After the compilation of results, the marks are put on the notice board. In the light of their performance, classification of the students is done and extreme groups are identified and remedial programmes are chalked out before teaching these focus groups.
5. Checking of the Project Reports is done by the teacher educators and proper guidance is provided for further improvement.
6. Content Analysis of the seminar material collected by the students for conducting seminar is done by the concerned teacher educators and suggestions are made for further enrichment.
7. Moreover, feedback is also given on Seminarian Style and suggestions for further improvement for the presentation skills made.
8. After completing the theory portions for the practice teaching related units, the methodology lecturers give exercises of writing lesson plans in methodology subjects, which are checked, corrected and feedback is provided by the professors.
9. Observations of skills during micro teaching are done by the in-charge professor. Core five skills in each methodology are practiced in each methodology.
 - Emphasis is laid on gaining mastery over at least five core teaching skills through the cycle of micro teaching.
 - Before actual writing of the composite lesson plan, training is given to formulate instructional objectives in three domains of learning.
- a) Writing of the objectives and specifications after the instructional objectives are explained. Correction is made by the concerned subject professors and feedback is given.
- b) Writing of lesson plans is corrected, till perfection is achieved.
- c) Observation of lessons during practice teaching is done by the in-charge teachers, peers and suggestions for further improvement are made.
- d) Observation of the lessons in the form of comments is given.
- e) The mistakes committed during teaching practice are highlighted and suggestions are provided for improvement.
- f) Preparation of blue print for conducting a test in the school during practice teaching and getting it checked by the method master before its administration.

3. A systematic criteria for providing objective feedback in micro-lessons has been devised which consists of:-

- Components involved in a skill, highlighting desirable and undesirable behaviour.
- The rating of desirable and undesirable behaviour is done on a ten-point scale Ranging From excellent to poor.

The criteria have been inserted in lesson plan note-books provided by the college. For further strengthening and refinement of micro-skills, it is mandatory for every student teacher to deliver micro discussion lessons, integrating at least two micro skills which are duly evaluated and graded by the method master.

4. Before sending the student teachers to schools for their block teaching practice, they are made to deliver composite lessons in simulations which help them to integrate and use various micro skills effectively.

Feedback to irregular students

If students are irregular to college or are not punctual, feedback is given to them. Statement of the attendance of each student is prepared and compiled and those who are running short of lectures are informed and their parents are also intimated about the same.

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

Ans: In B.Ed. the trainees take a compulsory paper on 'Expanding Horizons of Secondary Education'. This exposes them to the major issues involved in present day Education. They are encouraged to read journals and newspapers to keep track of developments in the field and the coos current educational policies special lectures are arranged on vital issues that have a bearing on education. To make the students more interactive in the school atmosphere student-teacher organize different activities in the class room.

The student teachers are updated on the policy directions and educational needs of the school through the foundation course as well as methodologies.

COMPULSORY PAPERS

Semester-I	Semester-II
➤ A-501 Teacher In Emerging Indian Society ➤ This paper enable student teacher to understand:	➤ A-504 Education In Emerging Indian Society ➤ This paper enable student teacher to understand:

➤ About the relationship between philosophy and education and implications of philosophy on education ➤ The importance and role of education in the progress of Indian society ➤ The contribution of great educationalist to the field of education. ➤ The need of study education in sociological perspective. ➤ There are four units details are given in Appendix-	➤ About the relationship between philosophy and education. ➤ Indian and western philosopher and their philosophical thinking's ➤ Value education ➤ The means and the measures towards the promotion of national integration and protection of human rights ➤ National and social aims of education.
A-502 The Learner Nature And Development This paper enable prospective teacher to: ➤ Acquire knowledge and understanding of stages of human development and developmental tasks with special references to adolescent learners. ➤ Develop understanding of individual differences and of process of learning in the context ➤ Understand personality, motivation and various types of exceptional children ➤ Grasp the meaning and significance of adjustments and guidance services.	A-505 School Organization And Management This paper enable student teacher to understand about the concept and concern of educational management ➤ To develop the understanding of the role of the head master in school management ➤ To enable the student teacher understand about the grant-in-aid policy, role of leadership, school campus and education Act of Gujarat State. ➤ To understand about the school registers and educational institutions. ➤ Understand the contribution if various major commissions on education.

A-503 Principals Of Techniques Of Teaching And Learning This paper enable the student teachers ➤ To obtain a total perspective of the role of teaching in modern educational practices. ➤ To equip the student teachers with his various skills and methods of teaching applications available to her/him for improving instructional practices. ➤ To provide the teacher skills required for effective instructional and institutional management to develop the professional skills required for guiding pupils in the initial areas of educational panel and victual. ➤ To develop the evaluation skill required for effective feedback	A-506 Expanding Horizons Of Secondary Educations This papers enables student teachers: ➤ To understand the modern education policy of Gujarat Govt. suggested. ➤ To develop the understanding of the comparison of different countries education system. ➤ To enable the student teacher understand about the thinking process of education system ➤ To enable the student teacher understand about the different types of classroom education and their evaluation system. ➤ Understand the contribution of changing environment of school in society

Special Field (Optional Paper) Any One

Semester-I A-507 Classroom Management
 A-508 Educational & Mental Measurement and Educational Statistic
 A-509 Teacher Education

Our institution opts for teacher education in semester I as it is in the current demand of the students

Semester-II any one

A-510 career guidance and counseling
 A-511 introduction to educational research
 A-512 educational evaluation

Our institution opts for career guidance and counseling as the students gets the benefits to get guidance and counseling for their career, personal and other matters.

Methodologies in semester I & II

Total ten (10) methods are taught in our institute Gujarati, Hindi, English, Sanskrit, Social Science, Mathematics, Science, and technology, Economics, Accountancy, Business organization and management (BOM). Students are helped to master the latest techniques of teaching method. Since the schools are also incorporating the advanced technologies in their teaching learning process, it is imperative for our students to make use of technological devices viz. OHP, Multimedia, TV, LCD, Audio and video cassettes while delivering lessons

FOUNDATION PAPER SEMESTER-I ANY ONE

D-501 Educational Concerns of Constitution

D-502 Basic Computer Education

D-503 Communication Skill

D-504 General English

D-505 Special Education

Our institution opts for basic computer education to enhance the use of ICT in teaching-learning process.

Some of the student also opt special education.

ELECTIVE PAPER SEMESTER-II

Our institution go for “Yoga Education” as its basic aim to make students teachers acquainted with Yoga to keep themselves physically and mentally fit Meditation is also practiced to stable the mind.

➤ Personality grooming programmes

A holistic approach is followed for the development of interpersonal and intrapersonal skills among the student teachers. For this purpose a number of theme-based programmes throughout the session are organized, such as

- a) Morning Assemblies
- b) School Declamation Contests
- c) Quiz Programme
- d) Talent Search Competitions
- e) Extension Lectures
- f) Literary Activities—Poetical Symposiums, Debates, Essay Writing Competitions etc
- g) Fine Arts Competitions viz Poster Making, Landscaping, Flower Arrangement (Dry and Fresh), Mehndi Competitions, Rangoli
- h) Picnics and Educational tours
- i) Sports Day (etc.)
- j)

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

Ans: The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies in the following ways:

From The Students' Perspective

- 1) The Principal of the institution is member of various educational bodies and committees. So, by virtue of his membership, she keeps herself abreast of latest changes in the field of education in general and school education in particular. He regularly briefs the faculty and students about the changes. One of our faculty member is also the member of NCTE and other committee. Her approach towards education is also high and positive.
- 2) When the students are sent to schools to collect the syllabus to teach during the practice teaching/ internship programme, they get updated on the most recent developments in the school subject along with the school policies.
- 3) They keep contact with schools and update themselves about changes if any, in the school text books.
- 4) Through observation of lessons taken up by experienced teachers.
- 5) During practice teaching the student teachers also keep in touch with the school teachers and adopt the method of teaching that they are being practiced.
- 6) The student teachers also refer to the various journals, newspapers, magazines and articles related to education and educational reforms and those related to the developments in the school subjects.
- 7) Teachers from reputed schools are invited for the demonstration of teaching methodologies followed in the schools

From the Faculty's Perspective

1. The faculty attends seminars, workshops, and orientation programmes, refresher courses, organized by University, U.G.C. Sponsored and NAAC Sponsored etc.
2. The faculty demonstrate creativity and innovation in teaching methodology by using latest techniques of teaching.
3. The library subscribes to several periodicals, magazines and journals which the students and faculty can refer to keep themselves abreast of the latest developments.
4. Faculty members accompany students when they are sent to schools to collect data for their projects. At this time they discuss with teachers and collect the latest information.
5. Different subject teachers from the school are invited to the college to discuss school syllabus.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institutions training?

Ans: Faculty recruitment process is systematic and rigorous and adhere to UGC/ State Govt./University norms with reference to teacher qualifications. For this purpose a uniform and scientific procedure has been devised against sanctioned posts by the managing committee to enquire about the academic qualification, professional qualification, personal and professional goals of the candidates and other managerial skills. Following are the major initiatives of the institution ensuring personal and professional/career development of the teaching staff.

Personal Development

1. Maintaining a conducive environment to develop a cordial relationship among the staff.
2. Providing different facilities and resources.
3. Encouraging the staff in trying out any new technique, method, or conducting any research which would be beneficial for their professional growth and improvement.

Professional and Career Development

1. The staff is encouraged to enhance their qualifications. They are allowed to pursue any course. All the teaching staff is trained in the Intel “Teach to the Future” programme. Six professors are Ph.D. holder out of seven
2. Staff is permitted to attend orientation programmes, refresher courses, etc.
3. Staff is encouraged to organize seminars, workshops, extension lectures, etc.
4. The staff presents papers at International, National, State and University levels on different topics.
5. Staff is sent as resource persons to seminars, workshops, etc at the University, colleges and schools and also acts as resource person in the college activities.
6. The staff is encouraged to appear for NET exams if it is required.
7. Staff is motivated to publish articles in research journals.
8. Staff is motivated to write books on education.
9. Staff is sent for training courses like Intel, research methodology etc.

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

Ans: The institution rewards and motivates staff members for good performance.

Mechanism of Rewards

For professional or career development the institution encourages the faculty to enhance their qualification. They, upon completion of Ph.D., are given advance

increments as a sort of reward.

Mechanism of Motivation

1. Every faculty member has a separate room for himself/herself where they can do their work without being disturbed.
2. Every faculty member is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.
3. They are also motivated to use the OHP in the classroom while teaching.
4. They are encouraged to attend orientations, seminars, workshops etc to complement their knowledge.

2.5 EVALUATION PROCESS AND REFORMS

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

Ans: The institution takes all efforts to ensure a smooth teaching learning process. The library and laboratories are well equipped. The teachers are always available for consultation and guidance. There is a tutorial system that ensures individual attention to every learner. The management is liberal with funds for the improvement of infrastructure. The barriers to student learning are identified by the following method:

- Observation
- Peer observation
- Discussion Method
- Question Answer
- By taking examinations like surprise test, open book examination, oral tests etc.

Barriers are identified by the mentor who keeps track of academic and personal development of student teachers.

The college has vast campus with natural surroundings and can rightfully boast of conducive environment for teaching learning process. Moreover physical barriers in terms of power cuts have been overcome by installation of power backup system in the college and solar and windmill in the hostel. Adequate seating arrangement in the classrooms further adds to the efficacy of teaching learning process. Lush green lawns with the adequate seating facilities enable the students to relax in the lap of nature. This helps them to recharge during the break after the hectic teaching schedule. But inspite of the best efforts of the authorities, we are also sensitive to certain barriers in the way of student learning and efforts are made from time to time, to overcome these barriers,

like:

Barrier	How It Is Addressed
Limited number of books in the library	It was felt that the number of books related to foundation courses and methodologies, was not sufficient, so required number of books were purchased.
➤ Personal problems of the students	Guidance and counseling cell has been set up to solve their emotional, marital, family, and other adjustment problems. Moreover the students have been divided into tutorial groups, which help them to have close and open interaction with their tutors.

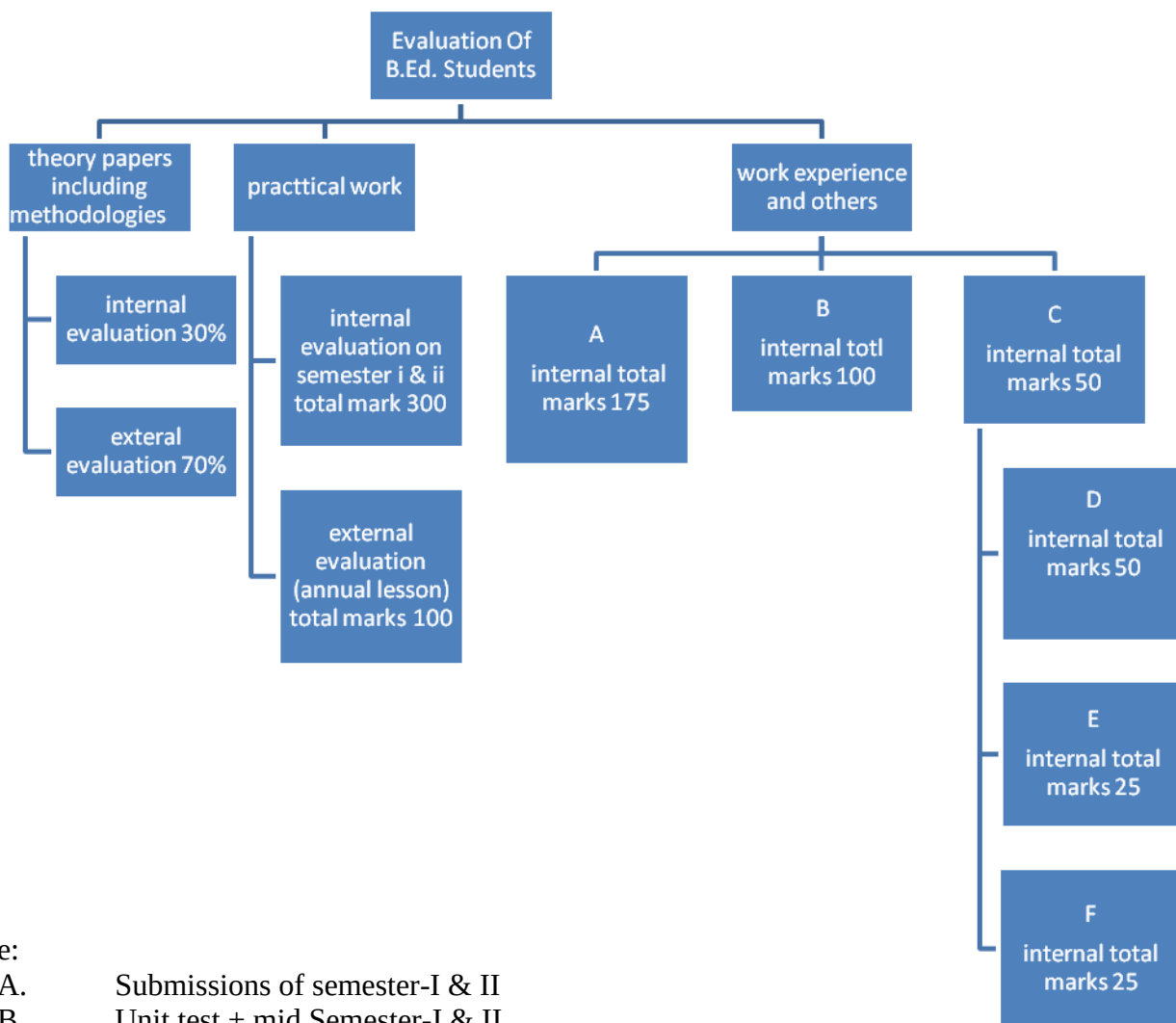
2.5.2 Provide details of various assessment/evaluation process (internal assessment, mid term assessment, term and evaluations, external evaluation) used for assessing student learning?

Ans: The details of various assessment/evaluation processes are given below:

Scheme of Examination for B.Ed.

The evaluation system is both scientific and objective. Its purpose is to improve the knowledge, teaching competency and performance skills of the student teachers. It is both formative and summative in nature. Self-evaluation and evaluation by peer group are used for continuous evaluation. All department activities, curricular, co-curricular, teacher's performances, special activities, community outreach activities are evaluated by teachers and students. These are then documented. All lesson plans for classroom teaching by each student are supervised and monitored and assessed by subject teachers, students [own assessment] and school teachers on a daily basis. All lessons are thoroughly planned, corrected, rewritten, and signed by teachers before demonstration in schools. Mid-course corrections, continuous assessment are conducted to help students to re-assess and re-plan their future work with minimum error. All records of attendance, internal and external examination are documented.

CENTAGE OF WEIGHTAGE GIVEN TO EXTERNAL & INTERNAL EVALUATION SEMESTER-I



Note:

- A. Submissions of semester-I & II
- B. Unit test + mid Semester-I & II
- C. Psychological test /practical semester –I
- D. Seminar /workshop semester-I
- E. Internship and literacy program semester-I
- F. Viva And Co-curricular activities semester-II

(details are given in appendix)

Whole scheme of examination and marking system is given in appendix
(theory and practical work both)

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

Ans: the faculty members check and evaluate all the answer-sheets of test & examinations with suitable suggestions for improvements. The marks of these tests are displayed on the notice board. The papers are also discussed in the classes to enable the students to know the correct way of answering the questions. Remedical classes are conducted for students who are weak in any subject.

2.5.4 How is ICT used in assessment and evaluation process?

Ans: In the present day's computer are the standard and pervasive tool used for the process of assessment and evaluation. The institution also uses computers for this purpose [The institution carries out the following activities with the help of computer:](#)

- a) Creation of a question bank of different subject/papers. (Essay type, short answer type, fill in the blank, multiple choice) etc.
- b) Creation of a database of students marks. After the evaluation is done the students are awarded marks or grades based on their performance. This is done for comparing the results for evaluation of the student's performance.

2.6 Best Practices in Teaching-Learning / Evaluation Process

2.6.1 Detail on any significant innovations in teaching-learning/evaluation introduced by the institution.

Ans: On completion of the topics/units, a holistic view is provided and recapitulated in order to ensure proper understanding. All possible questions related to the topics are discussed and framework of Model Answers is also provided by the concerned teachers. A question bank has also been created in college library and the students are encouraged to go through the University question papers.

1. A list of additional references (Apart from those prescribed) are printed and displayed in all classrooms and students are motivated to make full use of them. Students are encouraged to prepare notes on different topics and get them checked from their teachers for better conceptual understanding.
2. Innovative techniques of teaching like seminars, tutorials, projects, role playing and multimedia presentations are used.
3. Interdisciplinary approach is adopted in teaching learning process.
4. Emphasis on learning to know is given. Every student has to prepare specified number of assignments in each subject and conduct a seminar on the topic of his/her choice
5. Organization of extension lectures to broaden the mental horizon of the students and to strengthen their cognitive structure on diverse topics.

6. The component of Educational Technology has been introduced in order to help the prospective teachers to be fully equipped to understand and serve the schools of today's complex world.
7. Concept Attainment Model based teaching by teacher educators.
8. Micro-teaching sessions are geared to the development of the core-teaching skill.
9. Experienced teachers from reputed schools for delivering model lessons.
10. Teaching learning process is not only theoretical but skill oriented. Actual experiences are provided to the students by organizing different co-curricular activities.
11. It is ensured that the infrastructural facilities like computer-cum- language laboratory, seminar rooms, science laboratory, mathematics laboratory, art and craft workshop, psychology laboratory are utilized by the students.
12. Good library.
13. Unlimited free access to internet journals, magazines, encyclopedias, other source books for reference.
14. Provision of open book shelf and reading room.
15. Computerized cataloguing of books.
16. Facility of book bank to cater the needy students.
17. Organization of Book Exhibitions.
18. Frequent interaction with in-service teachers through actual visits to the schools.
19. Incorporation of the suggestions given by the Principal after visiting different institutions of India as a member of NCTE teams.
20. ICT is the integral part of teaching learning process.

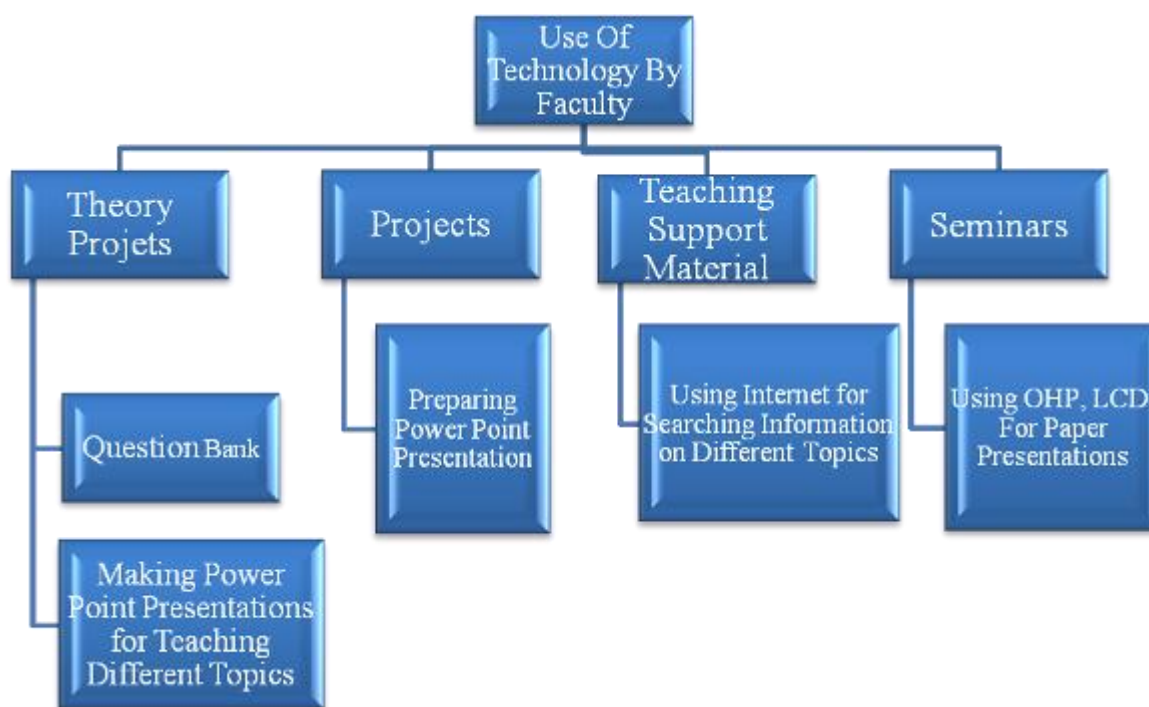
Evaluation

1. Development of scientific and objective criteria for evaluation of micro-teaching skills.
2. Micro lessons are observed by professor-in-charge
3. Regular class tests/unit tests/monthly tests and feedback for further improvement.
4. Assessment of teachers' performance by the students with the help of feedback proforma
5. Continuous evaluation system is followed
6. Involvement of school teachers for assessment of trainees' performance during teaching practice.
7. Detail of evaluation is given in Appendix

2.6.2 How does the institution reflect on the best practices in the delivery of instruction including use of technology?

Ans: To stress upon the application of Educational Technology in teaching learning process, the college has introduced the component of Educational Technology as in the form of computer & use of other devices. Workshops are organized for the students on the effective use of technology. Moreover the lecturers also use technology while teaching and during project orientations to illustrate use of technology. Technology is used by the lecturers and the student teachers in the following ways:

USE OF TECHNOLOGY BY FACULTY



Additional information for reaccreditation/reassessment

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

Ans: As recommended by the peer team, formal mechanism for mentoring and tutoring students has been introduced in the college. The prospective teachers are divided into small groups under the mentorship of faculty member who assesses their diverse needs and backgrounds. Utilization of library resources has been streamlined, new titles, reference books, journals and magazines have been added to the already existing number as suggested by the peer team

In the last five years 74 papers have been published by the faculty members in reputed international and national journal.

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

Ans: To keep pace with the changing National and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

1. Staff is encouraged to publish papers in nationals and international journals
2. Organization of workshops, seminars for Innovative practice of curriculum in the light of guidelines provided by NCFTE (2009).
3. Recognition granted by the UGC under section 2(f) and 12 (b) of UGC Act, 1956.
4. College got approval to start M.Ed. with a capacity of 35 seats from the session 2010-11
5. College faculty applied for Financial assistance for minor and major projects from UGC owing to registration under section 2(f) and 12 (b) of UGC Act, 1956.
6. Renovation and Extension of the college building. Is also under plan for that we have applied in the UGC XI plan also updating of the college labs.
7. Addition of the latest books, journals and encyclopedia's in the college library

CRITERION-III-RESEARCH, CONSULTANCY AND

EXTENSION

3.1 PROMOTION OF RESEARCH

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

Ans: The institution has taken many initiatives and made concerted efforts to promote active research culture in the following ways:

1. The staff is encouraged to pursue research at every level to complete M.Phil. and Ph.D. degrees, while keeping their commitment to the students.
2. Incentives are provided to encourage research. The workload of the teachers pursuing research work is adjusted and they are free to put up demands with the librarian for the procurement of any type of reading material.
3. Facility of computer as well as free and unlimited access to internet is available.
4. Workshops/seminars/conferences are organized by the institution to update the level of information of the faculty.
5. The teachers are provided with library facilities and allowed to get membership of the University library. They are given no objection certificate for their research work, provided leave facilities as and when required, along with every type of help and guidance required for their research.
6. Faculty is free to get any number of required books issued for their research work from the college library.
7. Teachers are encouraged to write articles for publication in reputed journals.
8. Faculty is encouraged to take up major/minor UGC projects and action research, but still that is in process as time table in B.Ed. is too hectic.
9. The faculty enjoys its freedom to innovate and conduct pilot projects on different topics like Models of teaching (Taba's Inductive Thinking Model and Bruner's Concept Attainment Model) and have been incorporated in the B.Ed. curriculum.
10. The Management and the Principal always inspire and reinforce the faculty members in their efforts of research work be it Ph.D. or other research projects.
11. The faculty is encouraged to attend international, national and state level Seminars/workshops/conferences.
12. The college has a well-equipped and updated psychology laboratory. The teachers are free to order various tests/tools/inventories/equipment's for carrying out research.

13. The faculty is given due increments after completing doctorate.
14. A three member research committee has been constituted to discuss the latest issues/methods/techniques and guide the prospective teachers and M.Ed. students.
15. The eligible faculty members are motivated to guide research at different levels (Ph.D., M.Phil. and M.Ed.)

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

Ans: The thrust areas of research are prioritized keeping in mind the recent trends in the field of Educational Research as well as the area of specialization of the supervisor and the investigator. The areas in focus are Philosophy of Education, Psychology of Education, Educational Technology, Environmental Education, Quality in Education, Innovations in Education, Teacher Education and Teaching Behaviour, Special Education and other contemporary issues at various levels of education.

3.1.3 Does the institution encourage action research? If yes, give details on some of the major outcomes and the impact.

Ans: Yes, the institution encourages action research by active involvement of teachers and students to sort out usual educational issues. A number of Action Research Projects have been successfully completed by both M.Ed. and B.Ed. students on various problems such as:

4. Problem of low self confidence
5. Spelling errors in languages
6. Problem of hand writing
7. Problem of indiscipline /truancy among students and teachers
8. Problem of specific backwardness in Mathematics/Science/English
9. Problem of tardiness in learning
10. Problem of home work
11. Impact of seating arrangement on academic achievement
12. Problem of low aspiration
13. Problem of lack of research aptitude

Based on the outcomes of the research, suitable measures were taken to improve the educational pattern.

3.1.4 Give details of the conference/seminar/workshop attended and /organized by the faculty members in last five years.

Ans: The faculty is encouraged to attend international, national and state level seminars/workshops/conferences within and outside the city. They are also encouraged to act as Resource persons, delegates or registered participants. Detail of the conference / seminar/workshop/courses attended and organized during the last five years is

appended in Appendix 9.

3.2 RESEARCH AND PUBLICATION OUTPUT

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

Ans: For the quality enhancement, the institution has developed and used the following instructional material during the last three years:

1. Instructional and Other Materials Developed

The following instructional material has been developed:

- a) Power point presentations for teaching different subjects in colleges and schools
- b) Transparencies and slides for teaching through OHP and slide projector
- c) Question bank and lecture notes are prepared
- d) CDs to demonstrate Micro Teaching skills
- e) Teaching aids like models (working, static and cross-sectional), specimens, charts etc. to be used for teaching during the internship programme
- f) Development of Evaluation Tools for evaluation of composite lessons
- g) Development of model lesson plans both micro and composite for different methodologies
- h) Development of instructional material on different topics of schools subjects like, E-commerce, English grammar, Global warming, Basis of computer, Indus valley civilization etc. for school students

2. Instructional Material used by the college

The following instructional material is used:

1. Pre-recorded videos cassettes of extension lectures on various subjects are used to enhance the quality of teaching
- b) Pre-recorded Audio cassettes on linguistics produced by CIEFL are used to refine the communication skills of the students
- c) T.V. to show educational program telecast by the U.G.C., to supplement and enrich class room teaching

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

Ans: The institution provides every type of facility for development of instructional material.

Facilities available with the Institution are:

1. A well equipped library with 17262 total Books, 160 Journals, 60Magazines, 07 Newspapers, 10 Encyclopedias, 20 Dictionaries, 10 Year Books, 130Dissertations are available in the library.
2. Unlimited and free access to internet is available.
3. Computer Laboratory with free and unlimited internet facility for staff and students.
4. Well equipped Psychology Laboratory.
5. Educational Technology Laboratory with OHP, LCD Projector, Television, Tape Recorder, Cassettes etc.
6. Well equipped Computer Laboratory for preparing digital lessons and downloading information related to projects, assignments and syllabus as well as improving communication skills.
7. Science Laboratory well equipped for practical work in physical and life sciences.
8. Technology Laboratory for developing Slides, Transparencies and Power Point Presentation material.
9. Work Experience Laboratory for preparing non-projective teaching aids to be used in different teaching subjects
10. Reprographic facilities like Photocopier, Printer, Fax Machine etc.

Use of Library Facilities

The college students are issued library cards which they use to access the books in the library for reference and also to get the books issued. Staff member are available all the time to help the students in locating the study material. Special periods are allotted in the timetable for library work. During these supervised study hours, faculty remains present in the library along with the students. The students are given assignments in different paper sand encouraged to collect information from the library. The students discuss these assignments later on in their class. The library has a reading room which can accommodate 70-80 students at a time while taking up various projects and writing their reports. The students are encouraged to refer to different books in the library. The students also take up review of articles/ books or Educational policy. Moreover they are encouraged to take up extensive reference work to supplement whatever is taught to them in the class and thus they are engaged in active learning. Lists of additional references in almost all the subjects have been displayed in all the

classrooms. The college library also has internet facility and a photocopier. These facilities are availed both by the students as well as the faculty. The college library remains open from 10:30 am to 5 pm on working days and on Sundays and also during vacations (as per the requirement of the students, researcher and scholars).

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

Ans: Yes, the institution developed ICT/ technology related materials during the last five years. A number of power point presentations have been prepared by prospective teachers and faculty members on different subjects of school curriculum. The institution has developed ICT related instructional material for various purposes like:

1. Preparation of model digital lessons.
2. Power point presentation for orientation of various projects such as Cultural Studies, Community Studies etc.
3. Teaching of foundation and methodology papers through power point presentation.
4. CDs have been developed to teach English grammar.
5. Preparation of various transparencies (OHP) for teaching.

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

Ans: The details of various training programs and workshops on material development (both instruction and other materials) are given below:

1. A workshop on preparation and use of teaching aids is organized every year for B.Ed. students. The procedure for preparation of different types of Charts, Models (3D and working), Slides, and Transparencies etc. is demonstrated by the professor. The students are divided into groups and then asked to prepare these aids.
2. To motivate the students to excel in preparation and use of teaching aids, subject-wise teaching aids are prepared.
3. The college has introduced Computer as optional subject for B.Ed. students to refine skills of the students in the use of technology in their teaching learning process.
4. Head of the institute participated in all workshops organized by our institutions for Curriculum Development and Revision of curriculum for B.Ed. course.
5. A research workshop on the theme 'Research in Education' for seven days was organized in the session 2011-12 by the institution to orientate faculty members and M.Ed. students in the use of research methods and techniques. R.S.Patel and other resource persons have headed this workshops.

6. A computer training workshop - 'Teach to the Future' was organized by the INTEL for the staff on preparation of Power Point Presentation, Unit Planning, Templates etc.
7. A workshop on preparation of improvised teaching aids is organized every year for B.Ed. students and schools to help students as well as teachers to prepare cost effective teaching aids
8. A workshop on Continuous Comprehensive Evaluation (CCE) is organized every year for B.Ed. students to acquaint them with this new evaluative technique.
9. A workshop on integrating ICT tools in teaching –learning process is organized every year for B.Ed. students.
10. Workshop on communication skills is organized every year to hone their skills.

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

Ans: The list of the Journals/Edited Books/Newspapers/ Souvenirs in which the faculty members have published papers in the last five years is as follows:

1. Education: New Horizons
2. IATE Souvenir
3. IATE Souvenir
4. Educon-2005
5. Educon-2006
6. International journal of education for human services.
7. Journal of education and psychology
8. Vedikam
9. Maunno Meghdhanushi Ughad
10. Safal Jivan Na Adharo
11. Gujarati Sahitya Svarupo Ane Sahityakaro
12. Teacher In Emerging Indian Society
13. Action Research Module
14. Three Modules For Karmyogi

Besides published work in journals /edited books souvenirs, the faculty member has also Published the Following Books:-

1. Teaching of English-by Dr. Mohini Sharma
2. The learner nature and development -by Dr.Mohini Sharma
3. English content cum method –by Dr.Mohini Sharma

4. Micro teaching -by Dr.Mohini Sharma
5. Vibrations collections and motivational articles -by Dr.Mohini Sharma

3.2.6 Give the detail of awards honour and patents received by the faculty members

Ans. It is the matter of pride for the college that following faculty members working in this college has been awarded in the following ways

1. Dr. Mohini Sharma
“21 Century Educational Excellence Award” awarded by Ex.Election commissioner G.V.Krishnamurthy in New Delhi by International Integration And Growth Society
2. “Counseling Excellence Award” awarded by G.V.Krishnamurthy and Sandip Dixit (M.P.) in New Delhi by International Integration And Growth Society
3. Rashtriya Vidya Samman Purushkar” awarded by the President and members of EGSI in New Delhi by Economic Growth Society of India

3.2.7 give detail of the minor/major research projects completed by the staff member of the institution?

Ans. The detail of minor/major research projects completed by the staff member of the institution

- Major projects
 1. Doctorate degree conferred on Dr.H.G.Shastri 2010
 2. One of our staff member is in the process of submitting synopsis for registration for Ph.D. programme he has already completed his M.Phil.
 - The college is in process to apply for the following minor projects
 - a) Case studies on effect of working mothers on the family and their children
 - b) Effect of auto suggestion of students by teachers (before giving on the class) B.Ed.
 - 1. Surveys on social, psychological, economic, and environmental problems are carried by the prospective leaders
 - 2. Action research is done by the prospective teachers
- Our staff also guides the M.Ed. students in their dissertation work

3.3 CONSULTANCY

3.3.1 Did the institution provide consultancy services last 5 years? If yes give details

Ans. Yes the institution provide consultancy services. The details are given below

1. Consultancy services extended to schools-

- a) Guidance to open new schools, are in campus SUPATH English medium school, it was opened in 2002 but till date we provide guidance, training the school teachers
 - b) Kangaroo kids at VallabhVidyanagara
 - c) Bavis gam hostel girls and boys Vallabha Vidyanagar-guidance to the board students regarding the preparation, memory tips, notes-taking etc.
 - d) Motivational leaders and tips to the school teachers
 - e) The institute provides consultancy services to the surrounding secondary School and primary schools
2. Consultancy services extended to institution
 - a) Guidance to institution seeking NAAC accreditation
 - b) Guidance to self-finance institute for appointment of teachers/lecturers etc.
 - c) Guidance to institution in the organization of extension lectures and workshops
 - d) Guidance regarding the creative ideas in formation of the syllabus, notes etc.
 3. The following faculty members have been guiding research work for Ph.D., M.Phil. and M.Ed. Degrees in education
 - a) Dr.R.D.Pandya guides supervisors and evaluate Ph.D. and M.Ed. students
 - b) Dr.V.R.Suvan guidance, supervisor and evaluation M.Ed. Students
 - c) Dr.H.G.Shastri guides supervises and evaluate M.Ed. Students
 - d) Dr.M.S.Sharma guides supervises and evaluate M.Ed. Students
 - e) Dr.K.K.Leuva guides M.Phil students
 - f) DrHarshabaJadeja also guides and delivers lectures to M.Ed. students
 4. Library remain opens from 10:30 am to 5 pm on working days and on Sundays and also during vacations (as per requirement of the students researchers and scholars)

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

Ans: Yes, the staff is competent to provide consultancy services in different areas. The details are given below:

- I a)** To provide consultancy to schools for improvised teaching aids, we have method masters plus the professor who guide to open the new school right from the base to the appointment of teachers, students etc.
- b)** To guide school teachers to deal with behavioral problems of school children, we have a qualified staff.
- c)** To provide guidance to those students, who are not on college rolls, we have a qualified librarian to help them to make effective use of library resources.
- II a)** To provide research consultancy at different levels, qualified guides/supervisors duly approved by the concerned universities, are available.

- b) Though the college doesn't have a placement cell, yet the in-charge acts as co-coordinator between school colleges and the candidates.
- c) Extension services are provided to the in service school teachers by the method masters regarding latest methods and techniques of teaching.
- d) The principal of the college being an active member of different selection and inspection teams is competent to guide institutions seeking accreditation and affiliation.

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

1. No fee is charged by the members of the faculty for research consultancy as research work is considered as a service and mission for the promotion of research work.
2. We provide honorary consultancy only.

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

Ans. Nothing it is totally on honorary basis:

3.4 EXTENSION ACTIVITIES

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

Ans: Students are involved in community service through various programmes and activities organized from time to time like:

- a) Community component is a compulsory part of B.Ed. programme
- b) Literacy camps are organized
- c) Our students are made to render service at Orphanage, Lambhvel Old Age Home, to understand problems of orphans, old people etc.
- d) Our students undertake Adult Literacy Programmes in which they teach the illiterate adults.
- e) Blood Donation camps are organized.
- f) Celebration of National and International days like Earth Day, Save Water Day, Environment Day, Human Rights Day and Consumer Protection Day, World AIDS Day, Energy Saving Day, Vanmahotsava, Women's Day, World Cancer Day etc.

- g) Sensitization of prospective teachers to environmental issues and problems through Documentaries, Seminars, Skits, Choreography, Poster Making, Slogan Writing etc.
- h) Sensitizations regarding eradication of social evils like female foeticide, child labour, dowry system, terrorism through above stated activities.
- i) Conducting social surveys on various problems like unemployment, drug addiction, delinquency, women education, AIDS awareness , child labour, illiteracy etc.
- j) Environmental surveys are conducted by the Staff and students volunteers on problems and effects of global warming, water pollution, air pollution etc.
- k) Teaching aids prepared by our students are passed on to different schools especially Government schools
- l) On holidays the infrastructure facility available in the institute is provided to the various other agencies of community for arranging meetings and other programmes for which no charges are collected.

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

Ans: Networking between the institution and the community has proved to be beneficial for the institutional development.

Extension lectures by the Renowned Personalities

1. Personalities of national and international repute from various fields viz. Education, Medical, Business, Social, Religious, Political, Legal, Cultural, Environment etc. are invited regularly. The experts in these fields share their experiences and perceptions with prospective teachers which helps them to update their knowledge and broaden their mental horizon. List of guest speakers has been appended in Appendix –
2. Workshops on diverse themes viz Art, Music, Dance, Value Inculcation, Yoga and Meditation, ICT, Research Methodology, etc are conducted by the eminent resource persons from respective fields. These workshops not only provide practical knowledge to the students but also chisel their skills and nurture creativity among them.
3. Feedback from the heads of the various institutions helps us to revise and reconstruct our programmes and policies in the institution.

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

Ans: As students are in the institution for merely one year, the college cannot undertake Extensive programmes, however the college would like to sensitize the students regarding various problems and issues of the community and motivates them to take the initiative of their own.

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

Ans: Yes, the institution completed projects related to the community development as mentioned below:-

The institute organized blood-donation and medical checkups every year. Moreover in our trust we are in process to build “Central Library” which shall also be open to local public of khambhat.

3.4. 5 How does the institution develop social and citizenship values and skills among its students?

Ans: The college develops social and citizenship values and skills among the students through involvement, exposure and instruction. The following activities are organized.

1. Celebration of National festivals like Independence Day, Republic day, Teacher’s Day, Gandhi Jayanti, Environment Day, Earth Day, Human Rights Day, AIDS Awareness Day etc.
2. Festivals of different communities are celebrated in the college.
3. Extension lectures on moral education are organized. The institution undertakes a number of projects which develop the above stated values in the students
4. Visit to old age home to render needed services.
5. Literary campaign.

3.5 Collaborations

3.5.1 Name the National Level Organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

Ans: The following are the details of linkages with National and State level organizations:-

- (1) UGC (2) NCERT (3) NCTE (4) Intel (5) SCOPE.

The benefits that has occurred are:

- Awareness of new concepts and development in the research field.
- Recognition and appreciation of work done by the institution.
- Development in the field of ICT with special reference to education.

3.5.2 Name the international organizations with which the institution has established any linkage in the last five years. Detail the benefits results out of such

linkages.

Ans. We don't have any linkages with any international organizations.

3.5.3 How did the linkages if any contribute the following? (Curricular Development, teaching, training, practice, teaching, research, consultancy, extension, publication, student placement)

Ans. Besides broadening the perspective of students and teachers, every aspect of the course is enriched through such linkages. These linkages result in updating of knowledge and understanding of new trends concerning curricular development, training, practice teaching research and evaluation. Moreover, such linkages contribute to consultancy extension, publication and student placement by:

1. Organizing seminars/workshops
2. Visits of resource persons from different universities for exchange of expertise.
3. Providing consultancy services regarding matters of teaching methodology, lessons. Planning etc.
4. Though our college doesn't have placement cell but with the help of linkages we help our students to get job in different schools. Moreover in extension Smt.B.C.J.College of Education Centre for Multi Activity Research was set up in November 2012. Details are given in Appendix-

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

Ans: The college works in close co-ordination with the schools and the community.

1. The principal is member of Board of Directors of many reputed schools of the city.
2. The institution has linkage with Govt. aided and Private schools and sends the student teachers for teaching practice cum internship programmes to these schools. The college has also adopted these practicing schools and undertakes in these schools the task of beautifying the campus, providing them required teaching aids, organizing seminars, providing financial assistance to the needy etc.
3. The students of B.Ed. and M.Ed. are sent to different schools for their project work.
4. The institution also invites resource persons from universities, colleges and schools to deliver extension lectures (Appendix 13).
5. The alumni of this college are working in reputed schools. We maintain cordial and mutually enriching relationship with them –senior teachers and the Principals from these schools are often invited to discuss the current issues and

problems and methods of teaching.

6. The principal and senior faculty members are invited by management of schools and colleges to act as members of selection committee for recruitment of teachers.
7. College lecturers are often invited by school authorities for orientation and conducting workshops on teaching methodologies for their in service teachers.
8. Our lecturers are invited to act as judges for various competitions organized by schools.
9. A workshop on development of improvised apparatus is organized by the faculty and students of fine arts in different schools
10. ICT workshop is organized by the institution to acquaint the faculty and students of different schools with the innovative techniques in the field of Education.

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

Ans: Yes, the faculty is actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The faculty dealing with the subject methodology visits the practicing schools during the internship programs and interacts with the concerned subject teachers and discusses various aspects related to teaching practice.

The prospective teachers consult the concerned teachers of the practicing schools about content to be taught in different subjects during teaching practice programme. The faculty takes the feedback from the school teachers and gives necessary suggestions to the prospective teachers to improve their performance (Appendix). The heads of the schools evaluate the performance of the students and allot marks for their performance. Apart from this, the head of the institution also evaluates the daily activities carried out by the prospective teachers and their behaviour and allot marks for the same. The prospective teachers maintain a Teaching Practice-cum -Internship Diaries (TPID) which is duly signed by the faculty in charge of the schools daily.

- Moreover, the faculty always takes suggestions from the school teachers for improving the performance of the student teachers.
- The school teachers are at times appointed as the external examiners to conduct B.Ed. final practical examination.
- The faculty gives full freedom to the school teachers to evaluate the performance of the student teachers.

- The heads of the institution are also invited for extension lectures and in the various programs conducted by the institute.
- The faculty helps the co-operating schools in conducting science fairs and exhibitions.
- The faculty always gives suggestions to the school teachers whenever they are in need.
- Resource persons from the other colleges and universities are invited to deliver extension lectures to the B.Ed. Students.
- The faculty of the college attends the workshops and seminars conducted by other colleges.
- The staff also attend refresher courses and orientation programs conducted by the university from time to time and they also attend to the duties assigned by the university such as conducting the examinations, evaluating the examination papers of the B.Ed. and the M.Ed. students.
- The faculty members visit various schools and colleges of education to deliver extension lectures on various topics.

3.6 BEST PRACTICES

3.6.1 How does the major measures adopted by the institution to enhance the quality of Research, Consultancy and Extension activities during the last five years?

Ans: The following measures have been adopted by the institution to enhance the quality of Research, Consultancy and Extension activities:

1. One workshops on 'Research Methodologies and was by our college we reorganized. Dr. K.S.Likhia was the Resource person. Teaching faculty of the college, teachers of other colleges and students of M.Ed. class attended the workshop.
2. The teaching staff members attended various refresher courses, orientation courses, workshops and seminars to update their information and in turn improve the quality of research in the college.
3. Excellent library facilities were available for the staff and students.
4. There has been unlimited access to internet.
5. Educational research encourages stimulating environment that clarifies the concept of learning to live together and its implication in the field of education.

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

Ans: The following are the significant innovations/good practices in Research,

Consultancy and Extension activities of the institution:-

Quality of Research

1. The college staff publishes their articles in Research Education' journal
2. The teaching staff members attend various orientation courses, refresher courses, workshops, seminars organized by Universities and UGC to update their information and in turn improve the quality of research in the college.
3. Excellent library facilities are available for the researchers.
4. The facility of free and unlimited access to internet is available in the college to help the researchers to download latest information, pertaining to their area of research.
5. Organization of workshops on 'Research Methodology', to acquaint the researchers with the latest trends and techniques in research.
6. Staff attends International and National Seminars on problems, issues/challenges, innovations in the field of teacher education including research.
7. Extension lectures by eminent scholars in the field of research

Promotion of Research

- 1) Out of 7 teachers 6 are Ph.D. degree holder and 4 teachers completed their Ph.D. after joining the college. It is the credit of the college.
- 2) Dissertation is compulsory for M.Ed. students
- 3) Library help is given to outside students pursuing research
- 4) The college provides consultancy services for undertaking research work /projects. The members of the faculty guide/supervise research at different levels—M.Ed., M.Phil. and Ph.D.

Extension Services

1. Regular visit to Orphanage, Old Age Home to understand problems of orphans, old people and to render needed service to them.
- 1) Organization of campaigns to sensitize the masses regarding social/environmental issues and problems.
2. Adult Literacy Programme is undertaken by students.
3. Organization of cultural events.
4. Inviting experts and students from different universities of the world to interact with our students.
5. Honouring alumni/eminant persons
6. Inviting alumni/heads of the institutions for sharing their experiences

Additional information for Reaccreditation/ Reassessment

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

Ans. As recommended by the peer team, the college has made conspicuous improvements in the Research, Consultancy and Extension. A three member research committee has been constituted for promoting and directing research in the college. The teachers and students are actively involved in undertaking action research to sort out usual educational issues. All the faculty members published articles in reputed international and national journals. The college is recognized by the UGC under section 2(f) and 12 (b) of UGC Act, 1956.

So the college faculty has planned two minor projects to address social and academic issues and contribute to the existing funds of knowledge. The college is also actively engaged in providing consultancy services for undertaking research work/projects. The members of the faculty guide/supervise research at different levels—M.Ed., M.Phil. and Ph.D. It goes to the credit of the college that seven teachers completed their Ph.D. during their services in the college.

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

Ans: To keep pace with the changing national and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

1. Publication of articles in research journals
2. Participation in the International and National seminar for innovative ideas for reconstruction and suggestion for curriculum.
3. Smt.B.C.J.College of Education centre for multi-activity research was set up in November 2012
4. Smt.B.C.J.College of Education centre for networking and communication was also established to enhance the changes in the present educational scenario.

CRITERION-IV-INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 Does the Institution have the physical infrastructure AS PER NCTE norms?

**If yes, specify the facilities and the amount invested for developing infrastructure
enclose the master plan.**

Ans. Yes, the institution does have the physical infrastructure as per NCTE norms.

The institution has well developed physical infrastructure and provide necessary facilities for the classrooms and laboratories which are being utilized optimally by the faculty and prospective teachers the following table gives an overview of the infrastructure available in the college.

P.T.O for details

a) Details of building

Sr.no.	Particulars	Area in sq. mts.	Facilities
1	Land area	82 acres	Total colleges and other school
2	Built-up area of B.Ed. college	2558 sq. mts.	
3	Principals cabin	34.01 sq. mts.	- Well equipped with furniture - Computr - Separate sanitary facility
4	Multi-purpose hall	780.00 sq. mts.	- T.V. with DVD - Computer and other required furniture
5	Library cum reading room	284.62 sq. mts.	- Computer, CD'sideo cassettes - Total books 4157 which includes text books, reference books, dictionaries, encyclopedia, journals etc. - Sitting capacity : 56 students
6	Psychology laboratory	68.37 sq. mts.	- Various type of psychology test and instruments
7	Science laboratory	48 sq. mts	- With all the equipment's required as per course of state board of Gujarat - Experimental platform - Gas connection - Various types of slides - Chemicals and other as per requirement

8	Ladies rest room cum women development cell	34.54 sq. mts.	- With attached sanitary facility - Other furniture mirror extra
9	Boy's rest room	35.02	- Required furniture's & mirror etc.
10	Educational technology hall	50.74	- With all the it equipments and furniture
11	Five method room (in which ten methods are conducted as per time table)	Each method room is 36.06 sq. mts. Or more than	- With charts, models and required furniture
12	General lecture room cum assembly hall	126.26	- With required furniture, charts and photos
13	Computer laboratory	64.48	- With the 35 computers and five computers with internet facility
14	Indoor games room	36.64	- With the indoor game equipment - Table for table tennis
15	Badminton court	163.63	As Per game requirement
16	Play ground	More than 20 acres	Ground for volley ball, cricket, football, athletics track
17	Staff cabins (4 cabins)	17.38 and more	Table, chair, individual cupboards and common computer with internet
18	Administrative office	26.26	Cupboards, tables, chairs, computer with internet
19	Teaching Aid room	54.12 sq. mts.	Charts, models, CD's, & others
20	Parking space	1	To park cars, scooters & other vehicles
21	Store room	1	To store old furniture, other datasetc.
22	Canteen	1	With tea, coffee & snacks
23	a) Toilet facility for girls b) Toilet facility for boys c) Toilet facility for staff	1 1 1	

b) Administrative Infrastructure

The following table gives an overview of administrative infrastructure.

Principal office	1
General office	1

c) Other infrastructure facilities

1	Separate Hostel For Boys And Girls
2	Separate Common Rooms For Boys And Girls
3	Staff Room For Teachers
4	Canteen
5	Proper Parking Space
6	Guest House
7	Separate Toilets For Boys And Girls (Teacher Trainees)
8	Toilets For Staff
9	Well Maintained Lawns
10	Communication Facilities (Telephone)
11	Facilities For Differently Able Students
12	Electricity And Lighting

(Master plan appendix)**4.1.2 How does the Institution plan to meet the need for Augmenting the Infrastructure to keep pace with the Academic Growth?**

Ans: The Institution has been allotted 100 seats for B.Ed., 35 seats for M.Ed. The existing building and infrastructure is adequate enough for providing rich learning experiences to prospective teachers. The management provides sufficient funds to meet the expenses to augment the infrastructure from time to time.

The sources are adequate to maintain necessary infrastructure and to keep pace with the academic growth. The above mentioned income is utilized in the following ways:

1. For installation and maintenance of electronic equipment like LCD Solar Light

- system for uninterrupted power supply to the hostel.
2. For updating existing library, laboratories (Science, Psychology, Computer, Mathematics and Technology), Classrooms, Method Rooms etc.
 3. For purchasing new furniture as well as for the repair and maintenance of the old furniture.
 - a. For updating computer laboratory with latest equipment.
 - b. For purchasing sports material and materials for cultural events
 - c. For maintenance and beautification of the college campus.

The Enhancement of the Infrastructure Facilities

The college is working for the improvement and enhancement of the infrastructural facilities. Some projects have already been completed, some are in the process and many others are in the pipe line. The details are as under:

Projects Completed:

1. Completion of Girls Hostel
2. Construction of central auditorium hall
3. Teaching Aid Room
4. Computer Laboratory
5. Seminar Room
6. construction of approach area

Projects in the Process

Following infrastructure is being created to keep pace with the augmenting needs..

1. Guest House
2. Extension of parking area.
3. Residential flats for teaching and non-teaching staff

Projects in the Pipeline

1. Extension of library
2. Extension of canteen

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

Ans: The institution provides infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports for faculty and students. The list of these facilities is mentioned as under:

Infrastructure for Cultural Activities

1. Auditorium
2. Multipurpose Hall
3. open space in college
4. Electric Equipments: Multimedia, LCD Projector, Computers, Laptops, Slide Projectors.
5. OHPs, TV, VCDs, DVDs, Audio CDs, Cassettes, Camera, Internet Facility, Reprographic Facility etc.
6. Echo System: Mike, Loud Speakers, Amplifier and Sound System.
7. Furniture: Chairs, Sofas, Tables, Dias, Special Furniture for Stage, Almirahs, Display Boards.
8. Decoration Material: Figures, Curtains, Table Cloth, Flower Pots, Lamps, Decoration Pieces, Posters, Framed Pictures, Sceneries, Potted Plants.
9. Store Rooms: one store rooms for storing material.
10. Display Boards, Soft Boards, Potted Plants, Clean Drinking Water facility, Store Rooms etc.
11. Cutlery, Crockery and Utensils for refreshment purpose
12. Musical instruments like Tabla, Harmonium, Sitar, Guitar, Casio, Dholak etc
13. Playgrounds and courts for rehearsals

Sports material

Sr. No	Name of The Sports/Games	Items
OUT DOOR		
1	Basket Ball	3
2	Volley Ball	2 Balls and 1 Net
3	Football	2
4	Badminton	15 Badminton Rackets, 2 Nets and Shuttles
5	Table Tennis	3 Pair of Rackets And 4 Boxes of Balls
6	Shot-put	2
7	Discus	2
8	Skipping Rope	5
9	Cricket	1 Sets
INDOOR		
10	Carom Board	2 Sets
11	Chess	2 Sets

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

Ans: The infrastructure available is enough to meet the needs of B.Ed., M.Ed. and other colleges of the campus . But the following infrastructure is shared with sister institutions of the parent society:

1. Space in front of B.Ed. college
2. Play Grounds
3. Hostel
4. Hostel Auditorium
5. College Temple

4.1.5 Give details of 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).

Ans: The facilities available in the institution to ensure the health and hygiene of the staff and students are as under:

Facilities for Students

1. Common Room for Girls
2. Common Room for Boys
3. Wash Room for Girls
4. Washroom for boys
5. First Aid Box
6. RO systems of drinking water in premises

Facilities for Staff Members

1. Well-equipped staff room with furniture computer and personal cupboard
2. Individual rooms with proper furniture and almirahs have been provided to the faculty
3. Spacious and well-maintained classrooms
4. Free and unlimited access to internet
5. Separate seating arrangement in library
6. Place for parking vehicles
7. Well maintained washrooms
8. Hygienic Canteen

4.1.6 Is there any Hostel Facility for Students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including Sports and Games, Health and Hygiene Facilities etc.

Ans: Yes, there are separate Hostel for Men and Women students in the campus
The details of the hostel facility for girls are as under:

Hostel- Girls

**Kamlaba Raojibhai Barot Girls Hostel & Leelaben Bhagwati Rao Girls Hostel
Facilities**

Accommodation capacity	50
Number of rooms with attached bathrooms	20
Prayer/assembly hall	1
Kitchen	1
Ginning hall	1

Washroom (Common)	1
Warden room	1
Retiring room	1
Play ground	1
Lawn	1

Hostel-1 Boys L.B.R Boys Hostel

Facilities

Accommodation capacity	50
Number of room with attached toilet	15
Prayer assembly hall	1
Kitchen	1
Dinning hall	1
Washroom (Common)	1
Warden room	1
Retiring room	1
Play ground	1
Open space (sitting area)	1

Recreational Facilities

1. Television
2. Magazines and Newspapers
3. Provision of indoor and outdoor games
4. Organization of Hostel night and Celebration of Festivals
5. Excursions/ Trips.

Special Facilities

1. One Solar Water Heater
2. Good lightning system
3. Water Cooler
4. Water Purifier

4.2 Maintenance of infrastructure

4.2.1 what is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent, if any Building, furniture, laboratories, equipment's, computers, transport vehicle.

Ans. The budget allocation and utilization in the last five years are mentioned as under

Sr. no	Title Of Expenditure	2008	2009	2010	2011	2012	TOTAL
1	Building (Maintenance)	38,124	38,122	38,122	38,122	38,122	1,90,612
2	Furniture & Fixture	-	-	-	1,903	1,237	3,167
3	Audio-visual Equipment	-	-	-	-	-	-
4	Teaching Aids	-	-	-	--	-	-
5	Computers & internet	-	-	-	-	-	-
6	Library Books	9,465	7,562	4,518	5,229	3,770	30,544
7	Laboratory and psychological Apparatus	-	-	-	1,00,000	-	1,00,000
8	Sports	790	810	4,467	425	-	6,492
	Total	48,379	46,494	47,107	1,45,767	43,129	3,30,815

4.2.2 How does the Institution Plan and ensure that the available Infrastructure is optimally utilized?

Ans: Infrastructure of the institution is created as per the norms and requirements of regulatory bodies and is optimally utilized for carrying out all curricular, co-curricular and extra-curricular activities.

College building: The building is more than sufficient to meet all the requirements of an educational institution. This building is optimally utilized for following curricular and co- curricular activities. The institution utilizes the allocated funds properly for the maintenance of the available infrastructure.

1. To conduct one year regular M.Ed., B.Ed.
2. An examination center for B.Ed. students
3. For conducting Cultural Programmes

Library: Library has a rich collection of books covering wide range of areas like Education,

Literature, Art, Social Sciences, Religion, Science, Political and Economics. Besides educational journals, survey reports, encyclopedias, reference books and magazines. Year books and educational abstracts are also available in the library. There is allocation of a library period in the time table during which the students undertake supervised study. The library serves the learner in the following manners:

- a. Provision of free and unlimited internet surfing
- b. Comfortable furniture
- c. Reading rooms for the staff and students
- d. Availability of photocopying facility
- e. Open book shelf and display of encyclopedias, educational journals, reference books, M.Ed. dissertations.
- f. Organization of exhibition of books, teaching aids etc
- g. Availability of newspapers/magazines in English and Gujarati

Classrooms: There are more than 05 well equipped, spacious and airy class rooms.

Three classrooms have white smart board. These classrooms are used for:

1. General teaching and learning process of compulsory papers
2. Teaching and learning process in methodologies
3. Conducting programmes of micro and composite teaching
4. Holding counseling sessions, personal contact programmes, workshops, seminars etc.
5. Holding remedial courses
6. Conducting examinations of regular and ex-students

Laboratories: This institution has six well equipped and well furnished laboratories, which are utilized for curricular and co-curricular activities. The subject wise description of laboratories is as follows:

Science Laboratory: Sciences Laboratory (Physical Science and Life Science) equipped with microscopes, charts, models, CDs, slides, preserved specimens, glass wares, detachable models, microscope fitted with camera attached to television. This laboratory is used for:

1. Displaying charts, models and other improvised apparatus prepared by the students
2. Conducting practical's
3. Issuing models, charts, and specimens for discussion lessons
4. Preparation of slides, herbarium files and mounting of insects
5. Preparing discussion lessons

Psychology Laboratory: Psychology laboratory is equipped with various psychological tests, inventories, psychological instruments, questionnaires. It is used

for:

1. Conducting psychological test like intelligence test, personality test by M.Ed. and B.Ed. students
2. Holding counseling session
3. Keeping placement records
4. Issuing test for research work
5. Conducting practicals

Computer Laboratory:

A) Computer Laboratory: Computer laboratory is equipped with 23 computers. The computer laboratory is used for:

1. Holding classes for computer component for the B.Ed.
2. For making research proposals and report by M.Ed. students
3. Preparation of power point presentation
4. Internet surfing
5. Downloading and storing the information
6. Preparation of discussion lessons

Technology Laboratory: Educational Technology Laboratory is equipped with OHPs, LCDs, TV, DVDs, Tape Recorders, Sound System computer trainer do maintenance of the laboratory. This laboratory is used for:

1. Holding classes of Technology Component like SCOPE
2. Learning how to handle and use different technological devices like Multimedia,
2. OHPs, Epidiascope and Slide Projector etc.
3. Preparation of teaching aids by pupil teachers
4. Preparation of slide shows
5. Display of teaching aids/ models
6. Recording of micro and composite lessons
7. Preparation of micro and composite lessons

Multipurpose Hall:

Multipurpose hall has seating capacity for 300. This hall is used for:

1. Organization of orientation and familiarization sessions of regular and distant Learners
2. Organization of seminars, workshops and extension lectures
3. Organization of academic activities like exhibitions, declamations, quiz contest etc

4. Conducting Morning Assembly on every Saturday for the all-round development of students
5. Organizing and conducting cultural programmes
6. Organizing convocation functions

Open air space: open air space has capacity of 100. It is used for:

1. Organizing cultural programmes
2. Organizing conferences, workshops and seminars.
3. Rehearsals
4. Refreshment purposes

Administration Office

Principal's Room: There is a well furnished principal's office with attached washroom. This office is used for:

1. Administration purposes
2. Holding staff meetings
3. Providing consultancy services
4. Interaction with visitors
5. Conducting viva-voce of B. Ed. Students

Clerical Office: Clerical office is used for:

1. Keeping and maintaining records
2. Public dealing
3. Admission of students
4. Receiving fees
5. Correspondence purposes

Separate cabins of the teaching staff:

1. Holding Staff meetings.
2. Storing projects and assignments submitted by students
3. Preparing and revising notes by teachers
4. Refreshment purposes
5. Marking answer sheets.
6. Checking assignment/project work/dissertation work.
7. For interaction and academic discussion with students

Common Room: The college has two common rooms with comfortable seating arrangement for boy and girl students separately. These are used for:

1. Taking lunch during recess period by the prospective teachers
2. Holding students representative meetings
3. Practice of B.B. writing skill

4. Preparing notes by the students in their leisure time

Music Room: The college music room is used for:

1. Rehearsals/practice of music items, for competitions and functions
2. Storing music instruments

Canteen: The college canteen equipped with all the necessary facilities is used for:

1. Providing refreshment

Vehicle Parking Area: The college has permanent parking area which is well planned and perfectly maintained.

Grievance Room: The institution has grievance room. One of the faculty member of the college receives the grievances of the students. The grievances are discussed in the grievance redressal committee members and solutions are provided.

Sports Room: This room is used for:

1. Keeping sports goods
2. Keeping Health and Physical Education practical files
3. Issuing sports materials to students

Seminar Room: Well furnished and well maintained seminar hall with seating capacity of 100 issued for:

1. Organizing seminars
2. Conducting extension lectures
3. Registration purposes during various competitions/ seminars/conferences etc.
4. Holding interaction sessions
5. Verification of documents at the time of admission

Hostels: The college has two hostels for girls and one hostel for boys. These are used for:

1. Boarding and lodging of students
2. Accommodating guests/delegates

Playgrounds: There are numerous playgrounds which are used for:

1. Organizing sports functions
2. Organizing outdoor games for the college students
3. Organizing N.S.S. camps of other colleges of the camp
4. Holding Physical education, Community Component Activities for the B.Ed. Students

4.2.3 How does the Institution consider the environmental issues associated with the Infrastructure?

Ans: This institution is located in an eco-friendly area. Many of the environmental issues associated with infrastructure are as follows:

1. Tree Plantation Drive is organized by celebrating Van Mahautsav in the institution every year.
2. Under the save energy mission the college has installed dusk to dawn power saving LCD solar lighting system, which is provide by the O.N.G.C.
3. The college is away from city humdrum and industrial/ commercial areas.
4. The college building is eco-friendly as it is well lit and well ventilated which minimizes the electricity consumption.
5. The college provides numerous spots for nature watch.
6. The college has lush green surroundings with variety of flora and fauna which give solace to mind.
7. The college has a number of lush-green well manicured lawns.
8. The college is a plastic free zone.
9. Regular check for Pest control.
10. The college has variety of indoor/outdoor plants.
11. Smoking is strictly prohibited in the college campus.

4.3 Library As A Learning Resource

4.3.1 Does the Institution have a qualified Librarian and sufficient Technical Staff to support the Library (materials collection and media/computer services)?

Ans: Yes, the college has a qualified Librarian (M.A. and M.Lib), one Data Entry Operator (B.A., B.Lib.) and one restorer/peon to help them. A library committee has also been constituted to support the librarian.

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

Ans: The Library is spacious and comfortable for readers. There is separate reading room facility for faculty and students. The library resources include the following reading materials.

Sr.no.	Library resources	Total number
1	Total no. of books	17665
	Reference books	14039
	Text books	3253
	General books	529

2	Encyclopedia	10
3	Reports of commissions and committees	01
4	Total number of dissertation of M.Ed.	130
5	Total Number of Educational Journals	72
a)	Indian	28
b)	Foreign	04
c)	E-Journal/Online	40
6	Total Number of Magazines	60
a)	Hindi	20
b)	Gujarati	20
c)	English	20
7	Total Number of Newspaper	07
a)	Gujarati	04
b)	English	03
8	Computer system available	02
9	Internet facility	01
10	Surveys on education	03
11	Reprographic facility	
a)	Xerox machine	01
b)	Printer	01
12	Daily visitors	50
a)	Teachers	05
b)	Students	39
c)	Researchers	03
d)	Others	03
13	Total seating capacity	70
a)	Staff	07
b)	Students	63
14	Average no. of books issued/day	20
15	No.of books in book bank	1533
16	CD/DVD	180
17	Audio cassettes	08
18	Facilities for special students	Yes
19	Dictionaries	20

4.3.3 Does the Institution have in place, a mechanism to systematically review the various Library resources for adequate, functioning, and to make acquisition decision. If yes, give details including the composition and functioning of library Committees

Ans: Yes, the institution has in place a mechanism to systematically review the various library resources. There is library committee which comprises of Principal, Librarian, 3 Teachers and 1ICT Expert and 4 Prospective teachers. The list of the members of the library committee is asunder:

Principal	Dr.R.D.Pandya
Librarian-In-Charge	Dr. HarshabaJadeja
Teachers	Prof. U.R.Bhatt Dr.V.R.Suvan
ICT Expert	Dr.H.G.Shastr

Regular meetings of library committee are held to review the various library resources so as to make acquisition decisions. The information regarding new arrivals is collected from internet and catalogues are also invited from various publishers. Book exhibitions are also held. All the staff members and teacher trainees are also asked to give the titles which they want for a particular subject. After receiving the lists from different resources final list is prepared and in the light of budget allocation, the orders are placed by the library committee keeping in mind curricular requirements. The members of library committee also visit book fairs, book exhibitions held at different places. In this way the library resources are augmented every year with new edition and titles.

The Functions of the Library Committee are as follows:

1. To short list and select titles to be purchased
2. To arrange activities helpful in promoting reading interests among students
3. To find out sources of latest editions/books
4. To give suggestions to the librarian for the smooth functioning of the library
5. To act as liaison between students and librarians to facilitate library usage

4.3.4 Is your Library Computerized? If yes, give details.

Ans: Yes, the Library of the institution is computerized and equipped with BSNL Broadband unlimited Internet connections.

4.3.5 Does the Institution Library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Ans: Yes, the Institution library has computer, internet and reprographic facilities with effective and user-friendly library operations. The details are given as under:

Computers: The library has two computers.

Internet: The library has an Internet connection of BSNL Broad Band with free access for teachers, teachers-trainees and researchers.

Reprographic Facilities

Photocopier: The library has its own Xerox Machine. The library provides the photocopying service to the staff members as well as to the students.

Printer: The library has one printer.

4.3.6 Does the Institution make use of Inflibnet/ Delnet/IUC facilities? If yes, give details.

Ans: yes the institution made of internet but for some times it was disconnected, now again it is in process.

4.3.7 Give details of working days of the library (days the library is open in an academic year, how the library remain open per day etc.)

Ans: The details of the working hours of the library are given below:-

1. Library remains open from 10:30 am to 5 pm on working days and on Sundays and also during vacations (as per the requirement of the students, researcher and scholars).
2. Working hours of the library during week days are 8:00 hrs.
3. Library timings are extended as and when required.

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

Ans: In the library the titles of the new arrivals are displayed on the display board. A notice regarding the new arrivals is also circulated among the staff members, so as to give them information regarding the latest study material. Moreover, information is also shared by the librarian with students and the staff regarding new arrivals.

4.3.9 Does the Institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Ans: Yes, the institution has a book bank. The teachers and the students contribute to the book bank by donating their specimen copies. Old students also contribute by donating their books. At the time of the orientation session, students are made aware of this facility, which is availed by the needy students. Books can be borrowed for the whole session if required.

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

Ans: The college will provide the required facilities to the visually and physically challenged students according to their needs like:

1. Preference in the book bank scheme
2. Help to render in retrieving the books from the library

4.3.11 Other information services provided by the library to its users.

Ans: The library gives information regarding latest researches in education, latest books and journals and different projects in education. In addition to this, the following information is also provided to the users :

- a) Information regarding different book fairs, book exhibitions being held at different places- city /state/other states
- b) Information regarding procedure for getting library membership of other Institutions/ Universities Research scholars can also use library for their research work.
- c) Students use library for preparation of competitive exams as well as for various quiz competitions
- d) As the access to the internet facility is available to faculty and students, this library is used for internet surfing as well as for the preparation of power point presentations
- e) In addition to educational books library has a rich collection of books covering wide areas like religion, politics, economics and sciences. Besides these books, magazines, newspapers and books for competitive exams are also available in the library which helps the users for enhancing and updating their knowledge

f) Photocopier facility is also available in library

4.4 LCT as Learning Resource

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

Ans: The college has adequate Information Communication Technology ICT facilities for quality enhancement. Free access to internet is provided to faculty and the students. The institution has its own website (www.bcjcollegeofeducationkhambhat.com) which is updated time to time. The following is the list of instructional materials available in the ICT laboratory:

s. no	Instructional materials	Number of instructional material
1	Computers	35
2	Internet	05
3	T.V.	01
4	L.C.D.	01
5	Fax machine	01
6	Scanner	01
7	Printer	02
8	Xerox machine	03
9	Camera	01
a)	Video camera	01
10	O.H.P.	02
11	Tape recorder /C.D. Player	01
12	DVD	02
13	Deck	01
14	Slide projector	01
15	Dish antenna	01
16	Radio with FM	01
17	Cordless public address	01

	system	
18	Cassettes	180
	Video	120
	Audio	60
19	Charts, maps and drawing	Approx. 560
20	Models	Approx. 20
21	CDs of academic and cultural functions	33
22	Blank CDs	Approx. 10
23	Transparency table	01
24	Transparencies	Approx. 50
25	Amplifiers, speakers, microphone	1 set
26	Educational slides	Approx. 50

During regular teaching, the teachers use OHP for teaching different subjects/topics to make the teaching process more effective.

1. In the organization of the co-curricular activities video camera /multimedia is used for recording and presentations.
2. Educational CDs and films are used to facilitate learning of the teacher trainees.
3. Internet services are used for preparation of presentations, obtaining/updating/enriching information about different topics.
4. Charts, maps and, models are used by the students in discussion lessons.

4.4.2 Is there a provision in the curriculum for Imparting Computer skills to all students? If yes give details on the major skills included.

Ans: Yes. The computer laboratory in the college is well utilized for computer practicum as per the curriculum as well as for developing teaching materials. Computer component is also an integral part of B.Ed. curriculum which has been given due weightage in the time table. Teaching of computer is also offered as one of the optional teaching subjects. Students practically learn the procedures for using the Microsoft word, Microsoft excel, Microsoft power point and their application in the teaching-

learning process. They are also trained for the practical use of internet, E-mailing, uploading and downloading, storing and scanning of data.

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

Ans: ICT is used intensively and extensively in both curricular and co-curricular transactional processes by both faculty members and the prospective teachers. The institution incorporates and makes use of the new technologies/ICT in curriculum transactional processes for:

1. Demonstration of lesson, both micro and composite
2. Practicing lessons, both micro and composite
3. Availability of smart classroom for micro and composite lessons
4. School teaching practice
5. Preparing students for competitions
6. Extension lectures/seminars
7. Morning assemblies
8. Orientations/familiarization
9. Inservice teacher training
10. Linkages with national bodies/UGC/NCTE/NCERT and international bodies

4.4.4 What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson Plans classroom transactions, evaluations, preparation of teaching aids.)

Ans: Prospective teachers are encouraged to prefer use of technology in preparation of lesson plan, class room transaction, evaluation and preparation of teaching aids by using different equipments like OHP, transparencies , computers, L.C.D. etc. over traditional method like making chalk stick drawings/pictures on the chalk board etc. The teacher trainees are also encouraged to search and download appropriate information and pictures from internet and with the help of these instructional materials the teacher trainees can make the teaching- learning process more effective and creative.

4.5.1: How is the institutional 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 programmes), to other institution and to the community?

Ans: The infrastructure is optimally used. The staff and the students of the institution make maximum use of the institutional infrastructure for curricular, co-curricular and

extra-curricular activities within and outside the institution. The infrastructure is also used for practice teaching activities and university annual examinations. The infrastructure is also utilized by the sister concerns of the institution for organizing functions, seminars workshops and other co-curricular activities.

4.5.2: What are the various Audio-Visual facilities/materials (CD's, audio and video cassettes and other material) related to programmes available with the institution? How are the student teachers encouraged to optimally use these for learning including practice teaching?

Ans: The college has adequate Audio-Visual facilities/materials related to programmes available with the institution. (Details have already been given in question no. 1 of criteria 4.4). The principal of the institution and all the faculty members encourage the teacher trainees to make use of the above stated audio visual facilities/ materials in practice teaching. Necessary guidance and instructions are given to the teacher trainees for the best use and integration of instructional aids in their teaching practice. There is a compulsory 'Technology Component' in curriculum, the purpose of this component is to train students regarding handling of these projective and non-projective aids, so as to make the teaching- learning process effective and interesting.

4.5.3: What are the various general and method Laboratories available with institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

Ans: There are sufficient numbers of rooms for teaching, general laboratories and methods' laboratories in the institution so as to enhance the effectiveness of teaching learning process. The Institution has science laboratory, psychology laboratory, computer laboratory and technology laboratory. These laboratories are used for providing the practical knowledge regarding the concerned subjects.

The details of classrooms, general and method laboratories are as follows.

1. Method rooms are equipped with support materials like models, charts, maps, lesson note books, reference book etc. related to the methodologies of teaching. The teacher trainees of different methodologies assemble in their respective method-rooms for teaching learning activities.
2. Psychology Laboratory has necessary psychological tests, questionnaires, scales, inventories, instruments, etc.
3. Science (Physical Science and Life Science) Laboratories: Science Laboratories equipped with charts, models, CDs; slides, preserved specimens, glass wares, detachable models, electricity apparatus, and chemicals, monitor micro camera fitted with television.

4. Technology Laboratory is equipped with OHP, LCD, TV, DVD, Tape recorder, sound system and teaching aids made by teacher trainees.
5. Computer Laboratory is equipped with 30 computers along with comfortable seating arrangement for students. It is equipped with master console, 05 internet.
6. Science laboratory is equipped with sufficient number of charts, transparencies and models.
7. For ensuring maintenance of the equipment and other facilities, year-wise stock register is maintained which is duly checked every year the worn out material is replaced. There is a maintenance committee comprising of students, which also looks after the maintenance of laboratories.

4.5.4: Give details on the facilities like Multipurpose Hall, Work Shop, Music and Sports, Transport etc. available with the institution.

Ans: The college has a multipurpose hall with the seating capacity of 150 which is equipped with sound system and the stage. It is used for organizing general lectures, curricular, co- curricular and cultural activities. In addition to this, there is a seminar hall having seating capacity of 45 which is used for organizing workshops and seminars. There is an open space with seating capacity of 150 which is used for organizing different co-curricular and other activities. There is also a badminton court. The college has 3 well maintained lawns. There is a separate music room equipped with essential music instruments (Harmonium, Sitar, Tabla, Dholak etc.). The college also has sports rooms having indoor and outdoor sports equipment. College has its own bus and jeep.

4.5.5: Are the classrooms equipped for the use of latest Technologies for teaching? If yes, give details, if no, indicate the institution future plans to modernize the classroom.

Ans: Yes, the classrooms are well equipped for the use of latest technologies for teaching. One OHP is available in every class room. Two portable LCD projectors along with screens are available in the technology laboratory, which can be provided to the class rooms as per the requirements of the teachers. Moreover, the students can use OHP, LCD, working models, static models and other teaching aids during demonstration lessons.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1: How does the faculty seek to model and reflect on the Best Practices in the diversity of instruction, including the use of technology?

Ans: The faculty members of the institution make use of the ICT in instructional transactions so that the students feel motivated to take up these practices. Teacher trainees are encouraged to make multimedia presentations for effective learning of students. There is a computerized library with facility of unlimited and free usage of internet for teacher trainees.

4.6.2: List Innovative Practices related to the use of ICT, which contributed to quality Enhancement.

Ans: As technology is becoming essential component for effective teaching-learning, many innovative practices are adopted in this institution which are as follows:

1. Computer component is compulsory for all the students and has been given due weightage in curriculum and provision in time table.
2. Basic computer is also an optional course for acquisition of knowledge and skills related to ICT. It is mandatory for every student to deliver five micro lessons by using different technological and teaching aids in this component.
3. All the teachers of the institution prepare instructional materials for the presentation of the subject matter in their respective classrooms.
4. The faculty members of the institution encourage and guide the teacher trainees to use ICT during teaching practice.
5. There are latest computer series, OHP, LCD, CDs, scanners, printers with smart board which are used by teachers and prospective teachers for effective teaching.
6. Workshops are organized to teach the effective use of computers to trainees and the faculty.

4.6.3: What Innovations/Best practices in ‘Infrastructure and Learning resources’ are in vogue or adopted/adapted by the institution.

Ans: The best practices in infrastructure and learning resources in vogue are:

1.
 - a) The institution has well maintained computer laboratory
 - b) The number of computers is increased as per requirement
 - c) Latest Windows is installed from time to time
2. Our institution has a well equipped library
 - a) Library is equipped with computer facilities along with unlimited use of internet.
 - b) New CDs and DVDs related to different subject are purchased every year.
 - c) Library remains open from 10 am to 5 pm on working days and on Sundays

and also during vacations (as per the requirement of the students, researcher and scholars).

d) Required numbers of reference books are purchased every year.

e) Reprographic facilities are available.

3. Necessary instructional aids are developed and added in the technology laboratory.
4. The college publishes its own magazines every year.
The college has a language room for enhancing communication skills of teacher-trainees.
6. Infrastructural facilities are available for organizing educational and cultural exchange programmes of national and international level.

Additional information for Reaccreditation/ Reassessment

Que 1: What are the main evaluative observations / suggestions made in the first assessment report with reference to Infrastructure and learning resources and how they been acted upon?

Ans. Keeping in view the suggestion made by peer team, the college has made the following improvements in Infrastructure and learning resources:

1. Library:

- a) The number of books has been increased from 1125 To 17665
- b) Many new reference books have been added
- c) Provision of reprographic facility
- d) For making the library conditions conducive, two Air Conditioners have been installed.
- e) Subscription to new- international and national journals

Que 2: What is the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: To keep pace with the changing National and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

1. Organization of workshops, seminars (State and National) for re-designing and

re- construction of curriculum in the light in curriculum added one more paper
“Human Rights”

2. Renovation and Extension of the college building
3. Updating of the college laboratories
4. Addition of the latest books, journals and encyclopedia's in the college library
5. Installing some of new computers with internet, Smart White Board etc.

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 advice through the commencement of their professional education programme (students pre-requisite completion)?**

Ans. We organize a week long orientation program about the course which helps them in the process of acclimatization. The student teachers preparedness for the program is assessed from the first day in the form of prayer talk and their activities in Morning Prayer assembly. After the mentoring system ensures that they receive appropriate academic professional counseling throughout the year.

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

Ans. The campus environment is very congenial and comfortable as it takes care of the students needs. The institution overall maintains a human environment in its dealing with the students-teachers .the institute has healthy transaction which contribute to the creation of a campus environment that promotes motivation. Some factors are:

1. Academic excellence of the teaching faculty
 2. Stress free atmosphere
 3. easy accessibility of teachers for guidance
 4. Innovative ideas promoted by the principal & faculty
 5. Facilities like library, Computer lab, internet etc.
 6. Quick Grievance Redressal & Through Grievance Redressal Committee.
- 3. Give gender-wise drop-out rate 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?**

Ans. On an average, we have a marginal drop-out rate 9.89% student's drop-out from the B.Ed. course Among due to some reasons given below

- Marriage of the female students
- Admission to the nearer institution
- Delayed admission process in other universities

However this withdrawal rate is minimized through individual counseling given by the teacher educators.

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, NTE, Central/State services through competitive examination in the last two years?

Ans. We have guidance and career cell in our campus which provides necessary services who wishes to appear in a competitive examination. Last year our 10 students got benefit from the cell. Some of the faculty member Dr. MohiniSharma, Dr.

H.G.Shastri, Dr.V.R.Suvan, Dr.HarshabaJadejahelp the students

Gujarat government has made TAT (Teacher Aptitude Test) compulsory for recruitment of teachers in Gujarat.

The following students have cleared TAT in the previous two years:

Sr. no.	Name of the student	Year
1	RathodVijay	2010-11
2	Patel Sagar	2011-12
3	MekwanaRakesh	2011-12
4	Shah Arpita	2011-12
5	PrajapatiJignesh	2011-12
6	PurohitSumita	2011-12
7	Patel Mitasha	2012-13
8	Patel Sejal	2012-13
9	BarotDimple	2012-13
10	Patel Chhaya	2012-13
11	RanaUjjaval	2012-13
12	Sheikh Mohsin	2012-13
13	ParmarSatyapal	2012-13
14	SutharBhumi	2013-14
15	Sheikh Madina	2013-14

16	WaghelaJitendra	2013-14
17	WaghelaJitendra	2013-14

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

Sr. no	Year	Percentage of students gone for further studies	Percentage of students who choose teaching as a career
1	2009-10	15%	90%
2	2010-11	40%	90%
3	2011-12	20%	80%
4	2012-13	30%	70%
5	2013-14	40%	80%

Note: some of the students along with the studies have also joined the schools as the teacher

6. Does the institution provide training 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.

Ans. The student-teachers seek help from the institution for various types of resources. The alumni also access these resources for their professional enhancement. Many of our local past students who Are serving in surrounding secondary schools are also in touch of faculty and institute whenever they need our help we help them.

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.

Ans. In Gujarat State the appointments are given on the basis of qualifying TET and merit made by Government. But the institute has an informal provision for placement services as various school approach the Principal and the faculty for recruitment.

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

Ans. We have an informal placement cell under the umbrella of UDISHA club. Our

concern is that the placement services are meaningful mainly in the context of private management. In the Government system of recruitment where in the Grant-in-Aid institution are not free to select candidates. However schools run by NGO's and private trusts do approach us for good teachers.

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

Ans. As mentioned in No. 8 this is not possible with reference to grant-in-aid schools. However, a number of private schools in our practice teaching network take an advantage of our institute so far as recruitment is concerned.

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

Ans. the institute has provided the necessary physical resources to the school that approach us for placement. We offer office space as well as human and ITC support necessary for organizing the interview.

5.2 STUDENT SUPPORT

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

Ans. The curricular, co-curricular and extra curricular programs are planned at the end of each academic year for the forthcoming year, so that they can be smoothly implemented. On the basis of the feedback from the teacher-educators and student-teachers we work out on our academic calendar consists of curricular, co-curricular and extra-curricular in the planning activity. Work distribution are allotted in the presence of all the staff members in advance before the commencement of the academic year to ensure proper planning and smooth education of the same. Our planning always reflect the evaluation and revision.

• Objectives of curricular activities:

Programmes for the development of pupil teacher's personality for curricular activities are planned as per the following aims:

- Social commitment
- Knowledge commitment
- Student commitment

- Decision making
- Character development
- Leadership quality
- Creativity and innovation
- Discipline and good manners
- National integration and brotherhood
- Globalization

- **Planning: Annual Plan**

Planning of curricular and co-curricular activities – Monthly, Unit wise planning of teaching and co-curricular activities.

- **Implementation:**

Curricular:

- Regular Teaching
- Weekly writing work and assignment
- Discourses and lectures
- Symposium and workshops
- Tests and examination

Co-Curricular:

- Micro-teaching workshop
- Lesson planning workshop
- Audio-visual aids workshop
- Work experience workshop
- Personality development workshop
- Models of teaching workshop
- Language abilities development
- Computer training
- Psychological experiments
- Case study

Extra Curricular:

- Blood Donation Camp
- Tree plantation and awareness for environment
- Visit to special school
- Visit to school for the blind

- Visit to school for the deaf and dumb
- Social awareness camps
- Rallies on challenging problems

Literary Activities:

- Organizing library week
- Report writing of every activity
- Preparing manuals
- Debates, elocution and other activities

Games and Sports:

- Sports week organization
- Individual and group events
- Value based programmes

5.2.2: How is the curricular planning done differently for physically challenged students?

Ans. We cannot change curricular activities as it is prescribed by the university. However, whatever activities the student teacher could not handle were modified according to the convenience of the student-teacher.

5.2.3: Does the institution have mentoring arrangements? If yes, how is it organized?

Ans. The institute arrange for mentoring at two levels.

a) Mentoring in the institute:

In B.Ed. course responsibility of mentoring a group of twelve or fourteen students throughout the year. From the beginning of an academic year, the teacher educator work with the peer group in micro-teaching. Each teacher-educator takes care of the student-teachers of their respective method. He/she guide them in lesson planning, observe their lessons and give them feedback. Apart from this, mentors help their trainees in pedagogy in development of personality and in classroom management. This process continues throughout the year.

b) Mentoring by school teachers:

When the student-teacher go for internship, they are placed in different schools in small groups. The college faculties do not mentor them at the stage. This

responsibility is given to school teachers who are in terms mentored by the institute faculty. The purpose of this mentoring is to give the student teachers first-hand experience of school environment and to invite the partnership of schools in the process of teacher education.

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

Ans. The teacher educators keep themselves abreast with the latest development in the field of education by attending the orientation & refresher course and also international, national, state level seminars/conferences. They are publishing conceptual and research papers in ISSN/ISBN numbered peer reviewed Journals.

The institute has various provisions to enhance the effectiveness of the teacher education process. Our teachers use LCD projectors for presentation. The institute has multipurpose computer lab, where student enhance their computer skills and learn how to use computer and internet for teaching as well as pre-teaching and post teaching activities. The institute has good library with a large collection of books, magazines and journals.

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

Ans. Yes the institute has its website which is regularly uploaded. The website address is www.bcjeducation.org . the website displays comprehensive information about the institution like brief history of institution, our mission, photographs, resume of the faculty etc.

In the near future the plans are to keep the alumni and all those interested updated about the programmes, workshops \ seminars, that are conducted in the institute by the teacher educators and experts from outside.

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

Ans. Yes, The institution have the following remedial programme for academically low achievers and for others to enrich their knowledge in other areas.

Name of the remedial programme

- * English remedial course (for all the B.Ed. students)
By Dr. Mohini Sharma and by students having command over English
- * Account remedial course (for all the B.Ed. students)
By Dr.H.G.Shastrri
- * Maths remedial course (For academically poor in Maths)
By Dr. K.K.Leuva

- * Commerce update information club (for all the B.Ed. students)
By Dr.H.G.Shastrri
- * Science update information club (for all the B.Ed. students)
By Dr.K.K.Leuva
By the teacher educators who have knowledge of Science and take interest by the studies and by the scientists.
- * Computer Remedial Course (For all the B.Ed. students)
By the Computer Experts

5.2.7. What specific teaching strategies are adopted for teaching (a) the advanced learners and (b) Slow Learners?

Ans. Teacher educator keeps in mind both the types of group while delivering lectures. Challenged questions are put in front of advanced learners to enhance their higher order thinking skills and at the same time proper drill work is done for slow learners.

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

Ans. The various guidance & counseling service available to the students are mentioned as below.

- Academic guidance and counseling
- Personal counseling
- Career counseling

The teacher educators guide the students, whenever they face difficulties in current academic year and even for further studies.

As our is a training college , trainees enter in this course after having minimum qualification as graduate. Trainees come from various *stratasof* society and have various socio-economic problems. So teacher-educators do the personal counseling. We have a set-up of “career concern” in our library. “Rojgar Samachar” is displayed regular. Trainees do refer to it & necessary guidance is provided by teacher-educators whenever necessary. We hold parent teacher Association every year to enhance the impact of counseling.

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

Ans. The institution established the grievances redressed cell in the year 2003-04 we have formal grievance redressed mechanism at the institute which consists of:.

- a) The Principal Dr.R.D.Pandya

- b) Dr.H.G.Shastrri
- c) Dr.K.K.Leuva
- d) Dr.HarshabaJadeja

The procedure is quite open and realizing

1. Though the student council, the student can voice their complain.
2. They can drop their complains in a complain cum suggestion box
3. They can register their grievances by writing a simple letter.

Some of the major grievances in the last two years.

- Library timings were made flexible as per the requirement of the students
- The students wanted more practice in the computer. The schedule was arranged and the time to practice was increased.

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

Ans. The process of the student-teachers are monitored as follows:

- The attendance record are maintained by teacher in-charge of conducting the assembly.
- The performance of student-teacher at practice teaching. All in-charge supervisors provide feedback to course coordinators.
- The student council monitors overall class discipline.
- After the first semester internal test, the progress is monitored and the student-teacher are advised accordingly.

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

Ans. The student teachers are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored.

The competency of student-teacher to teach in schools is developed through the following pre-practice preparation.

- Orientation to micro teaching
- Demonstration to the various skills are given by teacher educators.
- Micro teaching skills are practiced by student-teachers in the peer group.
- Micro teaching feedback
- Method wise demonstration lessons are given by teacher educators
- Follow up support is provided in the form of
 1. Guidance in lesson plan session

2. Constant feedback & moral support by teacher mentor.

5.3. STUDENT ACTIVITIES

5.3.1 Does the institution have an alumni association? If yes,

Ans. Yes the institute has an alumni association

I. List the current office bearers

President :Dr.R.D.Pandya

Vice President :Prof. U.R.Bhatt

Coordinator :Dr.V.R.Suvan

II. Give the year of the last election

The last election took place on 1st January 2012.

III. List Alumni Association activities last two years.

Sr. no	Name	Prominent Position
1	Shri Purushottam Rupala	BJP vice President of India
2	Dr. Mohini Sharma	Asso. Professor in Smt. B.C.J. college of Education, Khambhat
3	Shree U.R. Bhatt	Asso. Professor in Smt. B.C.J. College of Education, Khambhat
4	Shree Ghanshyambhai Chavda	Prin.S.Z.Vaghela High School, khambhat awarded president Awerd of best Teacher in 2006-2007
5	Shree Vipul. R.Kiri	Prin. & Trustee Gitanjali Edu. School, Ahmedabad
6	Shree Himanshu Desai	Prin. & Trustee Himanshu vidyalaya, ahmedbad
7	Dr.C.V. Joshi	Principal,Surendranagar
8	Shree Manibhai Patel	Ex-principal and Coordinator in B.V.Patel Kanya Vidyalaya,Khambhat
9	Dr.Kalpes B.Patel	Lecturer (I/C Prin.)P.M.Patel College of Education,Anand
10	Shree Vijay Desai	Lecturer in Mahila Education College,Gandhinagar

IV. Give details on the contribution of alumni to the growth and development of the institution. The institution has received a modest fund of Rs. 20,000/- in the Alumni Association. The contribution of Alumni to the growth and development of the institution follows as below

Before the establishment of alumni committee also our ex-students were regularly helping the institute in its growth and development.

- ❖ Prize distribution to the outstanding (performing) students of the institute.
- ❖ Books and notebooks are given to the poor and economically backward students.
- ❖ Various kinds of educational competitions are organized to shape the personality of students.
- ❖ Blood donation programme is organized for the sake of human Welfare.
- ❖ Construct a cultural –Hall & provide some fund to meet the expenses occurred for the same.
- ❖ The prominent and eminent member are invited as a guest or as the chief guest at a programme held in institute to share their treasure of experiences...with the students.
- ❖ If there is any natural disaster broken out, “The Alumni” always remains ready to extend kind services to the victims to reader.

5.3.2 How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of the students during the last two years. Inter college youth festival and literary events

The institute introduced “SAPTDHARA” program under which various co curricular activities are organized throughout five years. Celebration of different special days like Teachers’ Day, Gurupurnima, Independence Day, Republic Day, Gandhi Jayanti are also arranged. The student have also represented the institute to youth festival competitions. Students have also won prizes in Debate, Elocution, Rangoli, on the spot Painting, and Poster Making etc. competitions held on campus and outside. Every years we organized Word Population Day Awareness Program, Literary Day, Aids Day, Women Day etc.

Detail of achievement of students during last two years

No	Name of event & participants	Held by	Achievement	Date year
1	→ ChavdaHiren (Poster Making) → Patel Jagruti	J &J Commerce College, Ahmedabad,	-	12 Nov. 2009 (2009-10)

	&Padhiyar Vijay(Debate) At Inter Zones Youth Festival	Gujarat		
2	→ Patel Asha G.	PatanNorth Gujarat University	→ Gold Medal in M.Com Degree → Gold Medal in Auditing At M.Com. Part-II	06 January '07
3	→ Patel Jagruti	Bhuj Gujarat VishvaKosh, Ahmedabad	→ Gold Medal in Gujarati Subject	24-25 Dec. '12

5.3.3 How does the institution involve and encourage the students to publish materials like catalogues, wall magazines, college magazines etc.

Ans. The institution involves and encourages students to publish a wall magazine, display articles, stories, essays, poetry etc. on the bulletin board. Members of the academic staff also participate in this activity.

5.3.4 Does the institution has a student council or any similar body? Give details on-constitution, major activities and funding.

Ans. The institution has a student's union, the formation of students union is purely made as per the guideline given by the Gujarat University

The constitution of the union is made as per the portfolios mentioned below.

There is no provision for funding.

- Major activities: major activities are carried out by the union members are cited as below:
- Assembly: prayer, song & talk-through the year
- Cultural activities
- Literary activities
- Academic activities
- Sports activities
- Social & health-hygienic activities
- Constitution of members of the student council and their profile

5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

For the smooth functioning of the institution and to bring in a proper coordination between the institution and the student teachers, various committees have been formed. Students are represented in the students' council. They are also represented in the Grievance Redressal committee, Cultural committee, Sports Committee, Tour Committee, Assembly Committee, Literary Committee etc. Each committee has a student secretary who co-ordinates with the professor In-charge on various events held within the institute.

- The grievance redressal committee - looks into students' grievances in close coordination with the principal
- Cultural committee - arrange different cultural programs throughout the year like Varshageet, Navratri etc.
- Sports committee - organize institute sports activities.
- Tour committee - organize college tour once a year

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Ans. The principal collects feedback from the students at the end of the academic year. Open and healthy discussion along with creative suggestion and encouragement is provided in the staff meeting.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

We would like to highlight the innovative practice in the formation of 'SAPTDHARA' and the formation of our student council. Class representatives are selected on the basis of their merit and after that a democratic election is held. The innovative practice combines the benefits of meritocracy with democracy and we have got efficient and value-oriented student leaders in the future. Because of 'SAPTDHARA' program various co-curricular and literary activities are organized through which student-teachers got a platform to show their talents. Our Trust also organizes inter-campus college activities. Our trust also organizes various co-curricular programs for

students which gives an excellent platform to show the talents of our student-teachers. Even research paper presentation every month is being organized by our trust.

Every year we provide financial aid to needy student teachers from the fund generated by Alumni Association. We are running Book Bank under which we provide a set of books to our students for the whole academic year.

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

1. Give details of institutional best practices in Student Support and Progression?

The following suggestions were given in the previous assessment report

- The college must take appropriate steps for the integration of ICT Research existing training program.
- The institute may adopt suitable strategies for identify and remediating the learning difficulties of the slow and weak learners.

In line with suggestion we have a optional paper ‘Basic Computer Application in Education’, which provides the integration of ICT training program. We have remedical courses also running. In research we have setting our foot.

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?

We have taken the following measure to sustain and enhance the quality of education. A multipurpose computer lab having all facilities of ICT & ET is set the in collaboration with dell. It provides maximum use of ICT in training program. We adopt many strategies like given extra guidance to slow & week learners give individual counseling to slow & week learners.

CRITERION-VI GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

6.1.1 What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Ans: The institution's objectives, vision and mission are as follows:

OBJECTIVES OF THE INSTITUTION

- To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
- To provide education to all those who desire to be good teachers, without any bias about their caste, creed, religion etc.
- To provide well trained teachers to the secondary and higher secondary school sector. To inculcate, values of community. Services, national integrity, national pride, religious tolerance, aesthetic sense for the earth environment.
- To develop moral character with all the virtues of life, cultivating the soul and good personality of trainees.
- Knowledge with wisdom.
- Live and let's others live.
- To create awareness among the trainees about needs of the society, social changes, needs to conserve nature and its resources.
- To help the prospective teachers to become a part of knowledge generating society through organization of seminars, workshops, conferences and other techniques of high education.
- To provide training in 'learning to live together' for peaceful co-existence by organizing group activities like group discussion, organization of theme based morning assemblies, educational tours, visits etc.
- To develop leadership qualities among the prospective teachers to give new direction to the society in different spheres by organizing different types of activities like literacy campaigns. Rallies, block-teachings activities in-charge, etc.
- To inculcate teaching and communication skills among prospective teachers through the application of educational technology.

- To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programme.

VISION STATEMENT OF THE INSTITUTION

- Qualitative contribution through teaching learning process for the empowerment of the nation
- Along with the development of mind, soul develops and empowers the planet orb (Earth)

MISSION OF THE INSTITUTION

- To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nations.
- Work with commitment towards the goal.
- To prepare teachers with a focus to develop their competencies and chisel their skills required to compete in the world of job market.
- To serve the society by inculcating values such as dignity of labour, equality of gender, protection of environment, responsible use of mass media, respect for traditions and cultural heritage.
- To strive towards excellence in education by responding to changing needs and expectations of the society and educational environment.
- To prepare professional teachers who understand Indian values and culture, preserve them, enrich them and transmit to the next generation.
- To develop skills in prospective teachers to face the challenges which crop up in their day to day activities.
- To develop an ambience of work culture, mutual respect and co-operation, peaceful co-existence and team work.
- To adopt all the possible latest techniques which enhances the student teachers skills and competencies.

VALUES OF THE INSTITUTION

Our institution believes in the following values.

- To develop in the society an appreciation of efforts aimed at national integration.
- To offer value added education to assess quality education in the field of educational system.
- Creation of skilled prospective teachers

- Creation of physically fit, mentally alert and democratic citizens for the nation
- Respect to universal brotherhood and peace.
- Service to the down trodden, their up-liftment by way of imparting value Based teacher training for sustainable development of national (as in our institute many of the students came from the poor and the management and some of the staff members help them financially and also provide other necessities for the course)
- Faith in, equity, fraternity, liberty, national integration, non-violence, sensitivity, gender equality.
- Dignity of labour, scientific attitude and respect to all core values of the nation
- To develop the cleanliness attitude (to keep the campus clean) and join in the campaign of the nation “Clean India, Healthy India”
- Promoting the use of technology among the student teachers.
- Quest for excellence.

6.1.2 Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations?

Ans: Yes. The vision and mission statements reveal the commitment of the Institution to the service of society and its eagerness to implement programmes that would really equip the trainees to take up the responsibility of educating future citizens.

6.1.3 Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, Board of governance (BOG), etc.)

Ans. The Smt.B.C.J.College of Education, Khambhat is governed under the umbrella of Shree Khambhat Taluka Sarvajanic Kelavani Mandal. The key position in board of Governance is Chairmen Shri B.D.Rao and the Managing Trustee Shri Bankimbhai Vyas. The trust management takes all kind of decisions for the effectiveness and efficient transaction of teaching and learning process.

The following are the powers and functions of the Board of Governance (BOG):

- i. Providing physical facilities required for the smooth conduct of the institution
- ii. Selection and recruitment of teaching faculty, administration and supportive staff
- iii. Financial management

- iv. Decision making regarding funds allotment to various institutions run by the trust
- v. Powers to borrow funds from banks, financial institutions etc.
- vi. Approving the construction activities and funds for it
- vii. Approving procurement of library books
- viii. Purchasing of laboratory equipments.

Internal Quality Assurance Cell (IQAC) of the institution is scaling high academic standards under stewardship of the members of managing committee and the members of BOG. The composition of IQAC is as under:

1	Chairperson	Shri Bankimbhai Vyas
2	Senior administrative officers	Dr.R.D.Pandya Principal Smt.B.C.J.College of Education
3	Teacher members	1. Dr.H.G.Shastrri
		2. Dr. Harshaba Jadeja
		3. Dr.V.R.Suvan
4	Member of managing committee	Dr. Nandkishore Barot
		Smt Neelam Barot
5	Local societies nominees	Dr. Amit Parekh (Khambhat)
		Mr. D.K.Sharma DY.SC.O.N.G.C.
6	Student members	B.Ed. & M.Ed. Student
7	Co-ordinator (IQAC)	Dr. Mohini Sharma

IQAC has created various committees in the institution for the smooth functioning and maintaining the quality of the institution see Appendix

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Ans: The Management and Principal meet together and discuss all developments of the institution and academic activities and after this the Principal conveys those responsibilities to the staff in the general staff meeting. The plans and proposals spring from all levels and after active interaction are finalized into programmes. The responsibilities of various functionaries are clearly spelt out through circulars and

individual briefing. The Principal and Members of Management oversee the implementation of all programmes, helping out with suggestions and prompt decisions. The aim is to harmonize good governance and democratic values in areas like co-curricular and extracurricular activities. Student representatives too participate in decision making. The responsibilities of the staff are defined and communicated to them through the following ways:

1. Giving appointment letter in which nature of the job and the types of duties are clearly mentioned.
2. Responsibilities are assigned and intimated to all the staff members in the beginning of the year.
3. Office order as well as instructions noted on the notice board.
4. Other duties are delegated by circulating notices to all the teaching and the non-teaching staff members.
5. By shouldering the responsibilities assigned into the entire teacher-educators in the beginning of the year
6. At the end of the year a formal evaluation /discussion regarding the same
7. Every Friday management arranges meeting with the principal and principal conducts meeting with the staff every Saturday. Once in the month meeting of the staff is held with the management. In this management maintain the bridge of understanding among the members of the campus

6.1.5: How does the Management /Head of the institution ensure that valid information (from feedback and personal contacts etc.) is available to the management for reviewing the activities of the institution?

Ans: The Principal compiles all the feedback obtained from the various stakeholders including the current students and other reports regarding the performance of the faculty members, performance of the students and proper delegation of the assigned responsibilities by staff members as well as by the different committees of the institution. All this is carried out as follows:

1. The college principal holds regular meetings with the staff and non-teaching staff to review the activities of the institution.
2. All activities of the college are carried out as per the academic calendar.
3. During meetings, the principal obtains feedback regarding the execution of academic calendar.

Valid information is available to the management through the following:

1. Through students' feedback proformas
2. Through teachers' self appraisal reports

3. Suggestion/Complaint box
4. Through staff and Class representative meeting
5. Parent Teacher Association (PTA)
6. Old student Association
7. Feedback from the staff
8. Through informal meetings with the students
9. Through email and other written forms
10. Student assessment of faculty performance
11. Through meetings of the management

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Ans: Barriers in achieving the vision/mission and goals are identified and identification is done from the following resources:

1. By encouraging the staff to improve their academic and professional qualifications.
2. By involving the staff in decision making.
3. By encouraging research work and get it published.
4. By deputing staff to attend refresher courses/seminars/workshops organized at various universities/colleges in India.
5. By organizing workshops for improving teaching- learning and related activities.
6. By providing IT infrastructure for use in teaching –learning process
7. By encouraging and appreciating activities of staff members.
8. By encouraging senior staff members to act as mentors for the junior staff.
9. Information is collected from staff and students.
10. Parents' report regarding the functioning of the institution in respect of teaching, training and learning of their wards.
11. Feedback from the heads of the practice teaching schools
12. Feedback received from the Alumni Association in their meeting conducted every year.
13. Suggestions received from eminent persons of the society.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Ans: The Principal plays a leadership role for the governance and management of the institution. He gives opportunities to the staff (teaching and non-teaching) to attend workshops, seminars, orientations and other programs for the improvement of the

effectiveness and efficiency of the institutional process. The management gives best guidance to staff for motivation from time to time.

The barriers are identified through the following processes:

1. Through class tests (both written and oral)
2. Through remedial classes
3. Through written assignments
4. Through students union meetings
5. Through staff meetings
6. Through informal interactions with students
7. Through assessment of the performance of the students in various academic and non-academic competencies
8. Through feedback from the heads of the practicing schools
9. Through interaction with guest speakers
10. Through interaction with the members of the Alumni Association
11. Through IQAC meetings

The difficulties so identified are addressed by adopting the following measures:

1. Enrichment programmes like workshops, seminars are organized
2. Spoken English classes are arranged for those with language difficulties
3. Through remedial classes
4. By organizing curricular activities like introducing the computer and technology as a component for B.Ed. students, student exchange programmes and co-curricular activities like Debates, Quiz Competitions, Workshops on Teaching Aids, Celebration of important days, use of ICT i.e. OHP, CDs, LCDs etc.
5. Special attention to advanced learners and slow learners

6.1. 8: Describe the leadership role of the head of the institution in governance and management of curriculum, administration, allocation and utilization of resources for preparation of student.

Ans: Right from the start of the admission process, preparation of time table and development of college calendar and the activities both curricular and co-curricular mentioned herein are organized and conducted under the guidance, supervision and administrative control of the head of the institution.

1. The college has an excellent IQAC whose members are actively involved in academic programmes.
2. Faculty members are relieved for refresher and orientation courses under career advancement scheme of UGC. They are also involved in curriculum revision.

3. The college strictly adheres to UGC and government norms for financial administration.
4. Regular meetings are conducted and funds are allocated and used.
5. The details are submitted annually or biannually to the governing body.
6. Seeking opinions from different committees for the proper utilization of resources
7. like use of library, Computer Laboratory, Science Laboratory,
8. Technology Laboratory, Psychology Laboratory etc.
9. Free access to unlimited internet facility to students in the library.

Role of Principal in the governance and management of the curriculum

- To ensure that the yearly plan given by the university is adhered to
- Assigning syllabi to different teaching staff to teach B.Ed. students, ensuring that it is completed on time
- To ensure smooth conduct of project work
- To arrange practical classes for the students, teaching-practice programme, special classes, organization of co-curricular activities etc.

Role of the Principal in administration

- Maintaining discipline among the teaching, non-teaching staff and the students
- Assuring punctuality and regularity among the teaching, non-teaching staff and students
- Taking care of financial matters
- Preparing annual plan, annual report and performance appraisal
- Preparing necessary documents for inspection
- Supervising cleanliness of the physical facilities of the college
- Purchasing and maintaining equipment for the college
- Ensuring the smooth functioning of the laboratories and the library
- Collecting feedback from students regarding curriculum, the courses and the Teaching staff
- Supervising the functioning of the Alumni Association

Role of the Principal in allocation and utilization of resources for the preparation of students:

- Identifying appropriate schools for teaching practice
- Short Listing institutions for project work
- Coordinating with the Education Department of District for taking permission for teaching practice, final lessons (practical exam), activities and projects in the schools

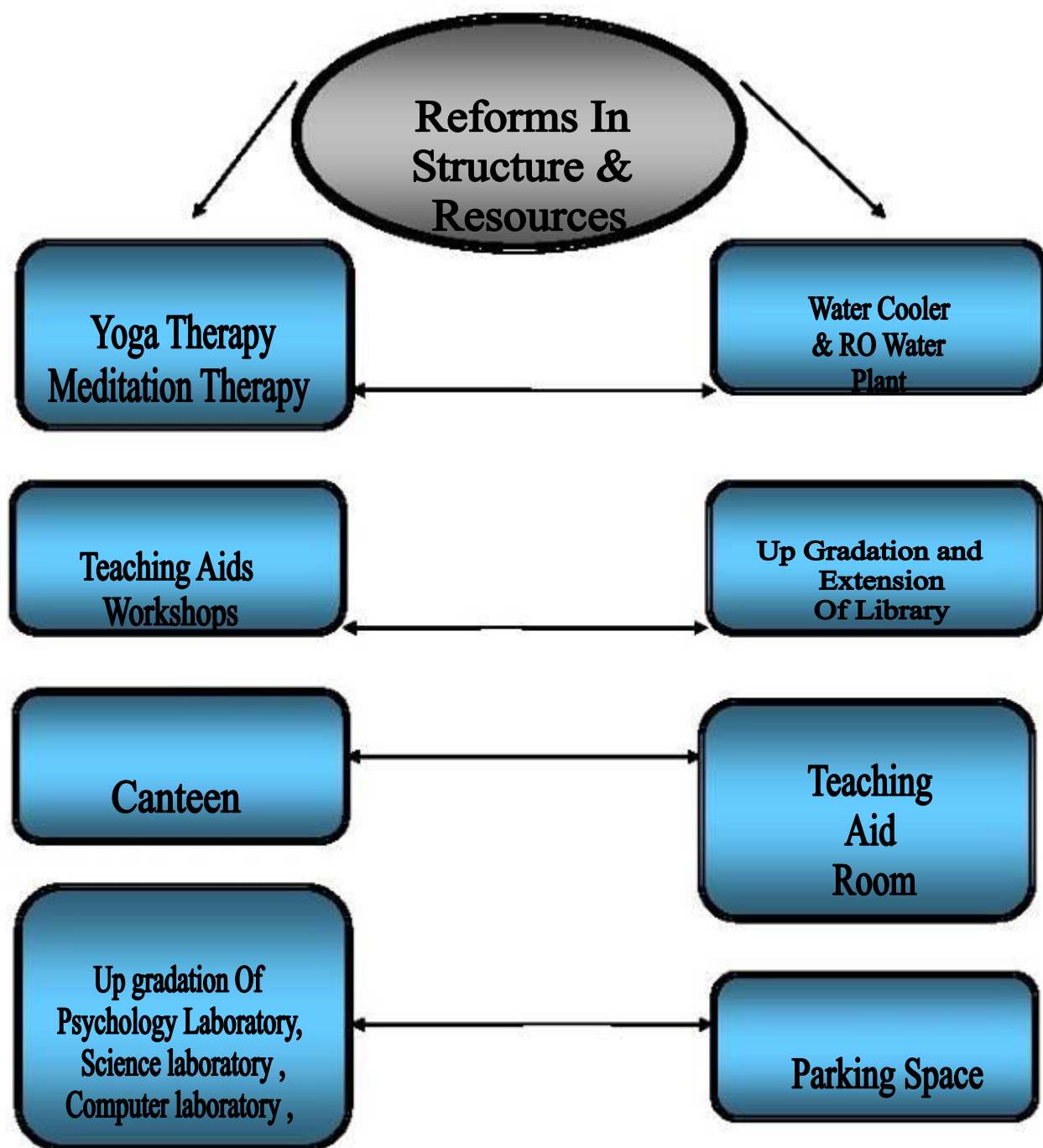
- Coordinating with village/slum area heads for community studies project for students
- Interaction with the University authorities for educational activities
- Inviting community resource persons for extension lectures

Que 6.1.9 Major reforms undertaken during last five years with reference to structure and resources

Ans: Major reforms in financial resources during the last five years are as follows:

- ❖ UGC Grant to be utilized
- ❖ Computer fees
- ❖ Income from hostels
- ❖ Income from SCOPE

Major reforms in structure during the last five years are as follows:



6.2 ORGANIZATIONAL ARRANGEMENTS

6.2.1: List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research extension and linkages and examinations during the last year?

Ans: The institution has constituted various committees/cells for the efficient functioning of the institution like Anti -ragging Committee, Discipline Committee, Grievance and Redressal Cell etc. All the committees/cells function effectively in their own areas under their own heads. The following committees/cells have been constituted by the institution:

1.	Examination committee	Dr.R.D.Pandya & Dr.K.K.Leuva
2	Anti-ragging committee	Dr.K.K.Leuva Dr.H.G.Shastri
3	Discipline committee	Prof.U.R.Bhatt Dr.H.G.Shastri Dr.Mohini Sharma
4	Time table & adjustment committee	Dr.R.D.Pandya & Dr.V.R.Suvan
5	College functions committee	Prof. U.R.Bhatt Dr.Harshaba Jadeja
6	Youth festival committee	Dr.R.D.Pandya Dr.Harshaba Jadeja Prof.U.R.Bhatt
7	Picnics tour committee	Dr.R.D.Pandya Dr.K.K.Leuva
8	Skill-in-teaching committee (Model, micro, composite, discussion lessons school teaching practice & final examination)	Dr.R.D.Pandya(Principal) And All Teaching Staff Of 6 Members
9	Campus cleanliness & beautification committee	Dr.K.K.Leuva Dr.V.R.Suvan Dr.Mohini Sharma
10	Hostel committee	Directly With The Management
11	College magazine, annual report & publications committee	Dr.R.D.Pandya Dr.Harshaba Jadeja
12	Purchase committee	Dr.R.D.Pandya & Management Person
13	Library committee	Dr.Harshaba Jadeja Prof.U.R.Bhatt

		Manojbhai Barot
14	Refreshment committee	Prof.U.R.Bhatt Dr.V.R.Suvan Kanubhai Rabari
15	Sports committee	Dr.V.R.Suvan Dr.H.G.Shastri
16	Social service committee	Dr.R.D.Pandya Prof.U.R.Bhatt
17	Career counseling cell	Dr.R.D.Pandya Prof.U.R.Bhatt Dr.Mohini Sharma
18	IQAC cell	Dr.R.D.Pandya Dr.M.S.Sharma Dr.H.G.Shastri
19	Grievance and redressal cell	Dr.H.G.Shastri Dr.V.R.Suvan Dr.K.K.Leuva
20	Decorations committee	Dr.Harshaba Jadeja Prof.U.R.Bhatt G.S & L.R Of Student Council
21	College canteen committee	Prof.U.R.Bhatt & Students Council Students
22	Publicity & public relation committee	Dr.R.D.Pandya Dr.H.G.Shastri Dr.M.S.Sharma

Different activities are performed and various decisions are taken by these committees from time to time which are as follow:

Institutional activity	Name of the committee/cell	Meetings held	Decision taken in the last years
Academic	IQAC Cell	Twice a year	a) discussion on the syllabus to add references according to the need of the society and deletion of dead topics b) Organization of workshop on ICT c) Awareness of latest

			technology, college makes technology a compulsory component for all B.Ed. students d) Organization of International seminars e) To publish a magazine of the college
Academic administrative	Governing body or council	Once a year	Reviews and formulation of reviews
Informal	Placement cell	Once a year	Suggests suitable opportunities to the students in various schools and colleges in between the session
	Library committee	Regularly	Selection and purchase of books reference materials etc.
	Finance committee	Twice a year	Recruitments are assessed and grants allocated
	Editorial board	Twice a year	Selected and edited articles in college magazines
	Infrastructure committee	Whenever required	Computers for laboratory multi-media, printer-cum-scanner, over head projector
	Staff committee	Frequently	Staff meetings for various purpose
	Time table committee	Regularly	Adjustments for various purpose
	Discipline and anti-ragging committee	Whenever required	Maintaining discipline in campus during functions

	Campus beautification and cleanliness committee	Whenever required	Display boards maintaining
	Purchase committee	Whenever required	
	Grievance and redressal cell	Whenever required	
	Cell for preventing sexual harassment	Whenever required	
	Examination committee	Frequently	College conducted exams of U.G.C. (NET) etc.
Linkages (Youth Festival Functions Committee)		Whenever required	To organize co-curricular activities, youth festival etc.
Performance evaluation of teaching and non-teaching		Regularly	College has feedback proformas, teacher evaluation by self appraisal proformas of teaching and non-teaching staff
Research and extension activities		Whenever required	Major and minor projects to be taken with U.G.C.. seminars on teacher education workshop on ICT etc., organized two workshops on make curriculum innovative,

			conducted two day orientation programme for teacher educators.
	Skill in teaching and teaching Aids competitions committee	Once a year	a) Organized competitions b) Participated the inter college competitions
	College canteen committee	Whenever required	Change in the structure of the canteen
	Hardship cell	Whenever required	Fee reduction for poor and needy students

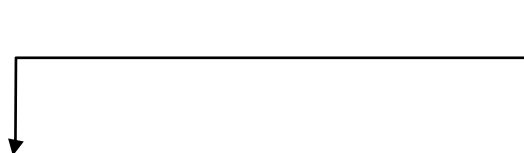
These committees are formed at the beginning of the academic session. The meetings of these committees are held as per the need of the institution

Give the organizational structure and the details of the academic and administrative bodies of the institution.

Trust Name



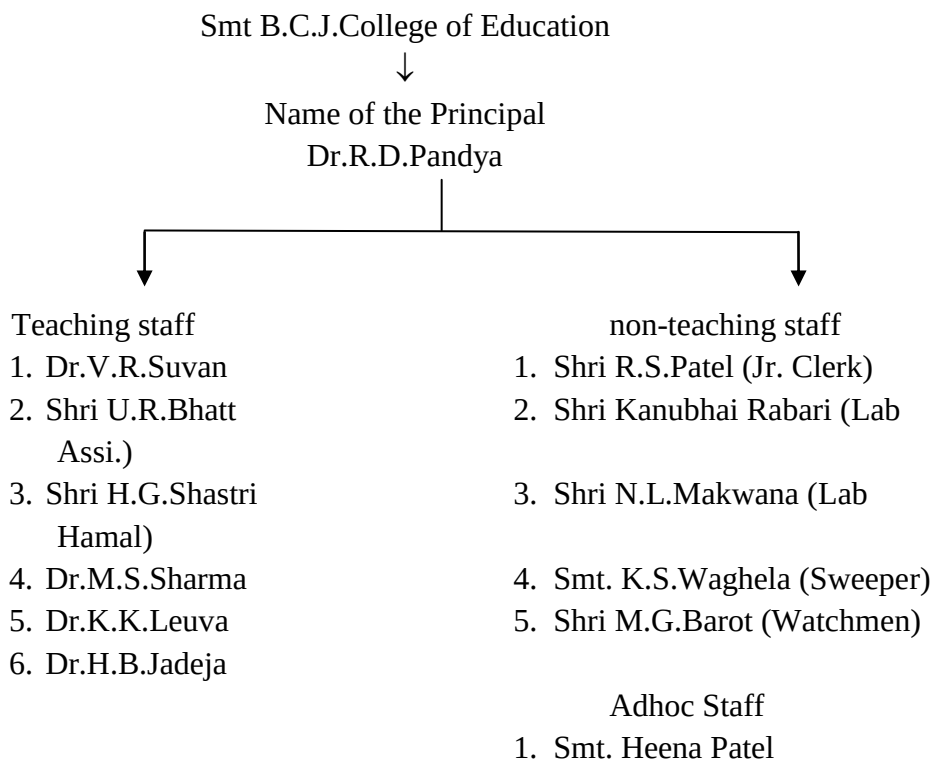
Shree Khambhat Taluka Sarvajani Kelavani Mandal, Shree B.D.Rao College Campus,
Khambhat



Name of the colleges:

1. Shree R.P.Arts College
2. Shree K.B.Commerce College
3. Smt.B.C.J.Science College
4. Shree M.N.College of Pharmacy (Diploma)
5. Shree B.D.Rao Pharmacy College (Diploma Self-Finance (SNDT))
6. SmtL.B.Rao Inst. Of Pharmacy Education And Research College
7. SmtB.C.J.College Of Education
8. KhambhatSarvajaniKelavaniMandalSanchalit “AdhyapanMandir” (PTC College)
9. Smt. LilavatibenB. Rao Institute Of Information Technology

10. SmtShantabenManeklal Gandhi Home Science Department
11. Shri Ramesh TulsidasMaheta Microbiology Department
12. Supath English Medium School
13. Municipal jubilee high school
14. Matrushree Kamla Kanya Chhatralay (Ladies Hostel)
15. Smt L.B.Rao Kanya Chhatralaya (Ladies Hostel)
16. Smt L.B.Rao Boy's Hostel (Opp. Bethak Road)



6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

Ans: The powers and functions of each authority and committees are well defined to ensure administrative decentralization. The proposals are generated at the grass root level and after careful consideration and deliberations; the recommendations of various committees go to the management committee, which arrives at final decision. The decisions of the management committee are implemented by various committees and various sections (Academic, Administrative and Finance). These decisions are

implemented in a decentralized way without any interference or hindrance. Ultimately, all the administrative, academic and the financial activities are reviewed by the Academic, Administrative and Audit Committees to ensure administrative and academic accountability of the system.

Major decisions such as administration and related to the university or other statutory

bodies are taken by the Principal with the help of senior faculty members. Faculty members look after the functioning related to that particular committee.

Adhoc Accountant along with data entry operator looks after the office administration under the guidance of the Principal.

The prof-in-charge and Manojbhai Barot is responsible for permanent custody of books, journals and management of the library. Library committee helps in its functioning.

Following is the list of incharges of different laboratories/teaching rooms:

Sr. no.	Leboratories/Teaching Rooms	Prof. Incharge
1	Library	Dr.Harshaba Jadeja Shri Manojbhai Barot
2	Science Laboratory	Dr.K.K.Leuva & Science Students
3	Psychology Laboratory	Dr.V.R.Suvan Dr.H.G.Shastri
4	Computer Laboratory	Dr.H.G.Shastri Mrs. Heena Patel
5	Technology Laboratory	Dr.H.G.Shastri Mrs. Heena Patel
6	Staff Room	Prof.U.R.Bhatt
7	Method Rooms	Respective Method Masters

8	Teaching Aid Room	Kanubhai Rabari
9	Rooms	Dr.H.G.Shastri
10	Reading Room	Manojbhai Barot
11	Sports Room	Dr.V.R.Suvan
12	Language Room	Dr. Mohini Sharma
13	Music Room	Dr.R.D.Pandya
14	Seminar Room	Dr.K.K.Leuva
15	Multipurpose Hall	Dr.H.G.Shastri Dr.Harshaba Jadeja
16	Girls Hostel	Management Persons
17	Boy's Hostel	Management Persons
18	Girls Common Room	Dr.Mohini Sharma Dr.Harshaba Jadeja Smt Kushumben Waghela
19	Boys Common Room	Dr.K.K.Leuva
20	Office	
21	Principal Office	

6.2.4 How does the institution collaborate with other sections/departments and school

personnel to improve and plan the quality of educational provisions?

Ans. To coordinate and monitor the collaboration with other sections and school personnel, we have an effective mechanism with the sole aim of ensuring quality of education. The Principal conducts frequent meeting as per requirement with the different heads of committee and school personnel related with the execution of practice teaching lesson to have feedback for quality improvement. Internal coordination is done by various committees meant for the purpose. The members of the faculty willingly and actively participate in all the activities. The efficient coordination

and monitoring is due to the support and guidance given by the Principal and the management representations that are part of the committees. All consultancy programmes and extension services are done under the patronage of the management. The difficulties in the execution of the related tasks are discussed and solutions are planned out for the improvement of the quality.

The College functions as one complete unit. The various sections of the institutions undertake their functions and duties as follows:

1. Principal's office conducts all type of communication with the government, university, management, students and parents and prepares office records.
2. Faculty members have the responsibility of maintaining students' attendance registers, examination record, internal assessment record, practice teaching record, co-curricular activities record etc.
3. Library wing is managed by librarian incharge (professor) and restorer-cum-data entry operator and through the library advisory committee. They are responsible for maintaining accession register, making purchase, cataloguing, classification and issuance of identity cards.
4. Each laboratory is under the charge of a teacher concerned who is responsible for using it as a learning resource and maintaining it.
5. College infrastructure and facilities are put to optimal use through the functioning of IQAC committee.
6. Financial matters are looked after by the accountant and bursar.
7. Hostel and mess managed by management and hostel warden.
8. For round the clock security there are two security guards.
9. The college has Alumni Association which regularly provides feedback for further improvements.
10. The college remains in close contact with other B.Ed. colleges to keep abreast of latest trends in the fields.
11. The college arranges lectures of Dean, Faculty of Education and others experts of various fields and eminent educationist for quality improvement of our trainees.
12. Our college also provides teaching aids to practicing schools and teacher educators also help school teachers in preparing projects.
13. The college also takes feedback from respective schools for further improvements.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Ans: Yes, the institution always considers the information obtained from the feedback of various stakeholders in decision making for the improvement of institutional

performance. Feedback is certainly used for qualitative improvement at every stage.

The following mechanisms are in place for performance assessment:-

1. Through students' feedback proforma prepared at the college level
2. Through self appraisal proformas of teachers
3. Students' feedback proforma
4. Through suggestion box
5. Through meetings with faculty
6. Through students council meeting
7. Through complaints box
8. Through feedback from parents, school supervisors, students and head masters of the schools for decision making and performance improvement

The feedback obtained the various sources and the changes brought about are as follows:

Feedback obtained	Source	Changes incorporated
Student Teachers Should Stay in The School for The Entire Day During Teaching Practice Programme	School Vice Principal/Incharge of Teaching Practice Programme	The Student Teachers of The College were Instructed to Stay in The Schools for The Entire Day (During Working Hour).
Facility For Issuing More Than Four Books From Library During Examination	Students	The Librarian Incharge Was Instructed to Issue more than Four Books to The Students

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments creating/providing conducive environment).

Ans: The college has taken following initiative to promote co-operation among the faculty members, sharing of knowledge, innovations and empowerment of the faculty. The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by the following ways:

1. Since all the educational plans are made in the light of decisions taken in the staff meetings, committee meetings and IQAC meetings, the cooperation is extended for the execution of the policies and decisions.

2. Organizing workshops/seminars/competitions also is a joint effort of all.
3. Study leave is provided to the staff.
4. Staff is allowed to attend and present papers in Seminars, Workshops and conferences to refresh their knowledge.
5. Staff has been sent on different orientation/refresher courses.
6. Cooperation is a success mantra of the institution. Therefore, the college works with the help of different committees and groups.

Innovation: Language Learning, Paper Analysis, Book Review, Computer Learning Guidance Bureau Alumni and Informal Placement Cell

Empowerment of faculty: Participation in seminars, workshops, refresher and orientation programmes, publication of articles in educational magazines.

Thus the skills are shared across the faculty and conducive environment of teaching - learning is created in the institution.

Que 6.2.7 How many times does management meet with the staff to discuss on various academic and administrative issues?

Ans: The vibrant Management of the college meets the Principal and staff members periodically to discuss various issues.

- The academic calendar is prepared in the beginning of the year and all activities are carried out accordingly.
- Generally management holds the meetings with the staff members in the beginning of the term if needed frequency of meetings is increased.
- The college invites the management at various functions.

Que 6.2.8 Whether the college has Cell for preventing sexual harassment?

Ans: The college has sexual harassment prevention cell. The composition of the cell is as under:

- Dr. Mohini Sharma(Coordinator)
- Dr. Harshaba Jadeja(Member)

An awareness regarding 'Sexual Harassment' is created among prospective teacher educators and prospective teachers and further motivated to create awareness among school students. But, till date no such case has been reported in the college.

Que 6.2.9 Whether the college has Co-ordination of all statutory bodies and advisory

committees like BOS, AC etc.?

Ans: Yes, our college co-ordinates with different bodies like NAAC, UGC, NCTE, University,

DPI colleges, advisory committees like Board of Studies (BOS) and AC (Academic Council).

The college has different committees for co-ordination at different levels, which are as follows:

6. Research committee members are Dr.R.D.Pandya, Dr. Harshaba Jadeja and Dr. K.K.Leuva
7. Members of BOS- Dr. R. D. Pandya
8. Co-ordinator (IQAC)-Dr. Mohini Sharma
9. Our college Principal is also a member of different school committees
10. College also has co-ordination with different colleges of education

6.3 Strategy Development and Deployment

6.3.1 Has the institution MIS in place, to select, collect align and integrate data and

information on academic and administrative aspects of the institution?

Ans: Yes. The management information system (MIS) is effective in operation. The college has MIS in place, to align and integrate data and information on academic and administrative aspects of the college on the college website-www.kceranjit.org. The institutional website contains information on programmes offered, the course content, the infrastructure available, besides the mission and vision of the Institution. It also has detail of faculties available, library and academic and nonacademic activities of the institution, examination results etc.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Ans: There is perspective plan with effective resource budgeting. Additional funds are released and re-appropriations are made to meet contingencies.

The institution allocates resources in the following manner:

1. The institution has to abide by the norms laid out by the government and other regulatory bodies.
2. There is both internal and external audit.
3. Faculty is allocated workload and duties according to UGC rules, and University and NCTE norms.
4. Duties and responsibilities are allocated according to their subject of specialization, capacities and skills.
5. Hostel staff has been in place to see the various activities of hostel and the mess.
6. Human resources allocated as per 1:14 teacher student ratio and according to University

norms.

7. All the financial resources which include salaries, purchase of library books, infrastructure, maintenance etc. are allocated as per Gujarat Govt. and UGC norms.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Ans: The institution has sufficient human resources to support the implementation of the mission and the goal. We receive academic and professional help from them through meetings, feedback, discussions. This enables us to fulfill our vision. Planning of all resources is done as per University norms, NAAC and other bodies.

The major financial resource is from the UGC Grants and Govt. Grants. The budget for the year is prepared and the financial resources are scrupulously used for the implementation of the mission and goals.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Ans: The perspective academic plan (calendar) is prepared at the beginning of the year under the leadership of the Principal. The entire faculty and the administrative staff are associated. The calendar is further discussed in the IQAC and after fine tuning the same is accepted for implementation.

In the case of practice teaching yearly planning is done. The in-charge of practice teaching visits the concerned schools and conducts meetings with the headmaster and the teachers. During the meeting, all the aspects related to practice teaching like number of lessons to be taught by trainees, planning of teaching lessons, observations to be made, feedback to be given by teacher incharge etc. are discussed and final planning is made accordingly for better functioning.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Ans: On the basis of system perspective plans the employees are oriented to institutional goals and objectives through personal interactions with the Principal, senior faculty and the members of the management. However, adequate care is exercised to see that no one is overloaded. Whenever necessary, additional personnel are deputed, the senior faculty helps out the juniors when they seem to face difficulties. The aim is to bring out the best in every employee through synchronization of individual and institutional goals.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Ans: The vision, mission and implementation plans are monitored, evaluated and revised from time to time. Planning is done in the beginning of the session and its monitoring and evaluation is done weekly, monthly, quarterly and yearly. The college has an internal co-ordination and monitoring mechanism through the various committees to look after different activities.. Periodic meetings are held with the teaching and non-teaching staff for proper administration and management. The teachers and non-teaching staff are required to maintain daily diaries and submit performance appraisals at the end of the month. Head of the institution writes confidential reports regarding the performance of teaching staff and non-teaching staff and submits the same to the management.

6.3.7 How does the institution plan and deploy the new technology?

The institution plans and deploys the new technology as and when required and also as per the feasibility of its introduction within the allotted budget after:

- Recommendation by the faculty of the institution and approved by the Principal.
- Feedback from the staff members on feasibility of the new technology.
- Need development of student teachers as per the global standards.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1 How do you identify the faculty development needs and career progression of the staff?

Ans: Faculty development needs and career progression are well defined by UGC and affiliating university through their academic regulations. For faculty development, programmes are promoted through refresher courses, orientation courses, seminars, workshops. The college conducts the guest lecturers from senior personnel of education for skill up-gradation and training. We also identify the development needs of the faculty through feedback from student teachers, alumni, parents and self appraisal reports. Self appraisal proformas of the staff members are studied carefully by the Principal who arranges faculty development programmes for the benefit of the staff members.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Ans: To improve teaching research and service of the faculty, the institution has evolved a comprehensive and continuous evaluation mechanism which includes self appraisal by the faculty, feedback given by the students.

1. So far as self- appraisal is concerned the faculty (teaching and non-teaching) is encouraged to monitor and assess the monthly activities undertaken by them, the staff is made to submit monthly reports regarding the tasks accomplished and other achievements. Every report is duly evaluated by the Principal and the management. The performance of the students in their class tests, terminals projects, assignments And university examinations is analyzed and the report is duly submitted to the Principal and the management. An annual confidential report of all the faculty members is also sent to the management by the Principal. Oral and written feedback is also invited at regular intervals by the Principal of the college.
2. The feedback obtained from the students is communicated to the faculty. They are Asked to make necessary changes in their teaching methodology, lecture preparation etc.
3. In order to ensure maximum output, all planning is done in consultation with the faculty, keeping in mind their area of specialization and expertise.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution makes efforts continuously to improve the overall organization effectiveness capabilities, development, welfare to the faculty (teaching and non teaching) through various welfare measures:

1. Employees Provident Fund (EPF) and group gratuity facility for teaching and non-teaching staff and provision of loan facility from EPF
2. Banking facility
3. Parking facility for the teachers
4. Separate rooms for the teachers
5. Leave facility including causal leave, medical leave, without pay facility etc.
6. Library facility, free and unlimited access to internet
7. Rest Room Facility
8. Facility of accommodation in the hostel
9. Encouraging the staff to attend various orientations, refresher courses, workshops, seminars etc.
10. Good comfortable working environment

6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Ans: Yes, the institution has conducted ICT programme in collaboration with Intel and guest lectures from senior personnel of the education department for skill up-gradation and training of teaching and non teaching staff.

For the up-gradation and training of staff, faculty members are encouraged to contribute articles in newspapers, journals. They are also motivated to improve their qualifications by enrolling themselves in various types of degrees and courses. All the teachers are encouraged to engage in research be it Ph.D., Action Research or any other research project etc. Depending on the latest development and changes in the curriculum the respective staff members are sent for refresher courses, orientation courses conducted by the Academic Staff College (UGC) to equip themselves with the latest insights in their respective subject. To keep abreast with the latest developments they attend appropriate workshops, seminars, extension lectures organized at the college and even outside the college at state, national or international level to enhance their professional growth.

6.4.5: What are the strategies and employment 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 condition) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, U.G.C, University etc.) ?

Ans: For recruiting faculty, vacancies are advertised in the leading newspaper, so that the candidate with requisite qualification may apply for the post. Teaching staff are recruited through interview according to the rules and regulations of Gujarat University and the procedure according to UGC and NCTE guidelines. Selection is done purely on merit. Salary is given as per UGC norms. The interview panel comprises VC nominee, Subject expert, representative of the university, member of management and the Principal, service conditions of employees are as per the UGC/state government. To retain the faculty regular increments and enhancement of DA and Group Gratuity benefit are in place. The services of employees appointed on regular basis are confirmed after successful completion of their probation. The new grades and other benefits announced by the government are implemented from time to time. Even the workload is assigned as per UGC norms applicable as per the expertise of the teacher. Conducive environment free from any kind of biasness is the hall mark of the

institution. Senior teachers act as mentors to facilitate the adjustment of the new entrants in the institution. Even the salaries of the teachers working on adhoc basis are fixed as per their qualification with yearly increments.(our college is Grant-in-Aid, so all the norms are accordingly to Gujarat Government)

6.4.6 What are the criteria for employing part-time/adhoc faculty? How are the part-time/adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Ans: Adhoc faculty having specialization in different subjects are recruited on contract basis. They are paid remuneration on contract basis.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Ans: The management always encourages and supports the staff members of the college for professional growth and to participate and present papers in seminars, conferences, workshops, orientation courses and refresher courses for their professional development. They are given duty leave to participate in seminars etc. Sometimes the college also pays registration fees for various seminars, conferences or workshops to be attended by faculty members. Moreover the institution also encourages the faculty to write articles for various national and international journals. Additional increments are granted if the staff members enhance their qualification or for any commendable achievement. Faculty is responsible for identifying courses they need. They are encouraged to broaden their horizon. The college also pays participation fees, travelling allowances to the faculty members for attending different seminars, conferences etc. Internet access is free for all faculty members.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Ans:

1. Well equipped staff room with all necessary furniture
2. Individual rooms with proper furniture and almirahs have been provided to the faculty
3. Spacious and well-maintained classrooms
4. Free and unlimited access to internet
5. Separate seating arrangement in library

6. Place for parking vehicles
7. Well maintained washrooms
8. Hygienic canteen

6.4.9: What are the major mechanisms in place for faculty and other stake holders to seek information and or to make complaints?

Ans: Major mechanisms to seek information are-

- College Principal and college office (about college rules and regulations with regard to service conditions, leaves etc.),
- College library (about different courses their syllabi, old question papers, research papers, newspapers, magazines, encyclopedias, journals etc.,
- College Website – www.bcjcollegeofeducationkhambhat.com (about comprehensive information about college faculty, college rules and college activities). The college website is updated time to time.

A complaint box is kept to get the complaints (if any) from the faculty and non teaching staff. They are also free to lodge their written complaints to the Principal of the institution.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Ans: Proper time table has been made to divide the work load in such a manner that every faculty member is engaged in a wide range of professional and administrative activities including teaching, research assessment, mentoring, working with schools and community engagement.

For these activities extra time other than the teaching periods is allotted in the time table, during which the related work is carried out.

While distributing the work load, rules of the UGC and affiliating university are considered. But in case of a faculty member is overloaded due to more assignments then her work is reduced by providing other assistants to her to carry out the work effectively.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Ans : Whenever any faculty member of the institution is awarded doctorate or any other honorable award of the government, professional bodies and social organization or any other agency, the concerned faculty is felicitated on different occasions e.g. 26 January, annual prize distribution function or during the

organization of any other programme in the institution by offering mementos etc. The same is published in the college magazine or on the notice board also.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

1. Does the institution get financial support from the government?

a. If yes, mention the grants received in the last three years under different heads.

b. If no, give details of the resource of revenue and income generated

The institution get financial support from the government of Gujarat grant from UGC.

1. State government of Gujarat:

Grant in Rupees:

Grant	2011-12	2012-13	2013-14
Maintenance	1,02,567	27,000	-
Swarnim Gujarat	20,000	-	-
Salary	73,16,310	8,59,3,981	1,03,19,941

2. UGC Grant

Grant	2011-12	2012-13	2013-14
Books, Equipments, Remedial & PTAC	2,00,000	39,000	-
UGC network	1,60,000	68,750	3,00,000

2. What is the quantum of resources mobilized through donation? Give information for the last three years.

Ans. No

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Ans. The operational budget of the institution is not adequate to maintain the day-to-day expenses. The deficit is met by management.

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)

There isn't any special budgetary provision made to fulfill the mission but it is implied to fulfill the same from the grant received by the government. Instead of producing budget of last five years; accounts of the grants are submitted as in annexure The budget provision for maintenance of building, equipment of last three years is as below:

YEAR	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
BUILDING & MAINTENANCE EXP.	38124	38122	38122	38122	38122	190612
LAB EXP.	-	-	-	-	-	-
FURNITURE EXP.	-	-	-	1930	1237	3167
EQUIPMENT EXP	-	-	-	-	-	-
COMPUTER EXP.	-	-	-	-	-	-
TRANSPORT EXP.	12551	14320	11826	16510	14963	70170
LIBRARY EXP.	9465	7562	4518	5229	3770	30544
TELEPHONE AND ELE. EXP.	18064.75	28039	46599.91	66852	42818	202373.66
SPORTS EQUIPOMENTS			795	-	-	795
TELEPHONE	790	810	4467	425	-	

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Ans. Yes, the accounts are audited regularly. The internal audit is done by the management by checking cash receipt and bank reconciliation. The external audit is done by the Shree Pradipbhai Thakkar, P.G. Thakkar & Co., Khambhat, check cash receipt, bank payment, bank receipt and ledger verifying and finalize the

account. During the audit there is no such kind of objection raised during the year.

6. Has the institution computerized its finance management systems? If yes, give details.

Ans. Yes, institution's finance management is computerized. Cash book, bank book, general voucher etc. is maintained computerized by private customized software.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6. 1: What are the significant practices in governance and leadership carried out by the institution?

Ans: Significant practices in governance and leadership carried out by the institution are:-

Physical facilities- Staff room, comfortable furniture, cupboards, internet facilities, well maintained wash rooms, library facility, well maintained laboratories.

Leave facility: Study leave, casual leave, medical leave, medical insurance, and maternity leave for all staff members.

Work load: Allotment of the work according to expertise and norms of UGC and NCTE.

Financial benefits: UGC/ state government scales, salaries are given by Gujarat Govt.

Skill up gradation and training facilities: Staff is given opportunities for attending orientation courses, seminars, refresher courses, paper presentations etc. They are given encouragement to consult resource persons in their respective fields, collaborate with other institutions at regional, national and international level.

The students are also motivated in a following ways:

Fostering leadership qualities in prospective teachers: Morning Assemblies are planned and executed by the students. When prospective teachers go for practice teaching, a group leader is selected in each school. He/ She is authorized to approach the school head in case of any problem in organizing activities in the school.

Outcomes of the activities: Sense of responsibility is developed among the students. Teaching Practice in the schools becomes smooth and effective under the supervision of the group leader. It is helpful to college professors in co - coordinating various student activities.

Systematic planning of curricular and co-curricular activities: Activities are systematically planned every academic year. The activity schedule is prepared at the commencement of the session.

ADDITIONAL INFORMATION FOR REACCREDITATION/ REASSESSMENT

Que 1: What are the main evaluative observations / suggestions made in the first assessment report with reference to Governance and leadership and how they been acted upon?

Ans: As per the suggestions of the peer team, the institution has been acted upon in the following ways:

- Sexual harassment cell has been constituted
- Administrative set up has been developed by IQAC. Academic and administrative quality is ensured through IQAC and various other committees
- During the last five years initiatives have been taken up for faculty development. Seven faculty members have been conferred Ph.D. degrees, the rest faculty members are in the process of submitting their thesis/synopsis.
- To keep the faculty abreast with the latest trends and innovations, they are relieved for refresher and orientation courses under career advancement scheme of UGC
- The college prepares the separate college budget every year and management consolidate that budget.
- Government procedures like TDS, TAX, CHALANS, RETURN FILING are now done through internet and computerized online format. The computerization of finance management system is under the process.

Que 2: What is the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: The peer team made the few recommendations to keep pace with the changing National and International educational scenario. The institution has undertaken various activities during the last five years for the quality enhancement in the institution. During the last five years the various measures taken for qualities sustenance and enhancement by the institution and staff are as follows:

- Organization of seminar at State level.
- Organization of Research Centre.
- Organization of Workshops.
- Participation of the faculty members in International and National Seminars, Workshops,
- Conferences etc.
- Publication of articles in various refereed Journals of International and National repute.

CRITERION-VII INTERNAL QUALITY ASSURANCE SYSTEM

7.1 INTERNAL QUALITY ASSURANCE CELL (IQAC)

7.1.1: Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment composition and major activities undertaken.

Ans: Yes, the institution has Internal Quality Assurance Cell (IQAC) for Internal Quality Assurance System. This is for quality enhancement and to maintain high academic standards.

(a) ESTABLISHMENT: It was established in year 2008.

(b) COMPOSITION/STRUCTURE: The composition is as follows-

- i) Chairperson
- ii) Senior Administrative Officers
- iii) Staff Members
- iv) Members of Managing Committee
- v) Local Societies Nominees
- vi) Student Members
- vii) Co-ordinator (IQAC)

(c) MAJOR FUNCTIONS OF IQAC SYSTEM: To maintain the high academic standards the college holds regular meetings of IQAC. As recommended by IQAC from time to time, the following functions have been performed by the institution during the last five years:-

- Encouraging all the teacher educators to use different technological devices and new methods of teaching.
- Arranging various extension lectures/ Workshops to update their knowledge.
- Arranging book review competitions.
- Improving communication skills, personality grooming and training in language lab were the key programmes organized by the institution. The guest lecturers were called from time to time for supervising all these programmes.
- Dr. Mohini Sharma conducted divinity classes in the college.
- Celebration of National and International days like Earth day, Save water day, Environment day, Human Rights day and Consumer protection day, World AIDS Day, Save Water Day, Energy Saving day, Vanmahotsava, Women Day etc.
- Conducting periodical unit tests at the end of semester in the foundation courses and the methodology courses.

- Conducting diagnostic/ remedial teaching for low achievers, in different subjects by the regular teachers and the special teachers.

Besides undertaking the above stated activities infrastructure was also improved on the recommendations of IQAC.

- The facility of internet connection was provided and a photocopier in the library and computer laboratory was provided.
- Latest equipments in each Laboratory were added.
- New psychological tests for psychology laboratory were purchased.
- Technology lab was enriched by adding DVD player, LCD projector, multimedia, working models and other electronic gadgetry.
- Purchased various latest equipments for Science laboratory like glassware, optical instruments, models etc.
- Purchased printer and photocopier for the office use.
- Purchased cupboards for the library, the Staff room and for cultural activity in-charge.
- Pots and plants were purchased for the beautification of the college campus.

7.1.2: Describe the mechanism used by the institution to evaluate the achievements of goals and objectives?

Ans: To evaluate the achievements of goals and objectives, the following mechanism and procedures have been adopted by the institution:

- Ensuring timely and efficient accomplishment of academic, administrative and financial tasks.
- Regular faculty meetings, student-faculty meetings, IQAC review committee meetings to chalk out the action-plan, allocate the duties and discuss the progress of the college in different spheres.
- The relevance and quality of academic and research programmes is monitored and efforts made for better preparation and performance.
- Ensuring equitable access to and affordability of academic programmes for various sections of the society.
- To gauge the efficacy and quality of our training programmes the feedback from school heads and community representatives was taken from time to time.
- Ensuring integration of modern and innovative methods of teaching in teaching-learning process like discussion method, seminars on various topics, debates, etc.
- Ensuring the adequacy, maintenance and functioning of support structure and services by regular follow ups.

- Encouraging the faculty members to do Ph.Ds and to participate in various conferences, workshops and seminars as well as to publish their research work.
- Networking with other institutions in India for the assessment of the quality of research and other academic programmes carried out in the institution

7.1.3: How does the institution ensure the quality of its academic programmes?

Ans: To ensure the quality of research and other academic programmes, the college adheres to the norms and conditions laid down by concerned regulatory bodies. The quality of academic programmes is ensured by undertaking the following activities, in which the participation of both teachers and students have been sought:

- By engaging highly qualified staff.
- By holding staff, management and IQAC meetings
- By developing college calendar containing academic and co-curricular activities.
- By framing the time table and allocating appropriate time to each subject and other activities.
- By using Audio visual aids during the Micro-Macro phase of practice teaching.
- By orientating the students in lesson planning and internship activities in the tutorial period.
- By conducting weekly class tests for improving the performance of students.
- By giving them written and oral assignments on the topics relevant to their syllabus.
- Conducting Remedial Classes, Seminars, Workshops, Organizing Extension Lectures, Quiz Competitions, and Skill in Teaching Competitions.
- By do continuous evaluation
- By getting feedback from students regarding strengths and weaknesses of the institution.
- By ensuring optimum use of various labs like Science lab, Psychology lab, Computer lab and Technology lab.
- By sending letters to school principals seeking their suggestions for the qualitative improvement of teacher training program.

7.1.4: How does the institution ensure the quality of the administration and financial management processes?

Ans: The management of the college is of monitoring nature. The College works smoothly under the guidance and motivation of the management. It functions through different committees which perform their well defined duties.

- To ensure the quality of administration, the management arranges meetings with Principal, lecturers and nonteaching staff from time to time. The students' suggestions and criticism are taken into serious consideration.
- In addition to this, the Principal holds meetings with the administrative staff and the lecturers. The agenda of these meetings is to review the tasks accomplished and advance planning of the tasks to be undertaken.
- The Principal and administrative staff meet daily to plan the day's work. Routine work is completed in time. The administration is transparent and systematic.
- The college has a strong mechanism for internal audit under the supervision of the management which is done by the Principal in consultation with the college Accountant, and purchase committee.
- Library advisory committee gives advice on Library requirements including purchase of books based on the demands of the teachers and students.
- Auditing of financial matters is done by a chartered accountant (CA). The chartered accountant supplies an audited report at the end of the financial year.

7.1.5: How does the institution identify and share good practices with various constituents of the institutions?

Ans: Optimal Learning and excellent work experience is the principle of working in this institution. Good practices are ensured at all stages for continuously adding values to the students' personality. The institution identifies the good practices and removes the shortcomings through IQAC meetings, managing committee meetings, club meetings, visits to other institutions, experiences of visiting faculty and through national and international exchange program.

The management encourages and supports the institutional initiatives in execution of various projects related to best practices and innovations by funding liberally. The institution has undertaken the following projects:

- Grant of merit scholarships to the meritorious students. 100% reimbursement of fees to the topper in the university examination, 50% reimbursement to the second in the university, 35% reimbursement to the third position holder in the university examination. These scholarships develop achievement-motivation among students and they strive to achieve more.
- Likewise the faculty is encouraged to do M.Phil/ Ph.D. for their professional growth and Research work.
- The faculty is free to purchase any number of books of their subjects in the library to update their knowledge. Various reference books are also suggested

- by the teachers so as to help M.Ed. students in their dissertation work.
- The faculty is motivated to attend and participate in workshops, seminars refresher courses, GOCs and they are also relieved from their teaching duties. The prospective teacher educators are also encouraged.
- The institutions do awareness regarding the female safety, female education, literacy programme and other social services like distribution of biscuits and medicines to poor patients.
- Likewise the teachers in-charge in various practices teaching schools have undertaken many projects in the schools like library cleanliness, organization of morning assemblies, decoration of display board. These activities help students to understand their future duties as teachers and the work culture of schools.
- The students are encouraged for the maintenance of the library and other labs.
- The college has also set up a guidance and counseling cell to deal with day to day educational or psychological problems of students.
- The college also provides placement to the students in informal way.

7.2 INCLUSIVE PRACTICES

7.2.1: How does the institution sensitize teachers to issues of inclusion and focus given to these in the national policies and the school curriculum?

Ans: The teachers are sensitized to issues of inclusion through the following:

- By holding staff meetings for discussing national policies and goals as reflected in school curricula and the implied teaching methodology.
- By organizing workshops/Seminars.
- Through extension lectures by educationists, from Departments of education of different universities.
- By attending seminars/workshops/refresher courses/ orientation programmes/conferences, organized by different educational bodies.
- Through feedback by school teachers and school heads of practice teaching schools.
- Organizing discussions about the innovations and changes in field of education by eminent scholars.
- Teachers also come to know about these issues from the various magazines and journals available in the library and from the media.
- Circulation of latest information regarding issues of inclusion, among staff members.

7.2.2: What is the provision in the academic plan for students learn about inclusion exceptionalities as well gender differences and their impact on learning?

Ans: To facilitate prospective teachers about inclusion and academic performance of socially disadvantaged groups, the following provisions are made in the academic plan:

- By organizing visits and making them observe the special schools meant for the disabled and the deprived and take up case studies.
- By offering electives to provide them to learn about inclusion and gender differences and their impact on learning.
- By organizing seminars on contemporary educational issues to make them aware of the problems faced by disabled and problems which arise due to gender issues.
- The teachers duly address the students about the problems of these learners and acquaint them on how they can help them.
- The students learn to prepare remedial materials and error analysis.
- By providing facility of free and unlimited access to internet to collect more information on these issues.

Other than these activities the academic plan of the institution includes various co-

curricular activities through which values related to gender equality are inculcated among them. The institution is co-educational, hence equal opportunities of participation of both genders are provided in various activities conducted according to academic plan.

7.2.3: Detail on the various activities envisioned in the curriculum to create Learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Ans: The following academic and non-academic provisions in the curriculum have been made for the above purpose:

- Subject-wise weekly assignments, seminars and weekly oral tests foster the sense of active engagement in learning amongst the students.
- Making co-curricular activities compulsory for creating positive social interaction.
- Allotment of some time for library daily for creating learning environment for engaging them in self-learning.
- Micro teaching simulated teaching, demonstration lessons by former students, observation lessons, practical work in components and morning assemblies for creating optimal learning environment.

- Celebration of important national and international days.
- Observation of lessons by peers for healthy group discussions.
- Practice teaching programmes also help to foster positive social interaction. Student teachers are encouraged to attend school staff meetings, parent teacher meetings and other functions organized by practicing schools.
- Staff helps the needy and deserving students by paying their fees and other financial problems
- Field surveys on various social, economic and environmental issues like drug addiction, environmental degradation, female foeticide, population problems etc. are conducted by student teachers.
- Meritorious students are honoured in college functions.
- Renowned teachers are honoured on Teachers day so that they act as role models for student teachers.
- Educational tours, field-trips, visits to nearby slum areas, orphanages, old age homes, community interaction programmes and computer literacy programmes are best sources of positive interaction, active learning and self-motivation.

7.2.4: How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Ans: The Institution ensures that student teachers develop proficiency for working with children from diverse background (rural/tribal area) and their exceptionalities:

- By equipping them with teaching skills and competencies through methodologies of teaching.
- By making them learn the use of appropriate teaching aids.
- By training them in the administration of psychological tests for the identification of students with diverse needs.
- By training them in production of instructional material for students of diverse needs.
- The student teachers also gain sufficient experience of dealing with students from diverse backgrounds during practice teaching programs. During this period they organise various cultural activities, literacy activities, games and sports for children from diverse background and needs.
- By organizing seminars and debates on the topics like multi-cultural classrooms, cultural intelligence, etc.

7.2.5: How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?

Ans: To cater to the needs of special children and for the incremental academic growth of students admitted from disadvantaged sections, the following academic arrangements are made in the beginning of the session:

- Proper seating arrangement for the students with special needs.
- During practice teaching, schools are allotted as per their convenience.
- Ramps have been constructed for easy approach to the classes and laboratory.
- 90% of teaching and practical work is carried out on ground floor only.
- Special books and digital resources are available in the library.
- The challenged students are provided with teacher members to solve their problem at individual levels also.
- Teachers also mentally prepare their fellow students to provide them buddy help.
- There is provision of extra coaching for slow learners, enrichment programs for advanced learners and adequate guidance.

7.2.6: How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Ans: The institution handles and responds to the gender sensitive issues by :

- Sensitizing female student teachers regarding the problems and issues related to women.
- Lectures by lady lawyer are arranged to give guidance.
- Lectures by lady doctors are also arranged to solve health related problems.
- The Institution has a committee competent enough to deal with such issues.

7.3 STAKE HOLDER RELATIONSHIP

7.3.1: How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stake holders?

Ans: Access to information on organizational performance to the stakeholders is passed on through the following:

- All planning for the development of the institution including implementation and evaluation of the academic programs is discussed in the meeting of Managing committee.
- Meetings of the Principal and staff for discussing the decisions taken by the management committee.
- Meetings of the students' council are arranged with the Principal and the staff.
- Interaction of boarders with the hostel wardens.
- Meetings of faculty and students with members of IQAC committee.

- Press notes given in the newspapers and through the prospectus/handbook of information of the college.
- College website serves as an important source to access the information on organizational performance.
- Academic performance of the faculty members is intimated through self-appraisal forms to the principals and parent society.
- Parental interaction with staff and head of the institution and management.
- Academic performance of the students is intimated through their tutors to the principals and parents.

7.3.2: How does the institution share and use the information/data on success and failures of various processes satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement?

Ans: The sharing and use of information for bringing qualitative improvement and for students' satisfaction, the following measures are taken by the institution:

- A suggestion box has been placed in the campus.
- During the practice teaching, the school/teachers observe the lessons of pupil teachers and give suggestions for improvement.
- College report is also published and read out at the college function.
- Reports of student's performance and progress are sent to the parents regularly.
- Reports regarding college achievement in academic and co-curricular activities are sent to the management.
- Strengths and weaknesses of the students in their projects, seminars, assignments, answer booklets and lesson plans are recorded and discussed.
- Systematic and scientific criteria have been evolved for providing feed back to the pupil teachers.
- Comparing the college results with the university results.
- Oral feedback is sought from the students by head/ staff of the institution regarding the functioning of the institution.
- Feedback Proforma filled in by the alumni's are also a reliable source of collecting information regarding the working of institution for bringing qualitative improvements in this regard.

7.3.3: What are the feed back mechanisms in vogue to collect and collate data from the students, professional community, Alumni and other stake holders on program quality? How does the institution use the information for quality improvement?

Ans: For quality enhancement, a systematic procedure of societal perception of

stakeholders (parents, alumni etc.) adopted by the institution to collect and collate data:

- We have a feed back mechanism to obtain feedback from the student teachers after their results are declared. They are given feedback performas.
- The feedback performas include the feed back about teaching-learning process, teaching method, teacher's capabilities etc.
- We analyze the feed-back of the students and try to improve the quality of our teaching- learning process.
- Feedback regarding the teaching of each teacher-educator is also obtained by the teachers themselves / by the head of the institution. If any shortcomings/weaknesses are reported, the necessary actions are taken.
- We discuss all our activities in the staff meetings and meetings with student council and try to implement the suggestions given by student teachers.
- We also obtain feed back from the Principal and staff of our practice teaching school. We are in close contact with the teachers of our practice teaching schools.
- We keep in touch with the Principals/staff of different colleges of education as well as the faculty of the departments of education.
- We have formed an alumni association and we get guidance and suggestions from them.
- We have formed parent-teachers association (PTA) in our institution and we try to obtain feed back during meetings with them.

In this way, we have various feedback .mechanisms to collect and collate data from students, professional community, alumni and other stake holders on program quality.

ADDITIONAL INFORMATION FOR REACCREDITATION/ REASSESSMENT

Que 1: How are the core values of NAAC reflected in the various functions of the institution?

Ans: The core values of NAAC reflected in the various functions of the institution are as:

- 1. Contribution to National Development :** All general papers give awareness of the Philosophy & Sociology of the country which instill in the students feeling of belongingness & desire to contribute towards nation building in whatever possible way they can. In the training programmes emphasis is given on the harmonious development of their personality.

2. **Inculcating a value system among students:** Looking at the global expansion in the field of teacher education , we have introduced value based courses to enhance the potentialities of students.
3. **Promoting the use of Technology:** We have introduced a compulsory component of Educational Technology for all the classes to promote the use of ICT.
4. **Quest for Excellence:** Our institution is committed not just to quality but total quality with excellence. Using SWOT analysis we pursue the goal towards excellence in whatever we undertake thereby overcoming inertia.

C- MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

APPENDIX-1

MAPPING

Mapping Of Academic Activities Year 2012-13
Smt B.C.J.College of Education, Khambhat
Appendix-1.1

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	37	38
Activities ↓																																						
Admission & orientation																																						
Theory																																						
Tutorials/seminars																																						
Seasonal work-test & assignment																																						
Practical work																																						
Preparing of internship, demonstration, lesson observation, micro & simulation																																						
Practice teaching & internship teaching																																						
Co-curricular activities																																						
Working with community / project work																																						
End term examination																																						

Mapping Of Academic Activities Year 2013-14
Smt B.C.J.College of Education, Khambhat
Appendix-1.2

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	37	38
Activities ↓																																						
Admission & orientation																																						
Theory																																						
Tutorials/seminars																																						
Sessional work- test & assignment																																						
Practical work																																						
Preparing of internship, demonstration, lesson observation, micro & simulation																																						
Practice teaching & internship teaching																																						
Co-curricular activities																																						
Working with community / project work																																						
End term examination																																						

TABLE -I
Part I: Written Examination (Theory)

5.0 (A) The following Eight courses are compulsory for Semester – I & II

Semester –I (Compulsory Paper)							
No.	Subjects/ Curriculum Components	Inst- tutional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A 501	Teacher In Emerging Indian Society	4	2	3	30	70	100
A 502	The Learner-Nature and Development	4	2	3	30	70	100
A 503	Principles and Techniques of Teaching and Learning	4	2	3	30	70	100
Semester -II							
A 504	Education In Emerging Indian Society	4	2	3	30	70	100
A 505	School Organization and Management	4	2	3	30	70	100
A 506	Expanding Horizons of Secondary Education	4	2	3	30	70	100

A student will select any one of the following courses (to be offered) as a special field in each semester.

Semester –I for Special Field (Optional Paper) Any one							
A 507	Classroom Management	4	2	3	30	70	100
A 508	Educational and Mental Measurement & Educational Statistics	4	2	3	30	70	100
A 509	Teacher Education	4	2	3	30	70	100
Semester –II for Special Field (Optional Paper) Any one							
A 510	Career guidance and Counseling	4	2	3	30	70	100
A 511	Introduction to Educational Research	4	2	3	30	70	100
A 512	Educational Evaluation	4	2	3	30	70	100

Appendix-2

5.01 (B) Courses as Special Method

Each Student will also offer any two of the following methods which shall be of two semester duration.

Semester –I & II : Content Cum Method (Optional Papers) Any Two (As per Group of Method- Table-2)							
No.	Subjects/ Curriculum Components	Inst- tutional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B 501	Gujarati	4	4	3	30	70	100
B 502	Hindi	4	4	3	30	70	100
B 503	English (LL)	4	4	3	30	70	100
B 504	Sanskrit	4	4	3	30	70	100
B 505	Social Science	4	4	3	30	70	100
B 506	Mathematics	4	4	3	30	70	100
B 507	Science and Technology	4	4	3	30	70	100
B 508	Urdu	4	4	3	30	70	100
B 509	Economics	4	4	3	30	70	100
B 510	Business Organisation and Management (BOM)	4	4	3	30	70	100
B 511	Accountancy	4	4	3	30	70	100
B 512	Psychology	4	4	3	30	70	100
B 513	English-HL (for English medium Students)	4	4	3	30	70	100

Any two school subjects are to be studied as content and method papers. These will be based on the two main subjects or the main and one of the auxiliary subjects in case of graduates; and the subjects offered at post graduation level should be the same as at graduation level except in case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or M.A. Education.

TABLE-2
Group of Methods

The student-teacher can select two groups of the following.
From each group he/she can select one method at a time.

1	2	3	4	5
Gujarati Urdu	Hindi Science and Technology Economics	English (LL) English (HL) Psychology BOM	Social Science	Sanskrit Accountancy Mathematics

Note:

The candidate shall be permitted to select any one subject from the following groups:

- (1) Science and Technology, Physics, Chemistry or Biology.
- (2) Mathematics (Std. V to X) or Mathematics (Std. XI-XII Science Stream)

5.02 (C) Elective Course:

Each candidate will select any one of the following courses as an elective course in semester-II.

TABLE-3

Semester –II						
No.	Title of the course	Instruct ional Hours/ week	Cr	Exam Hours	Total	
					Internal	External Total
C 501	Environmental Studies	4	2	3	100	- 100
C 502	Population Education	4	2	3	100	- 100
C 503	Bhartiya Educational System	4	2	3	100	- 100
C 504	Yoga Education	4	2	3	100	- 100
C 505	Teaching of Human rights and values	4	2	3	100	- 100

5.03 (D) Foundation Course:

Each candidate will select any one of the following courses as a foundation course in semester-I

TABLE-4

Semester – I (Foundation Paper) Any one						
No.	Title of the course	Instruct ional Hours/ week	Cr	Exam Hours	Total	
					Internal	External Total
D 501	Educational Concern of Constitution	4	2	3	100	- 100
D 502	Basic Computer Education	4	2	3	100	- 100
D 503	Communication Skill	4	2	3	100	- 100
D 504	General English	4	2	3	100	- 100
D 505	Special Education	4	2	3	100	- 100

The Elective and Foundation courses are to be conducted by the colleges themselves. These courses shall have Internal Assessment only and so credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum to become eligible for the end semester examination/award of the B.Ed. Degree.

5.04 (E) Practical Work:**TABLE-5**

No.	Subjects/ Curriculum Components	Instructional Hours *	Credit	Exam Hours	Total		
					Internal	External	Total
E 501	Micro Teaching (5 Lessons)	-	2	-	50	-	50
E 502	Simulation Lesson (5 Lessons)	-	2	-	50	-	50
E 503	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 504	Content Assignment (2)	-	2	-	50	-	50
E 505	Teaching Aid	-	1	-	25	-	25
E 506	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
E 507	Seminar/Workshop	-	2	-	50	-	50
E 508	Psychological Test (2 test administration)/Practical	-	2	-	50	-	50
E 509	Book Review / Science Practical	-	1	-	25	-	25
Total			16		400		400
Semester -II							
E 510	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 511	Block Lessons (10 Lessons)	-	4	-	100	-	100
E 512	Blue Print (2)	-	1	-	25	-	25
E 513	Action Research (One Study)	-	1	-	25	-	25
E 514	Internship and Literacy Programme	-	1	-	25	-	25
E 515	Viva (External Test) & Co-curriculum Activity	-	1	-	25	-	25
E 516	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
E 517	Annual Lessons (University Exam)	-	4	-	-	100	-
Total			16		300	100	300

* Note: Total Practical works are 240 hour for each B.Ed. Semester (I & II)

The Examination of Part-I of semester-I/semester-II for a candidate may be taken only after he/she has attended minimum 15 weeks at an education college as required in O. B.Ed-I. Candidates will not be permitted to appear in the part-I examination unless they produce a completion certificate of practical work done to the satisfaction of the Head of the Education College at the end of each semester.

O.B.Ed. 2 : Duration of Programme :

A candidate admitted to the B.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from June/July to October/November and semester-II shall be from November / December to April/May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail a maximum of 2 Semesters (1 years), in a continuous stretch of 1 years from the date of admission to complete B.Ed. Degree.

O. B.Ed. 3 : Programmes offered at U.G. B.Ed. Programme :

- (1) B.Ed. General
(2) B.Ed. Special (3) B.Ed. (GBTC) {Syllabi to be modified from B.Ed. General Programme}

O. B.Ed. 4 : The CBCS System :

All Programmes shall be run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students to keep pace with the

R.B.Ed. 15 : Format of Theory Question Paper for B.Ed. Semester I & II :
Question Paper Format for B.Ed. Course

Q.1 From Unit-1	Q.1 (A) Answer any one question from the following two questions. Answer should be in about 750 words. (Any One essay type applied question is to be asked From Unit-1, Each question carries 10 Marks)	10 Marks
	Q.1 (B) Answer any one question from the following three questions. Answer should be in about 125 words. (Each question carries 04 Marks, Ask From Unit-1)	04 Marks
Q.2 From Unit-2	Q.2 (A) Answer any two out of three from the following questions. Each answer should be in about 100 words. (Each question carries 03 Marks, Ask From Unit-2)	06 Marks
	Q.2 (B) Answer any one out of two from the following questions. Each answer should be in about 500 words. (Each question carries 08 Marks, Ask From Unit-2)	08 Marks
Q.3 From Unit-3	Q.3 (A) Answer any one question from the following two questions. Answer should be in about 750 words. (Any One essay type applied question is to be asked From Unit-3, Each question carries 10 Marks)	10 Marks
	Q.3 (B) Answer any one question from the following three questions. Answer should be in about 125 words. (Each question carries 04 Marks, Ask From Unit-3)	04 Marks
Q.4 From Unit-4	Q.4 (A) Answer any two out of three from the following questions. Each answer should be in about 100 words. (Each question carries 03 Marks, Ask From Unit-4)	06 Marks
	Q.4 (B) Answer any one out of two from the following questions. Each answer should be in about 500 words. (Each question carries 08 Marks, Ask From Unit-4)	08 Marks
Q.5 From Unit-1 to 4	Q.5 Answer the following 14 questions in short. Each question carries 01 Mark. (There should be at least 3 questions should be asked from each unit, remaining 2 questions can be asked from any unit 1 to 4.)	14 Marks

Appendix-3

Teacher in Emerging Indian Society

SEMESTER-I

Course Objective :

To enable student teacher to understand

1. About the relationship between philosophy and Education and implications of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educationalist to the field of education.
4. The need to study education in a sociological perspective. The process of social changes and socialization to promote and develop sense of commitment to the teaching profession.
5. The means of measure towards the promotion of national integration and protection of human rights.

Unit-1 Education and Philosophy

- 1.1 Education : Meaning, concept, nature process and objectives of education
(Individual and social objective)
- 1.2 Importance of Education
- 1.3 Formal – Non-formal Education
- 1.4 Philosophy: meaning and definition of philosophy.
- 1.5 Interrelation between education and philosophy.

Unit-2 Present Issues in Education

- 2.1 Teacher's role in Education system and challenges in present time.
- 2.2 Modernization – meaning importance and impact – role of education in modernization.
- 2.3 Education and economical development.

Unit-3 Education and Society

- 3.1 Characteristics of ancient and modern Indian society. Relation between individual and society, Role of education in contemporary social system.
- 3.2 Education and social change.

Unit-4 Indian and Western Philosopher and their philosophical thinking-1

- 4.1 Naturalism Idealism – Concept, Objectives, Methods, teacher – learner relationship.
- 4.2 Educational thoughts of Gandhiji.
- 4.3 Educational thoughts of Rousseau.

The Learner-Nature and Development

SEMESTER-I

Objectives:

To enable prospective teachers to :

1. acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
2. develop understanding of individual differences and of process of learning in the context.
3. understand personality, motivation and various types of exceptional children.
4. grasp the meaning and significance of Adjustment and guidance services.

Unit-1 Psychology and nature of learner

- 1.1 Psychology and educational psychology: Concept, nature, scope and functions.
- 1.2 Growth and Development Meaning, concept and principles factors affecting growth and development, Stages of development.
- 1.3 Types of Development (Mental, Social and Emotional) Characteristics, developmental tasks (Mental, social, emotional) and learners' educational needs at each stage.

Unit-2 Adolescence in the Indian Context and Personality

- 2.1 Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.
- 2.2 Adolescence in Indian Context, Various types of development, physical, emotional, intellectual, social and moral during adolescence.
- 2.3 Personality: Meaning, Nature, Types and theories of personality development of Freud and Carl Jung.

Unit-3 Individual differences and Exceptional Children

- 3.1 Individual differences meaning, nature, factors responsible, types, areas in which one can identify individual differences.
- 3.2 Exceptional children: concept, types and characteristics: physically handicapped; mentally retarded, gifted: emotionally disturbed and socially maladjusted.
- 3.3 Specific Learner centered techniques of instruction for Creative, Slow learners, gifted, mentally retarded children. Learning Disability: Introduction, meaning, concept and types (Dyslexia, Attention Deficiency Disorder :ADD, ADHD: Hyper Disorder)

Unit-4 Adjustment, Motivation and Guidance

- 4.1 Adjustment: Meaning, concept and characteristics. Causes of maladjustment, conflicts, frustration and defense mechanism.
- 4.2 Motivation : Meaning, concept, nature and theories of Maslow and McClelland
- 4.3 Guidance and Counseling: Meaning, importance and types of guidance: Educational, Vocational and Personal, concept of counseling, directed, non-directed counseling and eclectic.

Principles and Techniques of Teaching and Learning

SEMESTER-I

To enable the student teachers

1. to obtain a total perspective of the role of teaching in modern educational practices.
2. to equip the student-teachers with his various skills and methods of teaching applications available to him/her for improving instructional practices.
3. to provide the teacher skills required for effective instructional and institutional management.
4. to develop the professional skills required for guiding pupils in the initial areas educational panel and victual.
5. to develop the evaluation skill required for effective feedback.

Unit-1 Principles of Teaching and Educational Technology

- 1.1 **Meaning of Teaching** : Old and new concept, characteristics of good teaching
- 1.2 **Maxims of Teachings** : (Meaning, Importance, From known to unknown, From concrete to abstract, From simple to complex, From particular to general, From whole to part, From analysis to synthesis, From empirical to rational)
- 1.3 **Principles of Teaching** : Concept, Meaning, Nature, Importance and Scope.
- 1.4 **Educational Technology** : Definition, Nature, Function, Scope, Distinction between Hardware & Software technologies, their role in modern educational practices.

Unit-2 Principles and Techniques of Learning

- 2.1 **Meaning of Learning** : Concept, Nature and Scope
- 2.2 **Programmed Learning** : Meaning, Principles, limitations, Constructions and Steps.
- 2.3 Cone of experience (Edger Dale), its advantages
- 2.4 **Models of Teaching** : Concept, Strategies Importance and Basic elements (Inquiry Training Model, Inductive Thinking Model)

Unit-3 Teaching – Learning Process and Skill Development

- 3.1 **Micro Teaching** : Meaning, Importance, limitation and Organization patterns
Teaching Skills : Concept, Types of teaching skills, Set Induction, Questioning, Illustration, Explanation and using black-board : its importance and Components
- 3.2 **Evaluation** : Concept of Measurement & Evaluation, Steps, tools & techniques (check List, rating scale, Sociometry, Interview)
- 3.3 **Multi sensory learning**: Concept and types.

Unit-4 Techniques of Measurement and basic statistics

4.1 Tests

- **Teacher need Test** : Meaning, Concept, Importance, Steps, Characteristic, Limitation.
- **Standardized Test** : Meaning, Concept, Importance, Steps, Characteristic, Limitation.
- **Diagnostics Test** : Meaning, Concept, Importance, Steps, Characteristic, Limitation.

4.2 Basic Statistics

- **Educational Statistics** : Meaning and Importance
- **Measures of Central Tendency** : Definition, use & calculation (Mean, Median & Mode)

Teacher Education

SEMESTER-I

Fundamentals of Teacher Education Objectives :

1. To develop in the students understanding of the concept, history, need and objectives of teacher education.
2. To enable the students to understand teacher and curriculum transaction.
3. To enable the students to understand teacher education as a profession.

Unit-1 Concept, Need, History and Objectives of Teacher Education

- 1.1 Concept of teaching and teacher education.
- 1.2 Historical Development of teacher education in India.
- 1.3 Need and Importance
- 1.4 Aims & objectives
- 1.5 Basic Assumptions

Unit-2 Teacher Education as a Profession

- 2.1 Concept of a profession
- 2.2 Scope characteristics of teaching as a profession
- 2.3 Teachers status: social status, economics status and professional status.
- 2.4 Teachers competencies: kind of competencies
- 2.5 Teachers commitment areas: kind of commitment

Unit-3 In-service and pre-service programme

- 3.1 Meaning
- 3.2 Objectives
- 3.3 Basic requirement
- 3.4 Programmes for quality improvement
- 3.5 Innovative practices:
 - Classroom teaching and methods
 - Use of latest technology
- 3.6 Construction of TLM.

Unit-4 Role and function of Teacher Education Agencies:

- 4.1 GCERT, DIET, CTE
- 4.2 NCERT
- 4.3 Role of NCTE and NAAC for quality improvement.

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Gujarati

SEMESTER-I

હેતુઓ :

વિદ્યાર્થીઓ...

1. માતૃભાષાના પુસ્તકોના વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
2. માતૃભાષા શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
3. માતૃભાષા શિક્ષણનાં હેતુઓ સિધ્ધ કરવા માટેનું આયોજન કરવા અંગેનાં પાસાં જાણી તે અંગેની શૈક્ષણિક પધ્ધતિઓ, પ્રયુક્તિઓ અને પ્રવૃત્તિઓથી વાકેફ થાય.
4. માતૃભાષાના શિક્ષણકાર્ય અને મૂલ્યાંકન માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને ઉપયોગ કરવા અંગેની ક્ષમતા પ્રાપ્ત કરે.
5. માતૃભાષાનાં મૂળભૂત કૌશલ્યો અને તેમાં મહત્તમ પ્રાપ્તિ માટેની પ્રવૃત્તિઓથી વાકેફ થાય.
6. માતૃભાષાના શિક્ષણકાર્ય અને મૂલ્યાંકન માટેની પધ્ધતિઓ અને પ્રવૃત્તિઓ પર પ્રભુત્વ મેળવે.
7. માતૃભાષા સાહિત્યલક્ષી સહાભ્યાસ પ્રવૃત્તિઓમાં આયોજન, સંચાલન અને મૂલ્યાંકન કરવાની ક્ષમતા કેળવે.
8. માતૃભાષાનો શિક્ષક તેના પોતાના વિષયવસ્તુમાં સજ્જ થઈ, તેની વ્યાવસાયિક વૃદ્ધિ માટે સંભાન બને.

એકમ-૧ વિષય વસ્તુ :

ધો.-૯ની નીચેની કૃતિઓને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો.

૧.૧ આપણા દુઃખનું કેટલું જોર !

૧.૨ કન્યાવિદાય

૧.૩ સપરમે દહાડે સંકલ્પ

૧.૪ ગોવિંદનું ખેતર

એકમ-૨ વિષય વસ્તુ : વ્યાકરણ

સર્વનામ, વિશેષણ, સંયોજકો, વાક્યપરિવર્તન, સંધિ અને જોડણી

એકમ-૩ વિષય વસ્તુ : વ્યાકરણ

અલંકાર, છંદ (વસંતતિલકા, શિખરિણી, મંદાકાન્તા, શાર્દૂલવિકીરિત, સ્ત્રગ્ધરા) કહેવત, રૂઢિપ્રયોગ, નિપાત, પર્યાયી શબ્દો, શબ્દસમૂહ માટે એક શબ્દ

એકમ-૪ ૪.૧ માતૃભાષા શિક્ષણનું મહત્વ : પ્રત્યાપન માટે - અભિવ્યક્તિ માટે - વ્યક્તિત્વના ધડતર માટે - મૌલિક વિચારણા કરવા - આનંદ મેળવવા - સામાજિક અને સાંસ્કૃતિક વારસાનું સંરક્ષણ, સંવર્ધન અને સંક્રમણ કરવા - શિક્ષણના માધ્યમ તરીકે - વ્યક્તિને સામાજિક બનાવવા.

માતૃભાષા શિક્ષણના હેતુઓ : શૈક્ષણિક હેતુઓનું મહત્વ - શૈક્ષણિક હેતુઓનું વર્ગીકરણ - માતૃભાષા શિક્ષણના સામાન્ય હેતુઓ - માતૃભાષા શિક્ષણના વિશિષ્ટ હેતુઓ - વિશિષ્ટ હેતુઓ નક્કી કરતી વખતે ધ્યાનમાં રાખવાની બાબતો

૪.૨ માતૃભાષાના અધ્યાપનનું આયોજન

પાઠ આયોજન : માઈક્રો પાઠ, સીમ્યુલેશન પાઠ, અને તાસ આયોજન - અર્થ - મહત્વ - સોપાનો

વ્યાકરણ શિક્ષણ : વ્યાકરણશિક્ષણ અંગેના મતાંતરો - વ્યાકરણશિક્ષણની ઉપેક્ષાના કારણો -

વ્યાકરણશિક્ષણનું મહત્વ - વ્યાકરણશિક્ષણની પદ્ધતિઓ - નમૂનાનો પાઠ

માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ

૪.૩ કથન-ચર્યા પદ્ધતિ : પ્રશ્નોત્તરી અને આગમન-નિગમન પદ્ધતિ

(દરેક પદ્ધતિની સંકલ્પના - કાર્યપદ્ધતિ - પદ્ધતિના લાભાલાભ - પદ્ધતિનો વર્ગખંડશિક્ષણમાં વિનિયોગ)

Hindi

SEMESTER-I

सामान्य उद्देश्य : प्रशिक्षणार्थी -

- 1 हिन्दी पाठ्यपुस्तक में समाविष्ट विषयवस्तु का ज्ञान प्राप्त करे.
- 2 हिन्दी साहित्यिक स्वरूप एवं साहित्यकारों का परिचय प्राप्त करे
- 3 भाषा के प्रमुख कोशलों में समर्थ बने
- 4 विभिन्न भाषा शिक्षा की विधियों के अनुसार अध्यापन क्षमता प्राप्त करे
- 5 शैक्षिक उपकरणों का समुचित उपयोग करे
- 6 मूल्यांकन की क्षमता प्राप्त करे.

इकाई-1 भाषण तत्व

- 1.1 वर्ण: परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्म का वर्गीकरण
- 1.2 ध्वनि: परिभाषा, भेद
- 1.3 स्वर और व्यञ्जन परिभाषा और वर्गीकरण
- 1.4 शब्द रचना: प्राकृतिक आधार पर शब्द के प्रकार- यौगिक, यौगस्द और सक्कर शब्द
- 1.5 शब्द रचना: सञ्चना के आधार पर शब्द के प्रकार – सञ्जा, सर्वनाम, विशेषण और क्रिया विशेषण

इकाई-2 भाषा सञ्चना और भाषा विस्तार

- 2.1 पद रचना विकारी, अविकारी और निपत
- 2.2 वाक्य वाक्य रचना, प्रकार और वाक्य परिवर्तन (कर्तरी, कर्मण और भावे प्रयोग)
- 2.3 उपसर्ग और प्रत्यय (परिभाषा और प्रकार)
- 2.4 संधि (परिभाषा, प्रकार और नियम)

इकाई-3 कृति विवेचन और साहित्यकार का परिचय

3.1 विश्वराज	पद्य	कक्षा-8	मैथिलीशरण गुप्त
3.2 अमर शहीद रामप्रसाद विस्मिल	गद्य	कक्षा-8	गणिराज किशोर
3.3 कबाइ के दोहे	पद्य	कक्षा-9	कबाइ
3.4 बापु के सङ्करण	गद्य	कक्षा-9	सङ्कलित
3.5 मिटी की महिमा	पद्य	कक्षा-10	शिवमङ्गलसिंह सुमन
3.6 गोबर का रुख	गद्य	कक्षा-10	प्रेमचन्द

इकाई-4 हिन्दी शिक्षा शास्त्र

- 4.1 भाषा शिक्षा: भाषा की सामान्य विशेषताएँ एवं महत्व
- 4.2 राष्ट्रभाषा का शिक्षण एवं महत्व
- 4.3 अहिन्दी भाषा-भा, क्षेत्रों में हिन्दी शिक्षा के उद्देश्य और महत्व
- 4.4 हिन्दी भाषा शिक्षा के उद्देश्य – सामान्य एवं विशिष्ट (कक्षा आठ से दस तक के)
- 4.5 पाठ आयोजन: अर्थ, सङ्कलन, महत्व और प्रकार
- 4.6 हिन्दी अध्यापन पद्धति: कथन चर्चा, प्रश्नोत्तरी, आगमन-निगमन

English (L.L.)

SEMESTER – I

Objectives

The student teachers :

- 1 understand the principles and characteristics of English as second/foreign language scientifically.
- 2 develop insight into mechanics of language acquisition and second/foreign language learning.
- 3 understand techniques and methods of teaching English as second/foreign language.
- 4 find out appropriate approaches for effective and meaningful teaching of English as second/foreign language.
- 5 know planning and procedures for teaching English (LL) in formal classroom.
- 6 know planning and procedures for teaching English (LL) in informal environment.
- 7 develop and use material through familiarity with the different textual items like prose, poetry, short stories, etc.
- 8 make use of various audio-visual aids in the classroom effectively.
- 9 develop skills to evaluate performance of learner through written, oral as well as other types of tests.
- 10 develop awareness of the role that English plays in personal, social and national development.

Unit-1 Content : English as language

- 1.1 English Language: Consonantal and Vowel Sounds, word formation (morphs)
- 1.2 Reproduction of the sounds, syllables and basic sentence patterns (SVO, SVA, SVC)
- 1.3 Types of the sentences :
 - Statements (affirmative and negative sentences), interrogative (yes/no and wh-types), imperative, exclamatory and optative.
 - Simple, compound and complex sentences.
- 1.4 Stress, intonations and rhythm in English language.

Unit-2 Content : Detailed study of Grammar of English Language

- 2.1 Fundamentals of Grammar: Parts of the Speech; Subject, verb, object, complement, adjective.
- 2.2 Fundamentals of Grammar: Noun, pronoun, verb, adjective, adverb, preposition, etc.
- 2.3 Formation of different kinds of sentences: Simple, compound, complex
- 2.4 Change the voice, reported speech, remove 'too'

Unit-3 Content : Texts Prescribed in Std: X English-LL

- 3.1 Unit 4, Bunty's blue bike
Unit 6, A wonderful creation
- 3.2 Unit 10, Diamonds are for ever
Unit 13, A journey to Jurrassic
- 3.3 Unit 15, Test of true love
Supplementary Reader 6, Why don't you laugh, yaar!

Unit-4 Method : Language and Psychology of Language Learning

- 4.1 English as a Language
 - English as Second/foreign Language in schools of India with specific reference to School education in Gujarat
 - History of English Language Teaching as second/foreign language with reference to Indian Education, three language formula
- 4.2 Planning teaching English as second/foreign language.
 - Aims of teaching English as second/foreign language in school education.
 - General and specific objectives of teaching English as second/foreign language.

- Lesson Plan - Micro, Simulation, Stray
- Constituents of lesson planning
- Content analysis
- Task Analysis

4.3 **English Teaching Method**

- Lecture Method
- Demonstration Method
- Inductive - deductive Method

4.4 **Psychology of Language Learning**

- Language acquisition and learning
- Introduction to methods and approaches of teaching English as second/foreign language. (This is introductory portion prior to language teaching)

Sanskrit

SEMESTER – I

હેતુઓ

પ્રશિક્ષણાર્થીઓ :

૧. સંસ્કૃત ભાષાનું મહત્ત્વ સમજે.
૨. ધોરણ – ૮, ૯, ૧૦ ના ગદ્ય-પદ્યની માહિતીથી પરિચિત બને.
૩. ધોરણ – ૮, ૯, ૧૦ની વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ મેળવે.
૪. સંસ્કૃત શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ સમજે.
૫. સંસ્કૃત શિક્ષણની વિવિધ પદ્ધતિઓથી પરિચિત બને.
૬. સંસ્કૃત વિષયના આદર્શ શિક્ષક તરીકેની સજ્જતા કેળવે.
૭. સંસ્કૃત વિષયના પાઠ્યક્રમથી પરિચિત બને.
૮. સંસ્કૃતના પાઠ્યપુસ્તકોના લક્ષણોથી પરિચિત બને.
૯. સંસ્કૃતના એકમની વિવિધ મૂલ્યાંકન પ્રક્રિયા સમજે.

એકમ-૧ વિષયવસ્તુ

- ૧.૧ ધોરણ-૮ ગદ્યાર્થ ગ્રહણની કૃતિઓ – સંક્રાંતિ પ્રતિકાર:
ધોરણ-૮ અનુવાદ માટેની કૃતિઓ – પદસમંજુષા
- ૧.૨ ધોરણ-૯ ગદ્યાર્થ ગ્રહણની કૃતિઓ – મૂર્ચ્ઘ કર્મસ્ય કથા
ધોરણ-૯ અનુવાદ માટેની કૃતિઓ – નીતિ પંચકમ્
- ૧.૩ વર્ણપટ પરિચય
- ૧.૪ અ, ઈ, ઉ, ઝ, જઞ કારાન્ત પુર્લ્લિગ, આ, ઈ, ઉ, ઝ, જઞ કારાન્ત સ્ત્રીલિંગ
- ૧.૫ વર્તમાનકાળ, હ્યસ્તન ભૂતકાળ, સામાન્ય ભવિષ્યકાળ
- ૧.૬ આજાર્થ ૧, ૪, ૬, ૧૦ ગણના પરસ્પૃષ્ટ અને આત્મનૈપદના રૂપાખ્યાનો તથા સ્મ નો પ્રયોગ

એકમ-૨ વિષયવસ્તુ

- ૨.૧ સંધિ – સંકલ્પના, પ્રકારો (સ્વર, વ્યંજન, વિસર્ગ) ઉદાહરણ સહિત સમજૂતી
- ૨.૨ ફંદત - સંકલ્પના, સંબંધક, હેત્વર્થ અને વિધ્યર્થ, ફંદતની સંકલ્પના ઉદાહરણ સહિત સમજૂતિ
- ૨.૩ અવ્યય – સંકલ્પના, ઉપયોગ
- ૨.૪ પર્યાય શબ્દો (અસૂર, સૂર, કાફૂર, વત્તમ, વૃક્ષ, ગણેશઃ, ગુરુ, જલમ્, પૃથ્વી, પર્વત)

એકમ-૩ વિષયવસ્તુ

- ૩.૧ નામધાતુ, સંકલ્પના, ઉદાહરણો
- ૩.૨ ઉપસર્ગ – સંકલ્પના, પ્રકાર અને ઉદાહરણ સહિત સમજૂતી
- ૩.૩ વિભક્તિ વિશિષ્ટ પ્રયોગ – દ્વિતીયા ચતુર્થી, પંચમી, ષષ્ઠી
- ૩.૪ સંખ્યા વાયક શબ્દો અને સંખ્યા પૂરકની સંકલ્પના (૧ થી ૧૦૦ સુધી)

એકમ-૪ પદ્ધતિ

- ૪.૧ સંસ્કૃત ભાષાનું મહત્ત્વ, સંરચનાની દૃષ્ટિએ મહત્ત્વ, સાંસ્કૃતિક દૃષ્ટિએ મહત્ત્વ, લોકપ્રિય બનાવવાના ઉપાયો
- ૪.૨ સંસ્કૃત શિક્ષણના હેતુઓ (સામાન્ય અને વિશિષ્ટ)
- ૪.૩ ગદ્ય, પદ્ય, વ્યાકરણના પાઠનું આયોજન (દરેકના ઓછામાં ઓછા બે પાઠો આપવા જરૂરી)
- ૪.૪ શૈક્ષણિક પદ્ધતિઓ : વ્યાખ્યાન, નિદર્શન, આગમન-નિગમન

Social Science

SEMESTER-I

Course Objectives :

To enable prospective teachers to :

1. To acquire mastery over the Social Science content included in curriculum of std. 8, 9 & 10.
2. To enable the student trainees to understand the nature and structure of Social Science.
3. To enable the student trainees to know the importance of teaching Social Science at the secondary School level.
4. To develop in the student trainees skills to organize Social Science Curriculum.
5. To develop in the student trainees skills to teach and evaluate Social Science.
6. To understand the techniques and methods of Social Science teaching.
7. To suggest the appropriate tools and techniques of evaluation in Social Science.

Unit-1 Content : Std.8 :

1.1 Chapter 3	Movement for Social and Religious Reform in India
1.2 Chapter 8	The contribution of Gujarat in India's struggle of freedom
1.3 Chapter 10	Resource : Meaning and Types
1.4 Chapter 18	Indian society : March towards Transformation

Unit-2 Content : Std.9 :

2.1 Chapter 6	Post independent India – 1
2.2 Chapter 7	Post independent India – 2
2.3 Chapter 8	Farming of the Constitution and its Salient Features
2.4 Chapter 15	Climate
2.5 Chapter 18	Wild Life

Unit-3 Content : Std.10 :

3.1 Chapter 2	Cultural Heritage of India: Handicraft
3.2 Chapter 10	India : Agricultural
3.3 Chapter 15	Transport, Communication and Trade
3.4 Chapter 16	Economics Development
3.5 Chapter 20	Dynamics of Human Development

Unit-4 Method : Modern concept of Social Science teaching and Aims and Objectives :

4.1	Modern concept of social science
4.2	Scope, need, Importance and scientific concept of teaching social science at secondary level of education.
4.3	Aims of social science : (1) Development of cultural heritage (2) National economic development (3) developing human society (4) Developing national integrity and International understanding.
4.4	General and specific objectives and desired behavioral changes in class room teaching.
4.5	Lesson planning : • Micro lesson: Steps of an ideal lesson. • Simulation Lesson : Steps of an ideal lesson. • Macro lesson- Steps, An Ideal Lesson. • Bridge lesson- Steps, An Ideal Lesson
4.6	Methods of teaching social-science: Narration cum Discussion Method, Source Method, Biographical Method

Objectives : The Student Teacher

1. acquires the knowledge of current secondary syllabus of mathematics.
2. understands the nature of mathematics, defines the specific objectives of teaching mathematics in terms of learning out comes.
3. understands the teaching methods, techniques, devices, lesson planning process for effective teaching-learning process and better instruction.
4. understands the concept and use of evaluation process, diagnostic and remedial measures in mathematics.
5. understands the place of mathematics in secondary school syllabus.
6. develops attitudes to be a committed and competent mathematics teacher.
7. develops interest for the betterment of teaching mathematics in secondary syllabus.

Unit-1 Content :

Std.-9

1.1	Chapter 1	Set Operations
1.2	Chapter 3	Polynomials

Std.-10

1.3	Chapter-3	Rational Expressions
1.4	Chapter-4	Quadratic Equation

Unit-2 Content :

Std.-9

2.1	Chapter 6	Structure of Geometry
2.2	Chapter 7	Some Primary Concepts in Geometry - 1
2.3	Chapter 8	Some Primary Concepts in Geometry - 2
2.4	Chapter 9	Triangle

Unit-3 Content :

Std.-10

3.1	Chapter 10	Conditions for Similarity
3.2	Chapter 11	Similarity and Theorem of Pythagoras
3.3	Chapter 18	Trigonometric Ratios of Complementary Angles
3.4	Chapter 19	Height and Distance

Unit-4 Method : Objectives, Techniques and Methods

4.1 **Aims, Objectives and Values**

- Nature of Mathematics and its aims
- General Objectives and Specific Objectives of Mathematics Teaching in secondary school

- Values of Mathematics
 1. Disciplinary value
 2. Utilitarian value
 3. Cultural value
- Present Curriculum of Mathematics for secondary school.
- 4.2 **Maxims of Teaching and Lesson Planning**
 - Maxims of Teaching in Mathematics
 - How to prepare Micro Teaching, Simulation in Methods of Teaching and Stray lesson plan.
- Evaluation of lesson plan
- 4.3 **Different Techniques of Mathematics Teaching**
 - Drill and Review Work in Mathematics
 - Assignment techniques
 - Supervised study techniques
 - Oral work in Mathematics
- 4.4 **Different Teaching Methods**
 - Inductive-Deductive Method
 - Analytic and Synthetic Method
 - Demonstrative Method
 - Project Method
 - Lecture Method

Economics

SEMESTER - I

Objectives:

1. Acquires the knowledge of current higher secondary school syllabus of economics.
2. Understands the aims and objectives of teaching economics is secondary and higher secondary school.
3. Understands the techniques of teaching of economics.
4. Develops the skill of using various methods of teaching of economics.
5. Understands & use of appropriate devices of evaluation in economics.
6. To acquaint the students teacher with different Audio visual aids and develop in them the skill of for the proper use and maintenance of teaching aids.
7. Develop competent & committed attitude as a economics teacher
8. Develop interest in economics subject among the pupils.
9. To understand the current issue & continuous development in economics
10. To develop interest in field work – Economics survey outdoor survey.

Unit-1 Std.-11

1.1 Introduction to Economics

- Adam smith, Marshall & Robbins definition – Nature of Economics.
- Is Economics an art or a science.
- Importance of teaching of Economics.
- Place of economics in school curriculum.

1.2 Consumer behaviour

- Law of Diminishing marginal utility
- Consumer's Equilibrium

Std.-12

1.3 Importance of Statistical data in the study of Economic problems.

- Importance of Statistical Data.
- Bar- diagram and cluster bar diagram.

1.4 Economic growth and Development

- PQLI and HDIQ
- Diberence between Economic growth and Economic development.
- Sustainable Development.
- Characteristics of developing countries.

Unit-2 Std.-11

2.1 Demand – supply and Elasticity

- Law of Demand and Supply
- Extension – contraction, Increase – Decrease.
- Factor abecting on Demand & Supply.
- Price elasticity of demand – Meaning – Types.

2.2 Concepts of cost and Revenue

- Concept of Prod.cost – classification fixed cost – variable cost.
- Relationship between average cost and marginal cast.
- Average revenue & marginal revenue.
- Equilibrium of a birm.

Science and Technology

SEMESTER-I

Objectives :

Student Teachers...

1. Develop an understanding of the nature and place of Science Formulates instructional objectives in term of behavioral out comes.
2. Understand the teaching methods, approaches and techniques for teaching material.
3. Use appropriate educational technology and develops low cost teaching material.
4. Analyze and evaluate science syllabus and science textbooks.
5. Develop skills in organizing curriculum activities such as science club, science fair, science exhibition and field trips.
6. Prepares themselves for better teaching and learning.
7. Become a competent science teacher a teacher of all sciences.

Unit-1 Content : Std. 8

1.1	chapter 2	Soil
1.2	chapter 10	Magnetism
1.3	chapter 12	Micro Organism

Unit-2 Content : Std. 9

2.1	chapter 1	Motion
2.2	chapter 4	Properties of Matter
2.3	chapter 5	Structure of Atom
2.4	chapter 7	Plant Tissues

Unit-3 Content : Std. 10

3.1	chapter 1	Introduction to Nano Technology,
3.2	chapter 4	Electricity
3.3	chapter 7	Universal
3.4	chapter 10	Metals
3.5	chapter 11	Non Metals
3.6	chapter 16	Reproduction Organism

Unit-4 Method : Science teaching, planning and approaches:

4.1	Science : Importance Concept & Nature, Place and Importance at School level
4.2	Teaching of Science : Necessity, Values, Aims, Objectives – Specific Objectives & Expected Behavioral Changes.
4.3	Planning of Teaching of Science : Micro, Simulesson, and Stray lesson planning.
4.4	Methods & Approaches of Teaching of Science (Importance, Usefulness & Limitations) : Methods : Demonstration, Experiment, Group Discussion, Inductive-Deductive, Problem Solving & Concentric approach
4.5	Importance & Limitation of Education Aids : Visual (OHP, Slide Projector, Charts, Models), Audio (Radio, Tape Recorder), & Audio Visual (TV, LCD, Film Projector)

Activities :

- Analysis of Science and Technology Text books
- Survey of Science Laboratory in School
- Preparation of Material and objects for teaching Science & Technology

- Agents of factor of production – land labour, capital, entrepreneur, meaning and characteristics.
- Price – determination of a commodity.

Std.-12

2.3 Strategied of Development

- Meaning and objectives of planning in india.
- Achievements and limitations of Indian planning.

2.4 Economics Reforms

- Liberdisation
- Privatisation
- Globalisation
- Disinvettment
- Direct foreign investment

Unit-3 Std.-11

3.1 Money and Banking

- Barter system
- Evolution of money
- Money – meaning and functions.
- Demand for money
- Function of commercial bank and central bank

3.2 National income & consumption function

- Circular flow of income
- Methods of calculations of national income
- Concept of GMP and GDP.
- Consumption function

Std.-12

3.3 Population

- The theory of Demographic transition.
- Causes of high population growth rate
- Effects of population
- Population policy (control population growth)

3.4 Agriculture & Industry

- Problems of Indian Agriculture
- Green Revolution
- Classification of industries
- Importance of small-scale industries

Unit-4 Aims, Objective, Methods and Planning

- 4.1 General and Specific Aims and objectives of the teaching of Economics.
- 4.2 **Lesson Planning** : Micro, Simulation & Macro lesson planning
- 4.3 **Methods of teaching of Economics** : Problem solving, Assignment, Comparative, Source method and Inductive & Deductive Method
- 4.4 **Techniques of teaching of Economics** : Naration, Illustration and questioning techniques.

Note : When text-book board changed the syllabus of standard XI and XIIth our syllabus also changed.

Business Organization and Management

SEMESTER-I

COURSE OBJECTIVES:

The Student-teacher

1. acquires the knowledge of current higher secondary syllabus of BOM.
2. understands the aims and the objectives of teaching of BOM.
3. understands the nature of BOM.
4. defines the specific objectives of teaching BOM in terms of learning outcomes.
5. understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
6. understands the place of BOM in higher secondary syllabus.
7. applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
8. develops attitudes to be a competent and committed BOM teacher.
9. develops interest for the betterment of BOM in higher secondary school.

Unit-1 Std : 11

- 1.1 Chapter 3 Banking
- 1.2 Chapter 4 Insurance Services

Unit-2 Std : 12

- 2.1 Chapter 4 Planning
- 2.2 Chapter 10 Direction

Unit-3 Std : 11 & 12

- 3.1 Std.-11 Chapter 5 Warehousing
- 3.2 Std.-12 Chapter 11 Information Channel

Unit-4 Method

4.1 Importance, Aims, Objective & planning

- Meaning, Need & Aims of BOM
- General & Specific objectives / Expected Behavioral changes
- 4.2 Planning: Micro, Simulation, Stray Lesson Planning, Meaning, importance & Planning.
- 4.3 Methods & Techniques of BOM
 - Methods : Lecture Method, Demonstration Method, Comparative Method
 - Techniques : Illustration, Field work and Interview

• Activities :

Visit of one unit consisting Commerce topic e.g. Bank, Industrial Unit etc.

REFERENCE

Khan, M.S., **Commerce Education**, New Delhi; Sterling Publication (P) Ltd.
Sharifkhan, Mohd., **The Teaching of Commerce**, New Delhi; Sterling Publication (P) Ltd.

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Accountancy

SEMESTER-I

Objectives : The Student - Teacher

1. acquires the knowledge of current higher secondary school syllabus of accountancy.
2. understands the nature of accountancy defines the specific objectives of teaching and present in language behavior changes.
3. understands in the accountancy the teaching methods, techniques, devices, lesson planning process for effective teaching-learning process and better instruction.
4. understands the concept and use of evaluation process, diagnostic and remedial measures in accountancy.
5. understands the importance and the place of accountancy in higher secondary school syllabus.
6. develops attitudes to be a committed and competent higher secondary school teacher.
7. develops interest for the betterment of curriculum for teaching accountancy in higher secondary syllabus.

Unit-1 Std. 11

- 1.1 (Part : 1) Chapter 1 Introduction of Accountancy
Chapter 5 Sub ledger
- 1.2 (Part : 2) Chapter 2 Final Account
Chapter 3 Accounting Standards

Unit-2 Std. 12

- 2.1 (Part : 1) Chapter 1 Partnership Account
Chapter 4 Goodwill
- 2.2 (Part : 2) Chapter 1 Share Transaction
Chapter 3 Analysis of financial statements

Unit-3 Std. 11 & 12

- 3.1 Std.11 (Part : 1) Chapter 6 Cash Balance
(Part : 2) Chapter 5 Bank Reconciliation
- 3.2 Std. 12 (Part : 2) Chapter 5 Desinamu

Unit-4 Aims, Objectives, Planning and Methods:

- 4.1 Importance, Aims, Objective, Planning & Scope of Accountancy
 - Meaning, importance & scope of Accountancy
 - General & Specific aims & objectives / Expected Behavioral changes
- 4.2 Lesson Planning
 - Micro, Simulation and Stray lesson planning (Meaning, importance & Planning)
- 4.3 Methods & Techniques of Accountancy Methods
 - Methods : Lecture, Demonstration, Inductive-Deductive & Analytic method.
 - Techniques : Review, Field work, Interview.

• Practical Work (Any One)

1. Visit a Business unit & Financial Unit for maintain how to write accounts.
2. Prepare Slide using MS Power Point on any one topic of Std.:11th & 12th

Basic Computer Education

SEMESTER-I

Objectives :

1. To enable prospective teachers to develop soft skills required for making use of computers.
2. To enable prospective teachers to develop soft skills required for making use of MS Office.
3. To enable prospective teachers to develop soft skills required for making use of internet and/or intranet.
4. To enable prospective teachers to know instruction through internet and/or intranet, instruction technology.

Unit-1 1.1 Computers: Hardware and Software & Parts of computers as system : Introduction to computer system

- 1.2 I/O Devices : Identification of various I/O devices and making use of such devices
- 1.3 Operating Systems : Working knowledge of how Operating system (Windows) works
- 1.4 Utility Software : Working with MSOffice (Word, Excel, Access, PowerPoint)

Unit-2 2.1 Introduction to MSOffice Word : Working with Word : Familiarity with word software
2.2 Making documents, using different functions : Creating documents, editing, mail-merge, inserting charts, clip arts, graphs, etc.
2.3 Introduction to MSOffice Excel: Working with Excel : Familiarity with excel software
2.4 Making sheets, using different functions, creating sheets, editing, inserting different objects, functions, etc.

Unit-3 3.1 Introduction to MSOffice PowerPoint : Preparing PowerPoint slides : Familiarity with PowerPoint

- 3.2 Developing PowerPoint presentations : Developing PowerPoint presentation
- 3.3 Learning with computers: Teaching Learning Material on CDs/DVDs, Hard-disks, etc. : Learning material that can be used on stand-alone computers and for computer assisted instructions/ learning either in lab or in classroom

3.4 Introduction to virus and protecting the computer system from virus, i.e. antivirus software : Using antivirus software for online security

Unit:4 4.1 **Networking** : Types of Network : LAN, WAN, Intranet, Extranet, Internet, etc. Understanding and working with LAN, WAN, Intranet, Extranet, Internet.

4.2 **Browsing** : WebPages, Websites, Search Engines, Online Encyclopaedias, Laboratory experience of browsing

4.3 **E-mail**: Communication and managing messaging with different eMail service Providers Opening eMail account, using them for messaging and working with folders available with it. Uploading and downloading files, photos, etc.

4.4 **Live chat**: Chatting, voice calls, video calls, etc. : Laboratory experience of using chat.

Special Education

SEMESTER-I

Objectives :

1. To Enable The Teacher Trainees to be familiar with the concept And nature of special Education as reference to Indian context.
2. To enable the teacher trainees to be familiar with the Mental Health And needs of Different Categories of disabled children.
3. To develop an understanding for the need of the exceptional children
4. To develop an understanding for the national policy with respect to the disabled children and analyzes it critically.

Unit-1

- 1.1 Special Education Concept and Nature
- 1.2 Children having Disabilities in Education (with Low memory, Learning Disabled, Lack of concentration, Lack of Knap Signs)

Unit-2

- 2.1 Education for physical and mental disabled children (disabled, blind, deaf, dumb, physical handicapped and mentally impaired)
- 2.2 Characteristics, needs and problems in education of the individuals having disabilities

Unit-3

- 3.1 Organization Of Special Education Experiences and it implementation
- 3.2 Introduction of the institutes imparting Special Education (For E.g Blind School, Ashram Road, Ahmedabad.)

Unit-4

- 4.1 Education For exceptional Children (Characteristics, Nature, Types)
- 4.2 Facilities for exceptional Children at school (Guidance, Counseling programmes)

References :

- Fimian , M. J., Fafard M. & Howell, K.W., **A Teacher's Guide to Human Resources in Special Education**, Boston; Para Professionals Volunteers, & Peer Tutors, Allyn & Bacon, Inc.
- Meadow , K.P. (1980). **Deafness & Child Development**, Berkley, C.A.: University of California Press.
- Reed, M. (1984). **Educating Hearing Impaired Children**. Milton Keynes: Open Uni. Press.
- Sharma, P.L. (1988). **A Teacher's handbook on Integrated Education of the Disabled**, New Delhi; NCERT.
- Voluntary Health Association of India. Disabled 'Village Children' -A Guide for community Health Workers Rehabilitation Workers, & families.

Education In Emerging Indian Society

SEMESTER-II

COURSE OBJECTIVES

To enable student teachers to understand

1. about the relationship between Philosophy and Education and implications of philosophy on education.
2. the importance and role of education in the progress of Indian society.
3. the contribution of great educators to the field of education.
4. the need to study education in a sociological perspective. The progress of social change and socialization to promote and develop sense of commitment to the teaching profession and social welfare.
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate.
6. the means and measures towards the promotion of national integration and protection of human rights.

Unit-1 Indian and Western philosopher and their philosophical thinking-2

- 1.1 Pragmatism – concept – characteristics – methods – teacher – learner relationship.
- 1.2 Educational thoughts of John Dewey, Gijubhai Badheka and Vivekanandji.

Unit-2 Value education

- 2.1 Values – Meaning, concept and types.
- 2.2 Value education at school level – importance and activities at school level.
- 2.3 Education and cultural heritage.

Unit-3 National and social aims of Education.

- 3.1 Education for international understanding.
- 3.2 Education for human resource development.
- 3.3 Role of Education to fulfill National Aims of Education and its Social goals.

Unit-4 National integration and democracy in Indian Society.

- 4.1 National and emotional integration : concept, importance, affecting factor and role of education.
- 4.2 Secularism : Meaning, concept, importance and obstacle and role of education.
- 4.3 Education for democracy : Importance, Nature and Role of Education.

Activity work:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics : (i) Cultural Heritage, (ii) National Integration (iii) Secularism

REFERENCE

Dhiman O.P., **Principles and Techniques of Education**, Ludhiana; Sharda Brothers
Mukhopadhyay M., **Education Technology – Challenging Issues**, New Delhi; Sterling
Publication Pvt. Ltd.

School Organization and Management

SEMESTER-II

Objectives

1. To enable the student teacher understand about the concept and concern of Educational Management
2. To develop the understanding of the role of the headmaster in school management
3. To enable the student teacher understand about the Grant in Aid Policy, Role of Leadership, School Compex and Education act of Gujarat State
4. To enable the student teacher understand about the school registers and educational Institution
5. Understand the contribution of various major commissions on education
6. Understand the modern education policy of Gujarat Govt. suggested.

Unit-1 School Organization & Management

- 1.1 School organization
 - Meaning of school organization
 - Aims
 - School as an organization
 - Components
 - Class room in all dimensions
- 1.2 School Management
 - Concept, meaning – characteristics of school management
 - Functions of management
 - Concept of Quality Management and Management skills
- 1.3 Maintenance of school records and registers: General register, Teacher's log book, Cumulative record card, School leaving certificate, School calendar, Service book

Unit-2 Teacher

- 2.1 Code of conduct for Secondary teacher : Discipline, Concept, Role of a teacher in its (Maintenance, school uniform, Teacher & Student union)
- 2.2 Service Rules in reference to Gujarat Secondary Education act.
- 2.3 Latest rules and regulations for appointment of principal, teacher and clerk.
- 2.4 Tribunal-Judge, Rights, Punishment

Unit-3 Infrastructural facilities & Educational Structure

- 3.1 Basic Infrastructural facilities in school : (i) Human needs (ii) Academic needs
- 3.2 Importance of Infrastructural facilities
- 3.3 Infrastructural facilities in High excellent schools
- 3.4 Educational Bodies : NCERT, SCERT, Textbook Board, SSC & HSC Board, SVS, DIET, SSA.

Unit-4 Management of Various Issues & Economical Aspect of Education

- 4.1 Discipline problem in school and Inequality in schools
- 4.2 Human Resource Development (HRD) : Importance & Programmes
- 4.3 Role of various agencies in the qualitative improvement of secondary education
- 4.4 Grant in aid code : (Present policy of Gujarat govt.)
- 4.5 Planning of school Budget

Expanding Horizons of Secondary Education

SEMESTER-II

Objectives

1. Understand the modern education policy of Gujarat Govt. suggested.
2. To develop the understanding of the comparison of different countries education system
3. To enable the student teacher understand about the thinking process of education system
4. To enable the student teacher understand about the different types of classroom education and their evaluation system
5. Understand the contribution of various major commissions on education
6. To understand the contribution of changing environment of schools in society

Unit-1 National Policy of Education

- 1.1 National policy of education – concept & its need.
- 1.2 Implementation of NPE in the secondary education.
- 1.3 Revised national policy of education-1992.
- 1.4 Knowledge commission-2007.

Unit-2 Comparative Education and Reflective Thinking

- 2.1 Comparative secondary Education with reference to U.S.A.
- 2.2 Comparative secondary Education with reference to U.K.
- 2.3 Reflective Thinking : Concept, tools and its practices

Unit-3 Classroom Education, Evaluation System and E-Learning

- 3.1 **Virtual classroom** : concept, need, structural approach, merits – demerits
- 3.2 **Distance learning** : concept, need, structural approach, merits – demerits
- 3.3 **E-Learning (web-based Learning)** : concept, need, structural approach, merits – demerits
- 3.4 Examination Reforms
- 3.5 Role of EDUSAT and BISAG.

Unit-4 Changing Environment of Education in Schools

- 4.1 Innovation in Education
- 4.2 Staffroom environment: concept and its need.
- 4.3 Key factors to develop a good staffrooms environment.
- 4.4 Different co-curricular activities: Concept, types and its importance.

REFERENCE

Government of India, (1966). **Report of the Education Commission**, Ministry of Education
Report of Secondary Education Commission (1952-53), Ministry of Education, New Delhi.
દવે, જયેન્દ્ર અને અન્ય, ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ, અમદાવાદ; બી.એસ.શાહ પ્રકાશન
દેસાઈ, ધનવંત એમ. પંચવર્ષીય યોજનાઓ અને શૈક્ષણિક આયોજન, અમદાવાદ; એ.આર.શેઠ કું.
ભારતીય શિક્ષણ પંચો પર એક દૃષ્ટિપાત, અમદાવાદ; પાર્શ્વ પબ્લિકેશન

Career Guidance and Counseling

SEMESTER-II

Course Objectives :

1. To develop an understanding of the need and importance of career information for the pupils.
2. To get an idea of psychological measurement in process of career guidance.
3. To help students understand the concept and approaches of counseling.
4. To get an idea of how setup of career resource centre enhance the process of guidance and counseling.

Unit-1 Guidance and career guidance

- 1.1 Guidance (Meaning, Concept, Importance)
- 1.2 Types of guidance (Educational, Vocational, Individual)
- 1.3 Career guidance (Meaning, Concept, importance)
- 1.4 Role of teacher in career guidance.

Unit-2 Process of career guidance

- 2.1 Components of career information
- 2.2 Sources : (Cumulative record card(CRC), Observation, rating scale)
- 2.3 Psychological test (Meaning, importance, administration interpretation, tests available in Gujarat) : Aptitude tests & Interest inventory
- 2.4 Guidance program : Role of school & teacher

Unit-3 Counseling

- 3.1 Meaning, Concept, Principles of Counseling
- 3.2 Types of counselling (Individual and group)
- 3.3 Approaches to counseling (Meaning, Merits, Limitations) : Directive, Non-directive & Eclectic counseling

Unit-4 Career resource centre

- 4.1 Concept, aims & Importance in guidance and counseling
- 4.2 Activities (normal students, student with special needs)
- 4.3 **Agencies** : Society, Gujarat Educational and vocational guidance institute, Ahmedabad, University Employment information and guidance beuro & Udisha (Innitiate by Govt. of Gujarat)

Appendix-4

SMT.B.CJ.COLLEGE OF EDUCATION, KHAMBHAT

TIME TABLE-SEM-I

FROM 16/06/2014....

PERIOD.	TIME.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY.		SAT.TIME
*	11:30 to 11:45	P R A Y E R							08:00 to 08:15
1	11:45 to 12:40.	P.1 A501 (RDP)	P.2 A502 (VRS)	P.1 A501 (HBJ)	P.3 A503 (KKL)	P.2 A502 (HGS)	P.4 A509 (URB)		08:15 To 09:10
2	12:40 to 01:35	GROUP-2	GROUP-2	GROUP-1	P.1 A501 (RDP)	P.4 D 509 (URB)	P.2 A502 (MSS)		9:10 to 10:05
*	01:35 to 02:05.	R E C E S S.							10:05 to 10:15
3	02:05 to 03:00	P.4 A509 (URB)	P.7 D505 (HBJ) D502 (HP)	P.3 A503 (VRS)	GROUP-1	GROUP-2	P.7 D 505 (HBJ) D502 (HGS)		10:15 to 11:10
4	03:00 to 03:55	GROUP-1	GROUP-1	GROUP-2	P.4 A509 (URB)	P.3 A503 (VRS)	P.3 A503 (VRS)		11:10 To 12:05
*	03:55 to 04:05	R E C E S S.							12:05 To 12:15
5	04:05 to 05:00	P.7 D 505 (HBJ) D502 (HP)	P.1 A501 (URB)	Activities Saptdhara Udisha Sandhan	P.2 A502 (VRS)	P.7 D 505 (HBJ) D502 (HGS)	Lib.SCOPE/ Computer Vivekanand		12:15 to 01:10

SMT.B.CJ.COLLEGE OF EDUCATION, KHAMBHAT						
TIME TABLE-SEM-I. [LESSON DAYS].						
FROM 16/06/2014						
PERIOD.	TIME.	MONDAY		WEDNESDAY		FRIDAY
*	11:30 to 11:45	P R A Y E R				
1	11:45 to 12:40.	P.1 A501 (RDP)		P.2 A502 (VRS)		P.3 A503 (KKL)
2	12:40 to 01:35	P.2 A502 (HGS/MSS)		Group-2		P.4 A509 (URB)
*	01:35 to 02:05.	R E C E S S.				
3	02:05 to 03:00	P.3 A503 (VRS)		P.1 A501 (HBJ)		P.7 D 505 (HBJ) D502 COM
4	03:00 to 03:55	GROUP-2		GROUP-1		GROUP-1
*	03:55 to 04:05	R E C E S S.				
5	04:05 to 05:00	GUIDENCE		GUIDENCE/ P.4 (URB)		GUIDENCE

- ❖ Grop-1 : Guj, Eng, Sci, Eco, Acco.
- ❖ Group-2 : Hd, SK, Maths, S.S, Bom.
- ❖ P-1 (A 501) Teacher in Emerging Indian Society.
- ❖ P-2 (A 502) The Lerner Nature & Development.
- ❖ P-3 (A 503) Principles and Techniques of Teaching & Learning.
- ❖ P-4 (A 504) Teacher Education.
- ❖ P-7 (D502) Basic Computer Education / (D 509) Special Education.

Smt B.C.J.College Of Education									
From: 20/11/2014									
Time Table For Second Semester									
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		Saturday Time
	11:30 To 11:45	PRAYER							08:00 TO 08:15
1	11:45 To 12:40	P.1 A504 (RDP)	P.2 A505 (URB)	P.4 A510 (HBJ)	P.3 A506 (VRS)	P.1 A504 (RDP)	C504 P.7 YOGA PREC. (HGS) C501 ENVI. (VRS)		08:15 TO 09:10
2	12:40 To 01:35	P.3 A506 (VRS)	P.1 A504 (HBJ)	C504 P.7 YOGA (MSS) C501 P.7 (KKL)	P.4 A510 (URB)	P.4 A510 (HBJ)	P.2 A505 (URB)		09:10 TO 10:05
	01:35 To 02:05	RECESS							10:05 TO 10:15
3	02:05 To 03:00	GROUP-1	GROUP-2	GROUP-1	P.1 A504 (HBJ)	P.3 A506 (VRS)	SCOPE LIB/ SUBMI		10:15 TO 11:10
4	03:00 To 03:55	P.4 A510	P.3 A506 (VRS)	P.2 A505 (URB)	P.7 ENVI (VRS/KKL)	P.2 A505 (URB)	SCOPE TLM/ CO.CN.ACTI		11:10 TO 12:05
	03:55 To 04:05	RECESS							
5	04:05 To 05:00	GROUP-2	GROUP-1	GROUP-2	GROUP-1	GROUP-2	Activities/ Saptdhara/Udisha/ sandhan		12:05 TO 01:00

Smt B.C.J.College Of Education						
From: 20/11/2014						
Time Table For Second Semester						
Period	Time	Monday		Wednesday		Friday
	11:30 To 11:45	PRAYER				
1	11:45 To 12:40	P.1 A504 (RDP)		P.2 A505 (URB)		P.3 A506 (VRS)
2	12:40 To 01:35	P.2 A505 (URB)		GROUP-2		P.7 C 504 (HGS/MSS) C 501(VRS/KKL)
	01:35 To 02:05	RECESS				
3	02:05 To 03:00	P.3 A506 (VRS)		P.1 A504 (HBJ)		P.4 A 510 (URB/HBJ)
4	03:00 To 03:55	GROUP-2		GROUP-1		GROUP-1
	03:55 To 04:05	RECESS				
5	04:05 To 05:00	GUIDENCE		GUIDENCE		GUIDENCE

Appendix-5

Name of papers mentioned in the time table

Semester-I

(A) Compulsory papers

A 501 Teacher in Emerging Indian Society

A 502 The Lerner Nature & Development.

A 503 Principles and Techniques of Teaching & Learning.

(B) Special field

A 509 Teacher Education

(C) Content cum method (optional paper) any two method. Our institute runs 10 methods as follow:

1. Gujarati
2. Hindi
3. English (L.L)
4. Sanskrit
5. Social science
6. Mathematics
7. Science & technology
8. Economics
9. Business organization & management (BOM)
10. Accountancy

(D) Foundation Paper

D 502 Basic Computer Education

D 505 Special Education

And on second time table of lesson day alternate day is practical i.e. lessons like micro, simulation and stray lesson & internship

Name of paper mentioned in time table
Semester-II

(A) Compulsory Papers

A 504 Education in Emerging Indian Society

A 505 School Organization And Management

A 506 Expanding Horizons of Secondary Education

(B) Special Field

A 510 Career Guidance And Counseling

(C) Content Cum Methods are same (Total 10 Methods) as in Semester-I

(D) Elective Paper

C 501 Environmental Studies

C 504 Yoga Education

And the other time-table of practical work in semester-II is same as semester-I on alternative day we conduct lessons in schools like Stray Lessons, Block Teaching, Internship and two Annual Lessons (one in each method).

Appendix-6

Year calendar

2013-14

June :-

- Computer training to the teaching and non-teaching staff (INTEL)
- Yearly planning of the syllabus by the principal and the teaching staff in their respective subject.
- Preparation of material (related by papers)
- Work distribution meeting regarding the preparation of the self study report for NAAC reaccreditation-second cycle.
- One day workshop on three SRB (systematic rhythm breathing) and tips of Reiki and meditation for effective classroom atmosphere (for campus principals and staff)
- Book review by staff
- Meeting with alumni association and celebration of guru purnima

July :-

- Demonstration through the experts for the use of class-room technology and the use of white board.
- The admission procedure started in the college through the Gujarat university

August:-

- Orientation camp for the new-comers
- Welcome programme by managing trustee, principal and the staff (first day)
- A lecture on goal setting
- A brief description regarding the subject and the year planning.
- Teaching work (according to the time-table)
- Introduction to micro-teaching and demonstration along with the detailed explanation of each skill of micro-lesson.
- Micro-lesson and teaching work on alternate days.
- Organization of the blood donation camp in the campus.
- Women development cell meeting

September:-

- Teachers' day celebration

- Discussion and demonstration on simulation lessons.
- Simulation lessons by the trainees
- Two days workshop on the preparation of the lesson-plan (stray lesson)
- Organization of youth festival by the Gujarat university

October:-

- Psychological experiments
- Five stray lessons by the trainees in the schools
- Celebration of Navaratri in the college campus.
- First semester internal examination
- Diwali vacation

November:-

- Starting of the second semester.
- I semester annual (Gujarat university) examination (theory)
- Organization of remaining five stray lessons.
- Theory classes

December:-

- Organization of run for unity (in which whole campus, principals, staff and students participated)
- Theory classes
- Organization of educational tour
- SCOPE (forms were field)
- Block-teaching programme (from 23rd Dec. to 4th Jan.)

January :-

- Block-teaching programme
- Internship programme
- Organization of literary campaign
- Guest lecture

February :-

- Organization of one day workshop on teaching-learning material (TLM)
- Guest lecture on innovative teaching in classroom
- Lecture and demonstration on yoga.
- A guest lecture
- Annual lessons

March:-

- Organization of social work, like cleanliness, distribution of medicine, biscuits and other necessities to the needy patients in hospital
- Second semester internal examination

- SCOPE examination
- Organization of viva by the principal and staff

April:-

- Revision of the syllabus
- On 14th April 2014 annual examination of second semester (by Gujarat university)
- Summer vacation

Appendix-7

SMT.B.C.J.COLLEGE OF EDUCATION
SHETH SHREE BHAGWATILAL D.RAO COLLEGE CAMPUS
BETHAK ROAD
KHAMBHAT-388620
DIST: ANAND

I.T. PRACTICAL TIME-TABLE YEAR 2012-13

ROLL NO			TIME			TIME
1	TO	15	08	TO	10	Monday
16	TO	30	08	TO	10	Tuesday
31	TO	45	08	TO	10	Wednesday
46	TO	60	08	TO	10	Thursday
61	TO	75	08	TO	10	Friday
75	TO	81	01	TO	03	Saturday

SMT.B.C.J.COLLEGE OF EDUCATION
SHETH SHREE BHAGWATILAL D.RAO COLLEGE CAMPUS
BETHAK ROAD
KHAMBHAT-388620
DIST: ANAND

I.T. PRACTICAL TIME-TABLE YEAR 2013-14

ROLL NO			TIME			TIME
1	TO	15	08	TO	10	Monday
16	TO	30	08	TO	10	Tuesday
31	TO	45	08	TO	10	Wednesday
46	TO	60	08	TO	10	Thursday
61	TO	75	08	TO	10	Friday
75	TO	88	01	TO	03	Saturday

Appendix-8

Appendix 8.1
Smt.B.C.J.College of Education, Khambhat
Feedback Form (semester – 1)
Feedback of teacher trainees' regarding the syllabus

Section – 1

A. the following papers that you have studied, state your feedback for the same.

Paper-1 A 501 Teacher In Emerging Indian Society_____

Paper-2 A 502 The Learner Nature & Development _____

Paper-3 A 503 Principals And Techniques Of Teaching & Learning_____

Paper-4 .A 504 Teacher Education (Elective Paper)_____

Paper-5 (Group-A- Methods)

Gujarati_____

English_____

Science_____

Economics_____

Elements of Account_____

Paper-6 (Group-B- Methods)

Hindi_____

Sanskrit_____

Maths_____

Social Science_____

B.O.M_____

Paper-7 (Foundation Papers)

D-502 Basic Computer Edu._____

D-505 Special Edu._____

.Section -2

1. How much time should be allotted to the b.ed syllabus? _____

2. Do you prefer semester system in B.Ed.? Why? _____

3. How many practical lessons should be there in B.Ed.? _____

4. Any other more task can be given, suggest? _____

5. How much is the given task beneficial? In what way? _____

6. How much co-curricular activities are beneficial in B.Ed. Syllabus? _____

7. Write your suggestions regarding the teaching-learning process class? _____

8. Write two to three eventy you liked in the whole semester
 1. _____
 2. _____
 3. _____
9. Write two to three events that you didn't like
 1. _____
 2. _____
 3. _____

Appendix 8.2
Smt.B.C.J.College of Education, Khambhat
Feedback Form (Semester - 2)
Feedback of Teacher Trainees Regarding the Syllabus
Section -1

A. The Following Papers That You Have Studied, State Your Feedback For The Same.

Paper-1 A 504 Education In Emerging Indian Society_____

Paper-2 A 505 School Organization & Management _____

Paper-3 A 506 Expanding Horizons Of Secondary Education _____

Paper-4 A 510 Career Guidance & Counseling (Elective Paper)_____

Paper-5 (Group-A- Methods)

Gujarati_____English_____

Science_____Economics _____

Elements of Account_____

Paper-6 (Group-B- Methods)

Hindi_____Sanskrit_____

Maths_____Social Science_____

B.O.M_____

Paper-7 (Elective Papers)

C-501 Environmental Study_____

C-504 Yoga Education_____

.Section -2

9. How much time should be allotted to the b.ed syllabus? _____

10. Do you prefer semester system in B.Ed.? Why? _____

11. How many practical lessons should be there in B.Ed.? _____

12. Any other more task can be given, suggest? _____

13. How much is the given task beneficial? In what way? _____

14. How much co-curricular activities are beneficial in B.Ed. Syllabus? _____

15. Write your suggestions regarding the teaching-learning process class? _____

16. Write two to three eventy you liked in the whole semester

1. _____

2. _____

3. _____

10. Write two to three events that you didn't like

1. _____

2. _____

Appendix 8.3

Smt.B.C.J.College of Education, Khambhat

Students' feedback proforma

1. Name:_____ Father's Name:_____
2. Class:_____ College Roll No._____ Univ. Roll No._____
3. Date of birth:_____ educational qualification:_____
4. Permanent address:_____
5. Phone no. (with code):_____
6. E-mail:_____

Evaluate on the five point scale by putting tick mark in the relevant column.

Sr. no	Service	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
1	College Library					
2	Guidance & Counseling Service					
3	Placement & Follow Up Service					
4	Psychology Lab.					
5	Life Sci. Lab					
6	Phy. Sci. Lab					
7	Computer Lab					
8	A.V.Aids Lab.					
9	Tutorial Lab.					
10	Cultural & Recreational Facilities					
11	Art Room Facilities					
12	NSS & Community Services					
13	Sports Facilities					
14	Hostel Facilities					
15	Canteen Services					

STRENGTH OF THE COLLEGE

Appendix 8.4

WEAKNESSES OF THE COLLEGE

SUGGESTION FOR THE IMPROVEMENT

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBHAT

Student Feedback Proforma (B.Ed.)

Name : _____ Fathers name: _____

College Roll No. _____ Univ. Roll No. _____

Date of birth: _____ Educational Qualification: _____

Permanent address: _____

Phone no. (with code): _____

E-mail: _____

Assess on the five point. Scale by putting a,b,c,d or e in the appropriate column.

A – Excellent

B – Good

C – Satisfactory

D – Poor

E – Very Poor

Subject	Name of the teacher	Knowledge	Preparation of lecture	Presentation	Interactive ability	Analytical thinking	Resourcefulness	Individual attention	Pains taking	Communication skill	Language ability	Democratic attitude
A ₁ Education & Development												
A ₂ Contemporary Issues and Concerns in Secondary Education												
B ₁ Understanding the Learner and Learning Process												
B ₂ Learning Resources & Assessment of Learning												
B ₃ (A) School Management (B) Name of the Option												

Methodology - I												
Methodology - II												
ICT Integration in Pedagogy												
Language Proficiency (Communication Skills)												
Art in Education												
Physical Education												

Appendix 8.5

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBHAT

Feedback Proforma on Practice Teaching by Practice Teaching School

Name of the School: _____

<u>Sr.no</u>	<u>Statement</u>	<u>Agree</u>	<u>Neutral</u>	<u>disagree</u>
<u>1</u>	The pupil teachers complete their allotted work successfully			
<u>2</u>	The students get an opportunity to learn through new methods and techniques.			
<u>3</u>	Students are well inspired by the pupil teachers' presentation in the prayer assembly.			
<u>4</u>	The school atmosphere becomes enthusiastic and the full of co-curricular activities.			
<u>5</u>	Our pupil teachers get the information regarding present education system and the techniques of examination through the contact of pupil teachers and the lecturers.			
<u>6</u>	Students enjoy their study through the teaching style of the pupil teachers.			
<u>7</u>	Students are encouraged to take part in various activities by the efforts of pupil teachers.			
<u>8</u>	It is easy to learn various teaching points for the students through various teaching aids used by the pupil teachers.			
<u>9</u>	During lessons, we get opportunity to recognize the pupil teachers and to appoint him/her in the institution as a teacher.			
<u>10</u>	Our teachers have flexibility to check their supplementary as well as essay book, experiment, map, and book			

	etc. during the lessons of pupil teachers.			

❖ Give your opinions for qualitative improvement of pupil teachers' lessons

Signature of Teacher Incharge of school
(with seal)

Signature of Head of the school

Appendix 8.6

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBHAT

Feedback Proforma on Practice Teaching by Teacher Educator

Name of Teacher Educator: -----

Name of Pupil-teacher: ----- Roll. No.:-----

Name of School: ----- Session: -----

Sr. no	Statement	Agree	Neutral	Disagree
1	Pupil-teacher presents new & inspiring activity in the prayer assembly.			
2	Pupil-teacher gives lessons using new methods & techniques.			
3	Pupil-teacher gives lessons according to the age of the student.			
4	Pupil-teacher gives lessons using different teaching aids to satisfy students' curiosity.			
5	An interest is created in the student through lessons of the pupil-teacher.			
6	Pupil-teacher presents the content with different illustrations.			
7	Pupil-teacher behaves in a disciplined manner with students during lesson.			
8	Pupil-teacher completes the teaching of content in time limit.			
9	Pupil-teacher evaluates the student through different methods of evaluation			
10	Pupil-teacher controls the class during lessons			
11	During lessons, we get an opportunity to recognize the pupil-teacher & to place them in the institution as a teacher.			
12	Pupil-teacher completes the allotted work successfully			

Appendix 8.7
Smt. B.c.j.college of education, khambhat

Feedback Proforma from Parents

Name: Mr./Ms/Mrs. _____ Age (Years) _____ Sex (M/F) _____

Education: _____ Occupation: _____

Student Name: _____ Class: _____

Note: make a tick mark in the appropriate cell

Sr. no	Particular	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Getting admission in the College for my ward is a matter of pride for me.					
2	The admission process in the College is fair and accurate					
	My ward is improving his knowledge base through interaction with professors of the College.					
	The discipline in the College is good.					
	There is a positive change in the behaviour of my ward after joining the College.					
	I have great respect to the Smt. B.C.J. College of Education, Khambhat					
	Smt B.C.J.College of Education, Khambhat is one of the best college					
	The College information is accessible to all.					
	Website of the college is very informative regularly updated.					
	The curriculum of the course is well designed and promotes learning experience of the students.					
	Employability is given focus in the curriculum design					
	The curriculum incorporates recent changes in the area.					
	Examination results are declared timely					
	The College Employees are Cooperative					
	Transportation services are good and					

Appendix 8.8

Smt.B.C.J.College of Education, Khambhat
Alumni Association Feedback Proforma

Name :-_____

Year of passing B.Ed.:_____

Parents' information:_____

Father

Mother

Name:_____

Occupation:_____

Permanent Address:_____

Phone no.:_____

Feedback of the College:_____

How college teaching became helpful in the routine life-academic life

Suggestions of the Alumni

Appendix -9

List of international national state level seminars/conferences/workshop/refresher course/
GOC attended by faculty members

Sr. No	Name Of Teacher	Participated/ Presented	Title Of The Paper	Place & Date
1	Dr.R.D.Pandya	Participated- Presented(N)	Educational Technology In Classroom Teaching	Dabhoi-Baroda 24 th July 2010
	Dr.R.D.Pandya	Participated- Presented(N)	Worked As A Reporter (Technical Session)	N.H.Patel, Anand , 25 th Sept 2010
	Dr.R.D.Pandya	Participated- Presented(N)	Role Of Teacher Human Right And Development	N.H.Patel, Anand , 25 th Sept 2010
	Dr.R.D.Pandya	Participated- Presented(N)	“Human Rights And Valuer In Education”	Khambhat 28 th Sept 2010
	Dr.R.D.Pandya	Participated- Presented(N)	Study Paper	V.V. Nagra 15 th 16 th Oct 2010
	Dr.R.D.Pandya	Presented	Higher Education For Knowledge Society: Globle Reforms	Baroda 20-21-Dec-2010
2	Dr. V.R.Suwan	Participated- Presented(N)	Role Of Teacher Human Right And Development	N.H.Patel, Anand , 25 th Sept 2010
	Dr. V.R.Suwan	Participated- Presented(N)	Economics And Population Education	Khambhat 11 th Sept 2010
	Dr. V.R.Suwan	Participated- Presented(N)	Teaching Method	V.V. Nagra 15 th 16 th Oct 2010
3	Prof.U.R. Bhatt	Participated- Presented(N)	Proursion And Practices In Existing Curriculam	N.H.Patel, Anand , 25 th Sept 2010
	Prof.U.R. Bhatt	Participated- Presented(N)	“Human Rights And Valuer In Education”	Khambhat 28 th Sept 2010
	Prof.U.R. Bhatt	Participated- Presented(N)	Economics And Population Education	Khambhat 11 th Sept 2010

	Prof.U.R. Bhatt	Participated-Presented(N)	Emerging Opportunities And Challenges For Teaching Profession Globalization Scenario	V.V. Nagra 15 th 16 th Oct 2010
	Pro.U.R.Bhatt	Presented	Criteria For Teacher Effectiveness	Khambhat 5-6-Feb -2011
	Pro.U.R.Bhatt	Participated	-	Khambhat 15-16-March 2011
4	Dr.H.G.Shastrri	Participated-Presented(N)	Teacher Education: A Futuristic View	Anand 24-25 th July 2010
	Dr.H.G.Shastrri	Participated-Presented(N)	Economics And Population Education	Khambhat 11 th Sept 2010
	Dr.H.G.Shastrri	Participated-Presented(N)	Emerging Opportunities And Challenges For Teaching Profession Globalization Scenario	V.V. Nagra 15 th 16 th Oct 2010
	Dr.H.G.Shastrri	Presented	The Internet What,Why And How In Practice Teaching	Petlad 5-6-Feb-2011
5	Dr.M.S.Sharma	Participated	-	Anand 24-25 th July 2010
	Dr.M.S.Sharma	Participated-Presented(N)	Human Rights Education On Perception Of In National Seminar On “Human Right And Development: Futuristic Role Of Techer Education”	N.H.Patel, Anand , 25 th Sept 2010
	Dr.M.S.Sharma	Participated-Presented(N)	Economics And Population Education	Khambhat 11 th Sept 2010
	Dr.M.S.Sharma	Participated-Presented(N)	Challangers For 21 st Century For The Education Of Century: Old School	V.V. Nagra 15 th 16 th Oct 2010

	Dr.M.S.Sharma	Presented	Higher Education For Knowledge Society: Globle Reforms	Baroda 20-21-Dec-2010
	Dr.M.S.Sharma	Participated	-	Ahamadabad 8-3-2011
	Dr.M.S.Sharma	Participated	-	Khambhat 25-Feb-2011
	Dr.M.S.Sharma	Participated	-	New Delhi 25-26-27 March - 2011
6	Dr.K.K.Leuva	Participated(S)	Nil	Guj.Uni Sanate Hall Ahem. 06.07.2010
	Dr.K.K.Leuva	Participated	-	Anand 24-25 th July 2010
	Dr.K.K.Leuva	Participated-Presented(N)	માનવ અધિકાર શિક્ષણની અગાય અને પ્રાથમિક કક્ષા એ માનવ અધિકાર શિક્ષણ માટે શિક્ષકની ભૂમિકા	N.H.Patel, Anand , 25 th Sept 2010
	Dr.K.K.Leuva	Participated-Presented(N)	ઉચ્ચ શિક્ષણક્ષેત્ર માનવઅધિકાર શિક્ષણ	Khambhat 28 th Sept 2010
	Dr.K.K.Leuva	Participated-Presented(N)	-	Khambhat 8 th Sept 2010
	Dr.K.K.Leuva	Participated-Presented(N)	“Human Rights And Right To Education”	Khambhat 11 th Sept 2010
	Dr.K.K.Leuva	Participated-Presented(N)	Thinking Skills Critical Thinking Skills Need Of 21 st Century	Khambhat 15-16 th Oct 2010
	Dr.K.K.Leuva	Participated	-	Nadiad 25-Feb-2011
7	Dr. H.B .Jadeja	Participated	-	Anand 24-25 th July 2010
	Dr. H.B .Jadeja	Participated-Presented(N)	જીવનચોગના શિક્ષણમાં માનવ વિકાસ અને માનવ	N.H.Patel, Anand , 25 th Sept 2010

			અધિકારની વિભાવના	
	Dr. H.B .Jadeja	Participated- Presented(N)	Paper of philosophy	Khambhat 11 th Sept 2010

Year -2011-12

Sr. No	Name Of Teacher	Participated/ Presented	Title Of The Paper	Place & Date
1	Dr.R.D.Pandya	Presented	Use Of Ict In School Education	Khambhat 24-July 2011
	Dr.R.D.Pandya	Presented	Innovative Learning And Teaching	Khambhat 30-31-July -2011
	Dr. R.D.Pandya	Participated/ Presented	Research On Quality Improvement In Secondary Teacher Education	Anand 17-18-Sept-2011
	Dr. R.D.Pandya	Participated/ Presented	Research Work Is Secondary School	Anand 17-18-Sept-2011
	Dr.R.D.Pandya	Participated/ Presented	માનવ અધિકાર અંગે શૈક્ષણિક સંસ્થાઓની ભૂમિકા માટે પ્રશિક્ષણાર્થીઓની ભૂમિકા માટે પ્રશિક્ષણાર્થીઓના અભિપ્રાયોનો અભ્યાસ	Khambhat 25-Sept.-2011
	Dr. R.D.Pandya	Participated	-	9-10/Feb2012
2	Dr.V.R.Suwan	Participated Presented	Teaching With Technology Better Way Of Learning	Khambhat 30-31-July- 2011
	Dr.V.R.Suwan	Participated/ Presented	The Pole Of Ict In Teacher Education For Quality Improvement	Anand 17-18-Oct-2011
	Dr.V.R.Suwan	Participated/ Session Incharge	-	Khambhat 25-Sept-2011
	Dr. V.R.Suwan	Participated	-	Khambhat 25-Sept-2011
	Dr. V.R.Suwan	Participated/ Presented	The Role Of Teacher In Human Right Education	Khambhat 25-Sept.-2011
3	Prof.U.R.Bhatt	Participated/ Presented	Integration Of Ict In Teacher Education	30-31-July- 2011
	Pro. U.R.Bhatt	Participated/ Presented	The Role Of Internship Programme For Quality Improvement	Anand 17-18-Sept-2011
	Pro. U.R.Bhatt	Participated/ Presented(Session	-	Khambhat 25-Sept-2011

		Incharge)		
	Pro. U.R.Bhatt	Participated/ Presented	Role Of Educational Institutes In Human Right Processes	Khambhat 25-Sept-2011
	Pro. U.R.Bhatt	Participated	-	Khmbhat 12-3-2012
4	Dr.H.G.Shastrri	Presented	Healthy Quality Practice	Khambhat 30-31 th July 2011
	Dr.H.G.Shasht ri	Participated\ Presented	Quality Improment In Secondary Teacher Education For Sustainable Development With Special Reference To Quality	Anand 17-18-Sept- 2011
	Dr. H.G.Shashtri	Participated/ Presented	Human Right Edu.Preceptions Of Learners In Reference To The Survey In Made In Hydrabad	Khambhat 25-Sept.-2011
	Dr.H.G.Shasht ri	Participated(Co- Convener)	-	Khambhat 25-Sept-2011
5	Dr.M.S.Sharma	Presented	Healthy Practices In Teaching Learning And Evauiation	Khambhat 30-31 th July 2011
	Dr. M.S.Sharma	Participated/ Presented	Quality Improvement In Secondary Teacher Education For Sustainable Development	Anand 17-18-Sept- 2011
	Dr.M.S.Sharma	Participated	-	Khambhat 25-Sept.-2011
	Dr.M.S.Sharma	Participated/ Presented	Human Right Edu. Perceptions Of Learners In Reference To The Survey In Made In Hydrabad	Khambhat 25-Sept-2011
	Dr. M.S.Sharma	Presented	Individual Achievement For Economic & Social & Development	8-1-2012
	Dr.M.S.Sharma	Presented	શ્રી ઉચ્ચશિક્ષણથી વ્યક્તિગત ઉપલબ્ધિઓ	Khambhat 12-3-2012
6	Dr.K.K.Lwuva	Participated	-	Patan 16-July-2011
	Dr.K.K.Leuva	Presented	ઉચ્ચ શિક્ષણ મા પ્રવર્તમાન પરીક્ષા- મૂલ્યાકન પદ્ધતિ દોષોથી ભરેલી છે- એક અવલોકન	Khambhat 30-31-July-2011

	Dr.K.K.Leuva	Participated	-	Khambhat 25-Sept-2011
	Dr.K.K.Leuva	Participated/ Presented	Role Of Teacher In Human Right- Education	Khambhat 25-Sept-2011
	Dr. K.K.Leuva	Participated/ Presented	The Role Of Parents Teacher Association For Quality Improvement In B.Ed. College	Khambhat 17-18-Sept.2011
	Dr. K.K.Leuva	Participated	Managing Stess For Successful Lifestyle	14-4-2012.
7	Dr.H.B.Jadeja	Presented	Measurement & Evalution Recent Trends Technique	Vallabh Vidhyanagar 15-10-2011
	Dr. H.B.Jadeja	Presented	Elevating Learning	Ahmedabad 15-10-2011
	Dr.H.B..Jadeja	Presented	શિક્ષણ અને સ્વવિકાસ:સ્ત્રી પશિક્ષણાર્થીઓના મંતવ્યોનો અભ્યાસ	Khambhat 12-3-2012

[2012-13]

Sr. No	Name of Teacher	Participated/ Presented	Title of the Paper	Place & Date (5)
1	Dr. R.D.Pandya	Participated	-	Borsad 28/6/2012
	Dr. R.D.Pandya	Participated	Promotion of culture of quality through Research	V.V.Nagar 6,7,8 july 2012
	Dr. R.D.Pandya	Presented	Revamping Examination System	Petlad 7/9/2012
	Dr. R.D.Pandya	Presented	Revamping Examination System	Petlad 7/9/2012
2	Dr. V.R.Suwan	Participated	-	Borsad 28/6/2012
	Dr. V.R.Suwan	Participated	Promotion of culture of quality through Research	V.V.Nagar 6,7,8 july 2012
	Dr. V.R.Suwan	Presented	Revamping Examination System	Petlad 7/9/2012
	Dr. V.R.Suwan	Participated	-	Ahmadabad 6-7 june,2013
	Dr. V.R.Suwan	Participated	-	Ahmadabad 7-8 june,2013
3	Proff. U.R.Bhatt	Participated	-	Borsad 28/6/2012
	Proff. U.R.Bhatt	Participated	Promotion of culture of quality through Research	V.V.Nagar 6,7,8 july 2012
	Proff. U.R.Bhat	Participated	-	Borsad 19/10/2012
	Proff. U.R.Bhat	Participated	-	Ahmadabad 7-8 june,2013
	Proff. U.R.Bhat	Participated	-	Ahmadabad 18/8/2013
	Pro. U.R.Bhat	Participated	-	Patan

				16/7/2014
4	Dr. H.G.Shastri	Participated	Promotion of culture of quality through Research	V.V.Nagar 6,7,8 july 2012
	Dr. H.G.Shastri	Presented	Revamping Examination System	Petlad 7/9/2012
	Dr. H.G.Shastri	Participated	-	Borsad 19/10/2012
	Dr. H.G.Shastri	Participated	-	Ahmadabad 18/8/2013
	Dr. H.G.Shastri	workshop	New era of Education Web based and mobile based examination	21 jan 2015 to 23 jan 2015
5	Dr. M.S.Sharma	Participated	Promotion of culture of quality through Research	V.V.Nagar 6,7,8 july 2012
	Dr. M.S.Sharma	Participated	-	28/2/2013
	Dr. M.S.Sharma	Participated	-	Ahmadabad 7-8 june,2013
	Dr. M.S.Sharma	Participated	-	Ahmadabad 18/8/2013
	Dr. M.S.Sharma	Participated	-	Patan 16/7/2014
	Dr. M.S.Sharma	Presented	મનોવૈજ્ઞાનિક કસોટીની ઉપયોગિતા	25/9/2014
6	Dr. K.K.Leuva	Participated	-	Borsad 19/10/2012
	Dr. K.K.Leuva	Presented	Some Issues of Indian Education	11/2/2013
	Dr. K.K.Leuva	Participated	-	Patan 16/7/2014
7	Dr. H.B.Jadeja	Presented	Promotion of culture of quality through Research	V.V.Nagar 6,7,8 july 2012
	Dr. H.B.Jadeja	Participated	-	Borsad 28/6/2012

	Dr. H.B.Jadeja	Participated	-	Borsad 19/10/2012
	Dr. H.B.Jadeja	Presented	Construction of Question bank for Content Ability Testing	20/1/2013
	Dr. H.B.Jadeja	Presented	Case study for Researches in Teacher Education	10/2/2013
	Dr. H.B.Jadeja	Participated	-	Ahmadabad 7-8 june,2013

APPENDIX-10

STAFF PROFILE

Knowledge Consortium of Gujarat (KCG)
Academic and Administrative Audit (AAA) For Colleges

a INFORMATION ABOUT PRINCIPAL

(provide information on separate sheet wherever necessary.)

1. Name : Dr.R.D.Pandya
2. Subject: Education – Education philosophy, Gujarati Method
3. Qualifications: ☒ Ph.D ☒ M.Phil ☐ M.Sc. ☒ M.A ☐ M.Com
Any other (please specify) M.Ed.
4. Teaching experience (in Years) : 29 years(twenty five)
5. Number of Teaching hours per week: 20 hours
6. Research projects/publications/study material developed during last 5 years(provide in separate sheet): yes
7. Contribution to enrich quality of teaching learning during last 5 years: (seminars / workshops/lectures/field visits organized) : yes (separate sheet)
8. Contribution to the growth and development of the institution during last 5 years through following:

Committees	Positions held	Work done
IGNOU	Facilitator	Lectures For B.Ed Students
Babasaheb Ambedkar	Facilitator	Lectures For B.Ed Students
Sandhan	Online Lecture	Time Management

9. Other responsibilities taken & information in any : (please specify)

1	STTI	Expert & Convener
2	GCERT	Expert & Convener
3	BISAG	Expert & Convener
4	GSSB	Expert & Convener

10. Best practice in teaching & administration introduce in the college in last 3 years

1	Std. V Audio Cassettes & C.D.for Gujarati Subject From Text Book
2	Std. VI Audio Cassettes & C.D.for Gujarati Subject From Text Book
3	Std. VII Audio Cassettes & C.D.for Gujarati Subject From Text Book
4	Std. VIII Audio Cassettes & C.D.for Gujarati Subject From Text Book
5	Std. X Audio Cassettes & C.D.For Gujarati Subject From Text Book
6	“ Prarthna Pushp” Audio Cassettes & C.D.on Preyars

Enclosure: 1

Detailed description of Teaching Method used

1. Lecture Method

- *Gujarati content cum method*
- *Areas covered by lecture method*

▲ ***Content:-***

✓ માતૃભાષા શિક્ષણનું મહત્વ :-

પ્રત્યાપન માટે- અભિવ્યક્તિ માટે – વ્યક્તિત્વના ઘડતર માટે – મૌલિક વિચારણા કરવા – આનંદ મેળવવા – સામાજિક અને સાંસ્કૃતિક વારસાનું શિક્ષણ, સંવર્ધન અને સંક્રમણ કરવા – શિક્ષણના માધ્યમ તરીકે – વ્યક્તિને સામાજિક બનાવવા.

✓ માતૃભાષાના હેતુઓ:-

શૈક્ષણિક હેતુઓનું મહત્વ – શૈક્ષણિક હેતુઓનું વર્ગીકરણ – માતૃભાષા શિક્ષણના સામાન્ય હેતુઓ – માતૃભાષા શિક્ષણના વિશિષ્ટ હેતુઓ – વિશિષ્ટ હેતુઓ નક્કી કરતી વખતે ધ્યાનમાં રાખવાની બાબતો.

✓ માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ:-

- કથન – ચર્ચા પદ્ધતિ
- પ્રશ્નોત્તરી

A 501

Teacher in emerging Indian society

- તત્વજ્ઞાન: તત્વજ્ઞાનનો અર્થ અને વ્યુત્પત્તિ
- કેળવણી અને તત્વજ્ઞાન વચ્ચેનો આંતર સંબંધ

Teacher in Emerging Indian Society

▲ કેળવણી અને તત્વ જ્ઞાન

- કેળવણી : અર્થ, સંકલ્પના, સ્વરૂપ, પ્રક્રિયા અને કેળવણીના હેતુઓ-(વ્યક્તિગત અને સામાજિક હેતુઓ)
- કેળવણીનું મહત્વ
- ઔપચારિક – અવૈધિક કેળવણી/ અનૌપચારિક કેળવણી

▲ કેળવણી અને સમાજ

- પ્રાચીન અને આધુનિક ભારતીય સમાજની લાક્ષણિકતાઓ, વ્યક્તિ અને સમાજ વચ્ચેનો સંબંધ, સમકાલીન સામાજિક પ્રણાલિમાં કેળવણીની ભૂમિકા.
- કેળવણી અને સામાજિક પરિવર્તન

2. Demonstration Method:

This method is used for description and explanation of different types of lessons by experiment for Gujarati

- Micro lessons
- Simulation lesson
- Stray lessons
- Block teaching – schedules

A 501 Teacher in emerging Indian society

- કેળવણીનું મહત્વ

- શિક્ષણ પ્રણાલિમાં શિક્ષકની ભૂમિકા અને વર્તમાન સમયના પડકારો

3. *Discussion cum questionnaire method*

Gujarati – (કથન ચર્ચા પદ્ધતિ પ્રશ્નોત્તરી)

▲ *Content:*

▲ *Gujarati method*

- આપણા દુઃખનું જોર !
- કન્યા વિદાય
- સયરમે દહાડે સંકલ્પ
- ગોવિંદનું ખેતર
- માતૃભાષા શિક્ષણનું મહત્વ
- શાળામાં માતૃભાષાનું શિક્ષણ
- માતૃભાષા શિક્ષણના હેતુઓ
- ગદ્યશિક્ષણ
- માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ

A 501

Teacher in emerging Indian society

- શિક્ષણ પ્રણાલીમાં શિક્ષકની ભૂમિકા અને વર્તમાન સમયના પડકારો.
- આધુનિકીકરણ – અર્થ, મહત્વ અને અસરો, આધુનિકીકરણમાં કેળવણીની ભૂમિકા કેળવણી અને આર્થિક વિકાસ
- પ્રકૃતિવાદ, આશાવાદ, સંકલ્પના, ઉદ્દેશો, પદ્ધતિઓ, શિક્ષક-વિદ્યાર્થી સંબંધો
- ગાંધીજીના શૈક્ષણિક વિચારો
- રૂસોના શૈક્ષણિક વિચારો

4. *Inductive -deductive method:-*

▲ *Content*

▲ *Gujarati method:-*

- સર્વનામ, વિશેષણ, સંયોજકો, વાક્યપરિવર્તન, સંધિ અને જોડણી
- અલંકાર, છંદ (વસંતતિલકા, શિખરિણી, મંદાકાન્તા, શાર્દૂલ વિકીડિત, સ્ત્રગ્ધરા)
કહેવત, રૂઢિપ્રયોગ, નિપાત, પર્યાયી શબ્દો, શબ્દ સમૂહ માટે એક શબ્દ

માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ:-

- આગમન-નિગમન પદ્ધતિ

Enclosure: 2

Contribution to enrich quality of teaching learning/ administration during last 5 years (seminars/workshops/ lectures/ field visits organized)

→ *Personal development to keep update*

(Year 2008-09, 2009-10, 2010-11, 2011-12, 2012-13)

	<i>As a participant</i>	<i>as</i>
<i>chair person</i>		<i>or paper present</i>
<i>International seminars</i>	03	-
<i>National seminars</i>	10	06
<i>State level seminars</i>	12	01
	25	07

→ *For teacher-trainees (student development and staff development)*

Seminars organized:-

(Year 2008-09, 2009-10, 2010-11, 2011-12, 2012-13)

- ♣ *Year planning-(staff)*
- ♣ *Orientation programme-(students)*
- ♣ *Importance of prayer assembly- (Students & Staff)*
- ♣ *Importance of co-curricular activities for teachers-(staff & students)*
- ♣ *Time-management- (Staff & Students)*
- ♣ *Skills (Knowledge + Practice)*
- ♣ *Decision making*
- ♣ *Communication-importance and use in day-to-day life*
- ♣ *Good telephone/cell phone habits*
- ♣ *Self analysis*
- ♣ *Tips for top-test score*
- ♣ *Philosophy and life*
- ♣ *Aims of education*
- ♣ *Modernization of education*
- ♣ *Soul of the Gujarati language*

- ▲ *Poets of Gujarat*
- ▲ *Literature of Gujarati*
- ▲ *Ancient Indian*

→ *Workshop Organized*

- ▲ *Lesson plan-micro, simulation and stray lessons*
- ▲ *Teaching learning aids*
- ▲ *How to write poems in Gujarati*
- ▲ *How to write short-stories in Gujarati*

→ *Administration Areas:*

- ▲ *Being the principal (Head) of the institute I am the chair person of all the committees of the institute.*
- ▲ *I also co-ordinate all the meetings between institute and management*
- ▲ *I also attend all the meetings as per call of the university*
- ▲ *Meetings with the staff is held every Friday*
- ▲ *All the planning regarding the Academic Administrative, Evaluation etc. is done in advance with the help of staff*

1. *Lectures, Practical, content hours (Semester wise /Annual details):*

	<i>Name of the Course Paper taught in (B.Ed)</i>	<i>Credit Weightage of the course</i>	<i>Mode of Teaching</i>	<i>Hours Week allotted</i>	<i>% of class taken As per documental record</i>
	<i>Paper 501 Teacher in Emerging Indian Society (Sem-I)</i>	02	<i>Teaching Theory by power point, OHP & Other Teaching Aids</i>	04	100%
	<i>Paper Education in Emerging Indian Society (Sem-II)</i>	02	<i>Teaching Theory by power point, OHP & Other Teaching Aids</i>	04	100%
	<i>Gujarati Content & Method (Sem-I & -II)</i>	04	<i>Teaching Theory by power point, OHP & Other Teaching Aids</i>	04	100%
	<i>Prectice Teaching (Sem-I & -II) (Micro,Simulation,Strey & Block) Content Assi. Teaching Aids Action Reserch Blue Print Internship & Literacy Programme Viva G Co-Curriculum Activity</i>	12 02 01 01 01 01	<i>Lesson Practical in Various Schools Guidance for Submission Practice & SupervisionExam & Submission Taken</i>	<i>For B.ed. Total Prectical Works 480 hours Sem I &II</i>	100%

2. *Lectures or other teaching duties in excess of the UGC norms
(Maximum score 10)*

- *INGOU (Kharod-Center for B.Ed.) Every Year 04 Lecturers Since 2002*

Last 12- Years more than 45 Lecture.

- *Baba Ambedkar O.Uni.(Petlad Center for B.Ed.) every Year 04 Lectures from year 2010*
- *From 1996 to 98 two years in Shri Rangshikshan Maha Vidyalay, Bilimora*

Last 04 - Years 08 Lecture.

In CTE Center at Shri Rangshikshan Mahavidyalay, Bilimora Delivered More then 50 Lectures in Various Seminars since 1990 Last 05 - Years 15 Lecture.

- *In GCERT; DIET; STTI & Gujarat Secondary Education Board and Other Seminars*

Delivered Many Lectures in Karmyogi Talim as a Subject Expert Last 10 - Years 25 Lecture.

- *5 days on Air Training by BISAG for Secondary Teachers in all over Gujarat Worked as a Subject Expert & Convener also.*
 - *Conducting 3 State Level Seminar as a Co-Ordinator/ Convener for Karmyogi Talim in Bilimora & Godhara*
3. *Reading/Instruction material provided, use of additional Knowledge resources for subject enrichment (Maximum score 20)*

Co-Writer in Total 4 Modules

1. *Std.11th-12th Gujarati Subject Module Prepared for Karmyogi Talim by Gujarat Secondary Education Board*
 2. *Std. 08th-09th Gujarati Subject Module Prepared for Karmyogi Talim by Gujarat Secondary Education Board*
 3. *“ Vidyasetu” Module (Bridge Course) Prepared for Std 8th by G.S.E.B.*
 4. *Prepared Module of Action Research by STTI, Gandhinagar for Secondary Teacher.*
 5. *Std .X & XII self Study books Prepared Worked as a Co-Writer & Convener of writer Group.by Guj.State Text book Board*
4. *Use of Participatory and innovative Teaching learning methodologies (use of ICT,sundhan,E-Library,Remedical*

courses & Skill Modules) (Maximum score 20) Use of Partycypatory & Innovative Teaching Learning Methodologies Use of ICT Sandhan, E-Library, Remedical Courses & Skill Modules

- *Through BISAG (Sandhan) 5 days on Air Training given for Secondary Teachers. Organised by Gujarat Secondary Education Board, Gandhinagar.*
 - ***Prodused Six Albums for Gujarati Poems From Gujarat State Text Book:***
 1. *Std. V Audio Cassettes & C.D.for Gujarati Subject From Text Book*
 2. *Std. VI Audio Cassettes & C.D.for Gujarati Subject From Text Book*
 3. *Std. VII Audio Cassettes & C.D.for Gujarati Subject From Text Book*
 4. *Std. VIII Audio Cassettes & C.D.for Gujarati Subject From Text Book*
 5. *Std. X Audio Cassettes & C.D.for Gujarati Subject From Text Book*
 6. *“ Prarthna Pushp” Audio Cassettes & C.D.on Preyars*
5. *Examination duties (invigilation, paper setting, evaluation of student at theory/practical examination) (Maximum score 25)*

Examination Duties:

- *As a paper setter & Examiner in B.Ed for V.N.S.G.Uni, Surat S.P.Uni. V.V.Nagar & Guj.Uni. Ahmedabad*
- *As a Examiner in M.Ed. For Guj.Uni. Ahmedabad & S.N.D.T.Uni. Mumbai*
- *As a Convener in (Yoga, Computer & Annual Lesson) Practical examination for B.Ed.*

Co-Curricular, extension and professional Development Activities

<i>Sr Number</i>	<i>Name of Activity</i>
1	<i>Cultural - Drama Written & Direction At College Level</i> <i>- Music - Upantya Visharad in Vocal</i> <i>- Know playing Harmoniyam & All Rethom</i> <i>* Youth Festival - Work As a Judge- 15 years</i> <i>* Saptadhara- Organizing Saptadhara Competition in college</i>
2	<i>GCERT,STTI,DIET,GSEB work as a Expert in Gujarati,Action Reserch Karmyogi Talim & On Air (BISAG) as a sub Expert & Convinior also</i>
3	<i>Organized 03 State Level Karmyogi Workshop as a Co-Ordinate & Sub Expert work as a Anand Dist,Co Ordinetor for Matrubhasha Samvardhan.</i> <i>* Prepering 6 C.D.Album in Gujarati Text Book Poem. For st.5,6,7,8,10 Students & its help Teacher,Students & Teacher Trainee for Learning Gujarati Subject.</i>

Research and Academic Contribution

1. *Articles/Chapters publish in Books (International publications, National publications, Regional publications, State publications)*
2. *Books published as single author or as editor (International publications, Regional Publications)*

	<i>Title with page No.</i>	<i>Type of Book & authorship</i>	<i>Publisher & ISSN/ISBN.</i>	<i>Whether peer reviewed</i>	<i>No. of Co-author</i>	<i>Whether you are main author</i>
	<i>Maun no Meghdhanushi Ughad(Book) Page 01 to 55</i>	<i>Self Written Gujarati Poems</i>	<i>Shwetraraj Publication Vadodara (2004) No ISSN/ISBN</i>	-	<i>No</i>	<i>Yes</i>
	<i>Safal Jivan na Aadharo (Book) in Gujarati Language</i>	<i>Translet With one Co-Writer</i>	<i>Veena-Chhaya Prakashan Bilimora (2006) No ISSN/ISBN</i>	-	<i>One</i>	-
	<i>Gujarati Sahitya Swarupo Ane Sahityakaro</i>	<i>Reference book for B.ed.P.T.C & All the Guj.Sub.Teacher's</i>	<i>Gurjar Prakashan, Ahmedabad (2012) No ISSN/ISBN</i>	-	<i>No</i>	<i>Yes</i>
	<i>Teacher in Emerging Indian Society</i>	<i>Reference Book For B.ed Student</i>	<i>Amol Varishen Prakashan Ahmedabad, (2011) No ISSN/ISBN</i>	-	<i>Five</i>	-
	<i>Action Resarch Module (Co-Writer)</i>	<i>For Secondary Teacher</i>	<i>STTI, Gandhinagar No ISSN/ISBN</i>	-	<i>24</i>	-
	<i>Three Modules for Karmyogi Talim (Co-Writer)</i>	<i>For Gujarati Sub. Teacher</i>	<i>Guj.State Text Book Board, Gandhinagar No ISSN/ISBN</i>	-	<i>06</i>	-
	<i>Six book Std V,VI,& VII & 6 to 8 std (semester system)Gujarati Text book Std X & XII (Sub. Gujarati) (Co-Writer)</i>	<i>Text Book in Gujarati Secondary Education. Self Learning Materials for Gujarati Subject Students</i>	<i>Guj.State Text Book Board, Gandhinagar No ISSN/ISBN</i>	-	<i>20</i>	-
	<i>Std 5 to 12 Gujarati text book</i>	<i>પાઠ લેખકોનો પરિચય (In Progress)</i>	<i>Gurjar Prakashan</i>		<i>No</i>	<i>Yes</i>

3. *Ongoing & Completed Research projects and Consultancies (Including State research projects)*

<i>Category</i>	<i>Title</i>	<i>Agency</i>	<i>period</i>	<i>Grant Mobilized (in RS)</i>
<i>Ongoing</i>	-	-	-	-
<i>Completed</i>	<i>A Study of The Language Proficiency of The Teachers</i>	<i>GCERT</i>	<i>6 Months</i>	<i>19800/-</i>

4. *Research Guidance*

<i>Sr. No</i>	<i>Name of Course</i>	<i>Number Enrolled</i>	<i>Thesis Submitted</i>	<i>Degree/Certification Awarded</i>
<i>1</i>	<i>M.Ed. M.A.(Edu)</i>	<i>10 05 15</i>	<i>Yes 15</i>	<i>Yes- M.Ed.& M.A.in Education 15</i>
<i>2</i>	<i>✓ Ph.D.</i>	<i>01</i>	<i>No.</i>	<i>No.</i>

5. *Faculty Development programmes (Not less than one week duration)*

<i>Sr.No.</i>	<i>programme</i>	<i>Duration</i>	<i>Organized by</i>
<i>1</i>	<i>Sugam Sangeet</i>	<i>07 Days</i>	<i>Gujarat Sahita Natak akadami</i>

5. *Papers presented in Conference, Seminars, Workshops, Symposia*

	<i>Title of Paper</i>	<i>Title of The Seminar</i>	<i>Organized by</i>	<i>International/ National/ State/ College or Uni. Level</i>	<i>Date</i>
	<i>Choices & Chalanges in Education</i>	<i>Education for 21th centure Skills:Choices & Challenges</i>	<i>Waymade college of Education, V.V.Nagar</i>	<i>International Seminar</i>	<i>16/10/2010</i>
	<i>Higher Education for Knowledgebased society Globle reforms</i>	<i>Higher Education For Knowledge based society Globle reforms</i>	<i>M.S.Uni.Vadodra</i>	<i>International Seminar</i>	<i>20-21 Dec,2010</i>
	<i>Gujarati Diaspora: Impact of Diaspora (Participation)</i>	<i>Gujarati Diaspora: Impact Of Diaspora</i>	<i>NRG Foundation Gov.ofGuj. (S.P.Uni. V.V.Nagar)</i>	<i>International Seminar</i>	<i>09-10 Feb,2012</i>
	<i>Technology in ELT</i>	<i>Technology, ELT & Eng. Education in India</i>	<i>Charotar Institute of Technology-Changa ,(Guj)</i>	<i>National Seminar</i>	<i>29-30 Jan,2009</i>
	શિક્ષણમાં ગુણવત્તા માટે નિમણૂક સમયે અનિવાર્ય બનતી ગુણવત્તાની ચકાસણી	<i>Quality Teacher Training: Yes But to Yes Please</i>	<i>Anand college of Education, Anand</i>	<i>National Seminar</i>	<i>24-25 July,2010</i>
	<i>Role of Teacher in Human Rights & Human Devlopment</i>	<i>Human Right & Human Devlopment: Futuristic Role of Teacher Education</i>	<i>N.H.Patel college of Education, Anand</i>	<i>National Seminar</i>	<i>25 Sep,2010</i>
	<i>Human Rights & Education</i>	<i>Human Rights & Values in Education</i>	<i>Arts.Comm.Sc i. college, Khambhat</i>	<i>National Seminar</i>	<i>28 sep,2010</i>
	<i>Issues in practice Teaching</i>	<i>Quality Improvement in Prectical Teaching: Teacher Education</i>	<i>S.I.Patel ipcowala College of Education Petlad</i>	<i>National Seminar</i>	<i>05-06 Feb,2011</i>
	<i>Use of ICT in school Education</i>	<i>Innovation in School Education</i>	<i>Sarvoday college of</i>	<i>National Seminar</i>	<i>24/7/2011</i>

			Education, Derol station Dist: Panchmahal		
	Research on Quality Improvement in secondary Teacher Education	Acumen of Quality Improvement in Secondary Teacher Education: Pros & Con's.	N.H.Patel college of Edu.Anand	National Seminar	17/09/2011
	રશ્મી ઉચ્ચ શિક્ષણથી વ્યક્તિગત ઉપલબ્ધિઓ	Women & Higher Education	Anand Arts college , Anand	National Seminar	12/03/2012
	Innovative learning & Teaching	Healthy Quality Prectices: Unknown to Known	Anand Education college Anand	National Seminar	30-31 July 2012
	Participation	Curriculum and accreditation transition of teacher education	L.N.K.College of Education, ,Patan	National conference	16/07/2014
	Reflective practice in Teacher Education (Participation)	Reflective practice in Teacher Education	G.H.Sanghvi Shikshan ahavidyalay, Bhavnagar	State Level	01 to 03/03/2006
	Quality Concern	Strngthening Teacher Education	Smt.S.I.Patel Ipcowala College Of Education, Petlad	State Level	14/06/2006
	Role of management In Naar (Participation)	Role of Management in NAAC	Arts.Comm.Sc i.college, Khambhat	State Level	11/05/2007
	Vat#man]Cc ix9 `nI dxa Ane idxa	Co-Operation Between Government & People in Field of Education	Department of Education.Ga npat Uni,Kherva	State Level	06/07/2008
	Quality Maximization in Teacher Edu. Quality & Accountability	Quality Maximization in HELS Through IQAC	M.P.Arts & Comm. college, Ahmedabad	State Level	13/07/2008
	Quality Education	Innovative Practices In Teacher Training Programme	Vivekanand College for B.ed, Surat	State Level	11/01/2009
	શિક્ષક સામાજિક સુધારણાનો	Future Challenges & Responsibility	Shri Sarvajnik	State Level	25/01/2009

પરિણામ		<i>Posed On Teacher</i>	<i>Edu.college, Mehsana</i>		
<i>Emergence of Reading in language Development & Developmental Dyslexia(Participatio n)</i>	<i>Emergence of Reading in language Development & Developmental Dyslexia</i>	<i>Department of Linguistics Guj.Uni. Ahmadabad</i>	<i>State Level</i>	<i>17/01/2010</i>	
<i>SBCS & Sem. system in B.ed college (Attended Workshop)</i>	<i>SBCS & Sem. system in B.ed college</i>	<i>T.N.Rao college of Teacher Education, Rajkot</i>	<i>State Level</i>	<i>01/02/2010</i>	
<i>Educational Technology in Classroom Teaching</i>	<i>A Role of Teacher to Improve the Quality of Education</i>	<i>Sheth M.N.C. college of Edu, Dabhoi</i>	<i>State Level</i>	<i>24/07/2010</i>	
<i>A study of the trainees opinion towards Role of Educational Institute in Human Rights</i>	<i>Promotion of Human Rights Through Edu. & The Role of Teacher</i>	<i>Smt.B.C.J.Coll ege of Education, Khambhat</i>	<i>State Level</i>	<i>25/09/2011</i>	
<i>Exam Reform Workshop</i>	<i>Exam Reformation</i>	<i>R.P.Anada College of Education, Petlad</i>	<i>State Level</i>	<i>28/06/2012</i>	

6. Invited Lectures & Chairmanship at National/International/State level Conference/Seminar/Workshops/ Training programmes

Date	Title of Academic Session	Title of Conference/ Seminar	Organized by	National/ International/ Regional Chairperson in
21/11/2009	Session No.03	<i>Education for peace</i>	<i>Anand Education college, Anand</i>	<i>State Level</i>
24-25-July, 2010	Session No.02	<i>Quality Teacher Training Yes but... to Yes Please...</i>	<i>Anand Education college, Anand</i>	<i>National Seminar</i>
26-27 Mar, 2011	Session No.03	<i>Human Rights Education</i>	<i>Anand Education college, Anand</i>	<i>National Seminar</i>

	24/07/2011	Session No.03	Innovation in School Education	Sarvodaya college of Education, Derol station	National Seminar
	30-31 July, 2011	Session No.04	Healthy Quality Practices: Unknown to known	Anand Education college, Anand	National Seminar
	17-18 Sep, 2011	Session No.03	Acumen Quality in Secondary Teacher Education. Pros & Con's.	N.H.Patel College of Education, Anand	National Seminar
	25 th sep, 2012	Technical Session	Human Rights & Human Development: Futuristic Role of Teacher Education	N.H.Patel College of Education, Anand	Reporter in National Seminar
	17-18 August 2013	Session no. 2	Towards Practice Of Teacher Education	N.H.Patel College of Education, Anand	Chairperson in national seminar

Knowledge Consortium of Gujarat (KCG)
Academic and Administrative Audit (AAA) For Colleges

b STAFF INFORMATION

(Distribute to all staff members and provide peer team members visit.)

1. Name : Dr.V. R.Suwan
2. Designation: Associate Professor
3. Subject: Education – The Lear.Natu.&Dev., Tech.-Lear.Prin.,Exp.Hori.of Secondary Edu.,Eco. Method,
4. Qualifications: ☒ Ph.D ☐ M.Phil ☐ M.Sc. ☒ M.A ☐ M.Com
Any other (please specify) M.Ed.
5. Teaching experience (in Years): 22 years(twenty Two)
6. Teaching methods used (lectures, field trip, projects etc): See Enclosure:1
7. Technology used for teaching and frequency of use: Power Point Presentation, Internet As Per Requirement
8. Study material development during last 5 years: Notes,Transpencies, C.D's Etc
9. Contribution to enrich quality of teaching –learning/administration during last 5 years: See Enclosure:2
10. Contribution to the growth and development of the institution during last 5 years through following:

Committees	Positions held	Work done
NAAC	Sub-Co-ordinator	- Prepared SSR and co-ordinated all the work related to NAAC in 1 st cycle - Prepared and successfully submitted LOI and preparing SSR of NAAC in 2 nd cycle
IQAC	Sub-Co-ordinator	Co-ordinated meeting with Principal, staff and help co-ordinator to prepare reports of all the years after NAAC 1 st cycle accreditation
AAA	Co-ordinator	Co-ordinated meeting with Principal, staff and help co-ordinator to prepare reports of AAA
Saptdhara	Co-ordinator	Co-ordinated meeting with Principal, staff and help co-ordinator to prepare different activities reports

11. Other responsibilities taken & information in any : (please specify)

1	Sports	Convener

Enclosure:1

➤ The Learner-Nature and Development

Lecture-Discussion:

- *Individual differences meaning, nature, factors responsible, types, areas in which one can identify individual differences.*
- *Adjustment: Meaning, concept and characteristics. Causes of maladjustment, conflicts, frustration and defense mechanism.*

Lecture-Discussion, Comparative:

- *Exceptional children: concept, types and characteristics: physically handicapped; mentally retarded, gifted; emotionally disturbed and socially maladjusted.*
- *Specific Learner centered techniques of instruction for Creative, Slow learners, gifted, mentally retarded children. Learning Disability: Introduction, concept and types(Dyslexia, Attention Deficiency Disorder: ADD, ADHD: Hyper Disorder)*
- *Motivation: Meaning, concept, nature and theories of Maslow and McClelland*
- *Guidance and Counseling: Meaning, importance and types of guidance: Educational, Vocational and Personal, concept of counseling, directed, non-directed counseling and eclectic.*

ECONOMIC

➤ GROUP DISCUSSION:-

- *Adam smith, Marshall & Robbins definition - Nature of Economics.*
- *Law of diminishing marginal utility*
- *Consumer's Equilibrium*
- *Bar-diagram and Cluster bar diagram*

➤ LECTURE -DISCUSSION

- *Is Economics an art or a science.*
- *Importance of teaching of Economics.*
- *Place of economics in school curriculum.*
- *Concept of Prod. Cost- Classification fixed cost - variable cost.*
- *The theory of Demographic transition.*
- *Causes of high population growth rate*
- *Effects of population*
- *Population policy (control population growth)*
- *General and Specific Aims and objectives of the teaching of Economics.*
- *Teaching of teaching of Economics : Narration, Illustration and questioning techniques.*

➤ GROUP DISCUSSION SOURCE

- *Importance of Statistical Data.*
- *Bar-diagram and cluster Bar diagram.*
- *Meaning and objectives of planning in India.*
- *Achievements and limitations of Indian planning.*
- *Sustainable Development.*
- *Characteristics of developing countries.*

➤ Comparative

- *PQLI and HDIQ*
- *Difference between Economic growth and Economic development*
- *Price elasticity of demand-Meaning-Types.*
- *Concept of Prod.cost - classification fixed cost - variable cost*
- *Relationship between average cost and marginal cost.*
- *Average revenue & marginal revenue.*
- *Agents of production- land labour, capital, entrepreneur, meaning and characteristics.*

➤ Lecture - Discussion & Source

Money and Banking

- ✚ *Barter system*
- ✚ *Evolution of money*
- ✚ *Money-meaning and functions.*
- ✚ *Demand for money*
- ✚ *Function of commercial bank and central bank*

Agriculture & Industry

- *Problems of Indian Agriculture*
- *Green Revolution*
- *Classification of industries*
- *Importance of small - scale industries*

Team Teaching ,demonstrations

Lesson Planning

- *Micro*
- *Simulation*
- *Macro lesson planning*

ECONOMICS

❖ LECTURE -DISCUSSION

- *Balance of Payments*
- *Clear the any one year's balance of payments of India.*
- *Economic development and quality of environment.*

Economic Teacher:

- *Qualities, characteristics, vocation development and training (qualification)*

Economics Textbook :

- *Criteria and characteristic of a good text book and Critical evaluation of the current text book of economics. (Std.11 & 12)*

Survey in Economics

- *Diagnosis and remedial work in Economics.*
- *Specific Methods: Project, Group discussion*

Co-Relation: Concept, Need, Importance and Types of Co-Relation

- *Co-relation with - commerce, statistics, social science, agriculture science, Education.*
- *Arrangement of Economics Room need and importance of Economics Room.*
- *Requirement of Economics club. Different activities of Economics club.*
- *Evaluation in teaching of Economics : meaning and types*
- *Teaching Aids in Economics: Importance, Selection of Tool, Types and their uses.*

➤ Comparative

Balance of Trade:

- *Balance trade and Balance of payment (meaning and types)*
- *Difference between balanced trade and balance of payments verification.*

Problems of Imargining India

- *Relative and absolute property*

Values in Economics:

- *National integrity, Patriotism, Scientific Attitude and Dignity for labour*
- *Field work in Economics : Tour, Interview and Observation*
- *Source Discussion*
- *Male- Female ratio - remove the disparity*

Project field

Survey in Economics:

- *Dam, river, cottage industries, panchayat bhavan, industries inspection - visit*

of Teaching and Learning (A-503)

LECTURE COMPARATIVE

- ❖ *Principles of Teaching and Education Technology*
 - *Meaning of Teaching : Old and new concept, characteristics of good teaching*
 - *Maxims of Teaching : (Meaning, Importance, Form Known to unknown, From concrete to abstract, From simple to complex, From particular to general, From whole to part, From analysis to synthesis, From empirical to rational)*
 - *Principles of Teaching : Concept, Meaning, Nature, Importance and Scope.*
 - *Educational Technology : Definition, Nature, Function, Scope, Distinction between Hardware & Software technologies, their role in modern educational practices.*
- ❖ *Principles and Techniques of Learning*
 - *Meaning of Learning : Concept, Nature and Scope*
 - *Programmed Learning : Meaning, Principles, limitations, Constructions and Steps.*
 - *Cone of experience (Edger Dale), its advantages*

- *Models of Teaching : Concept, Strategies Importance and Basic element (Inquiry Training Model, Inductive Thinking Model)*

Team Teaching and Seminar & Comparative

- ❖ *Teaching – Learning Process and Skill Development*
- *Micro Teaching : Meaning, Importance, limitation and Organization patterns*
- *Teaching Skill : Concept, Types of teaching skill, Set Induction, Questioning, Illustration, Explanation and using black-board : its importance and Components*

Expanding Horizons of Secondary Education

METHOD:- Lecture - Discuss and source

- *National policy of education & its need.*
- *Implementation of NPE in the secondary education.*
- *Revised national policy of education-1992.*
- *Knowledge commission-2007.*

METHOD:- Lecture-Discuss and comparative

- *Comparative secondary Education with reference to U.S.A.*
- *Comparative secondary Education with reference to U.K.*
- *Reflective Thinking: Concept, tools and its practices.*

METHOD:- Lecture-Discuss and Demonstration

- *Virtual classroom: Concept, need, structural approach, merits-demerits*
- *Distance learning: Concept, need, structural approach, merits-demerits*
- *E-Learning(web-based Learning): Concept, need, structural approach, merits-demerits*
- *Examination Reforms*
- *Role of EDUSAT and BISAG.*

METHOD:- Lecture-Discuss and comparative

- *Innovation in Education*

- *Staffroom environment: concept and its need.*
- *Key factor develop a good staffrooms environment.*
- *Different co-curricular activities: Concept, types and its importance.*

Enclosure :2

NO.	DATE	PLACE	INTERNATIONAL LEVEL SEMINAR	NATIONAL LEVEL SEMINAR/Work shop	STATE LEVEL SEMINAR	SUB.
1	15,16-10-2010	V.V.NAGAR	Teaching Method			
2	6-7-2013	AHMADABAD	Liberating learning			
3	25-9-2010	ANAND		Role fo Teacher Human Right & Development		
4	28-9-2010	KHAMBHAT		Human Right		
5	30,31-7-2011	ANAND		Teaching with Technology Better way of Learning		
6	17,18-9-2011	ANAND		The Role of I.C.T. in Teacher Education for Quality Improvement		
7	19,20-10-2012	BORSAD		Research methodology		
8	16-7-2014	PATAN		Curriculum & Accreditation Transi of Teacher Education		
9	25-9-2011	KHAMBHAT			Human Rights Through Edu. & The Roll Of Teacher	
10	25-9-2011	KHAMBHAT			The Role of Teacher in Human Rights Eudcation	
11	6,7,8-7-2012	V.V.NAGAR			Promotion of Human rights through edu. &the roll of Teacher	
12	28-6-2012	BOARSAD			Examination of Reform	
13	7-9-2012	PETLAD			Revamping Examination System	
14	6-2-2012	SANADHAN (G.nagar)			Dr.radhakrishan's Edu. views	BISAG-LIVE
15	17-3-2013	SANADHAN (G.nagar)			Rousseau Edu. views	BISAG-LIVE
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b STAFF INFORMATION

(Distribute to all staff members and provide peer team members visit.)

1. Name : Prof.U.R.Bhatt
2. Designation: Associate Professor
3. Subject: Education – Teacher Education, Social Science Method
4. Qualifications: ☐ Ph.D ☒ ☐ Phil ☒ M.Sc. ☐ M.A ☐ M.Com
Any other (please specify) M.Ed
5. Teaching experience (in Years): 21 years(twenty one)
6. Teaching methods used (lectures, field trip, projects etc): Lectures, Project
Assignment, Group
Discussion, Team Teaching etc.
7. Technology used for teaching and frequency of use: Power Point Presentation,
Internet As Per Requirement
8. Study material development during last 5 years: A 509 S.S School Management

9. Contribution to enrich quality of teaching –learning/administration during last 5 years: See Enclosure:2
10. Contribution to the growth and development of the institution during last 5 years through following:

Committees	Positions held	Work done

NAAC	Sub-co-ordinator	Prepared and successfully submitted LOI and preparing SSR of NAAC in 2 nd cycle
IQAC	Member	Co-ordinated meeting with Principal, staff and help co-ordinator to prepare reports of all the years after NAAC 1 st cycle accreditation

11. Other responsibilities taken & information in any : (please specify)

1	Social Activity	Convener
2	Cultural Activity	Convener
3	Saptadhara	Convener

Enclosure: 1

Detailed Description of Teaching Methods used

1. Lecture Method

*Social Science Content cum Method
Aeves covered by lecture method*

Content

1. ભારતમાં બ્રિટિશ શાસનનો પ્રભાવ અને રાષ્ટ્રવાદી આંદોલન
2. સ્વાતંત્ર્યોત્તર ભારત-1
3. સ્વાતંત્ર્યોત્તર ભારત-2
4. ભારતનું બંધારણ ઘડતર અને લક્ષણો
5. ભારતનો સાંસ્કૃતિક વારસો(હસ્ત અને લલિત કલા)
6. કુદરતી સંસાધનો
7. ભારત : કૃષિ
8. પરિવહન, સંદેશાવ્યવહાર અને વ્યાપાર

Method:

- ▲ સામાજિક વિજ્ઞાનની નૂતન સંકલ્પના અને તેનું મહત્વ

- ▲ સામાજિક વિજ્ઞાન શિક્ષણનાં ધ્યેયો અને હેતુઓ
સામાજિક વિજ્ઞાન શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ (વર્તન પરિવર્તનની ભાષામાં)
- ▲ સમાજવિદ્યાના અધ્યાપન કાર્યનું આયોજન
- ▲ સિમ્યુલેશન : પાઠ આયોજન
- ▲ સામાજિક વિજ્ઞાનના અધ્યાપન કાર્યનું આયોજન (પાઠ આયોજન)
- ▲ સામાજિક વિજ્ઞાન શિક્ષણની પદ્ધતિઓ

❖ *A 509 Teacher Education* [શિક્ષક પ્રશિક્ષણ]

Unit: 1

Concept, need, history and objective of teacher education

- ▲ *Concept of teaching and teacher education*
- ▲ *Historical development of teacher education in India*

Unit: 3

In Service and Pre Service Programme

- ▲ *Meaning*
- ▲ *Objective*
- ▲ *Basic Requirement*
- ▲ *Programmes for Quality Improvement*

❖ *Discursion Cum Questioner Method*

Paper-505 Social Science content cum method

- ▲ આબોહવા
- ▲ વન્યજીવન
- ▲ આર્થિક વિકાસ
- ▲ માનવ વિકાસની ગતિશીલતા

❖ *509 Teacher Education*

The following topics are covered in the above paper through Discussion and by Two Ways Communication i.e. by asking question

- ▲ *Need and Important of Teacher Education*
- ▲ *Aims and Objectives of Teacher Education(I.E)*
- ▲ *Basic Assumptions of Teacher Education*
- ▲ *Concept of Teacher Education as a Profession*
- ▲ *Scope Characteristics of Teaching as a Profession*
- ▲ *Innovative Practices:*
 - Classroom Teaching and Methods*
 - Use of Latest Technology*

❖ *Resource Method*

સામાજિક વિજ્ઞાન

સામાજિક વિજ્ઞાન એ સમાજનું વિજ્ઞાન છે. વિશ્વમાં કોઈ પણ લેખિત અથવા અલેખિત પ્રાપ્ત પ્રમાણભૂત આધારભૂત સાધન સામગ્રીનો આધાર સામાજિક વિજ્ઞાનોનું માલેખન થાય છે. આ પ્રકારના 6 ઘણાં સાધનો પ્રાપ્ય છે. આ સાધનોમાંથી કોઈ એક કે એકથી વધારે સાધન સામગ્રીનો ઉપયોગ કરી શિક્ષણકાર્ય કરવામાં આને ત્યારે એ આધાર પદ્ધતિના ઉપયોગ દ્વારા થયું કહેવાય.

પ્રાપ્ય આધારસામગ્રીના ઉપયોગ દ્વારા માનવસંસ્કૃતિનો ઉદભવ અને વિકાસ લોકજીવન શિલ્પ, સ્થાપત્ય, કલા અને સાહિત્યનો વિકાસ અર્થતંત્ર અને રાજ્યશાસન, સામાજિક પરિસ્થિતિ વિદ્યાર્થીઓમાં જીવંતપણે વિકસાવવામાં આધાર પદ્ધતિના ઉપયોગનું ઘણુંજ મહત્વ છે.

- ▲ ભારતનો સાંસ્કૃતિક વારસો (હસ્ત અને લલિત કલા)
- ▲ ભારત: કૃષિ
- ▲ પરિવહન, સંદેશાવ્યવહાર અને વ્યાપાર
- ▲ વન્યજીવન

❖ *Inductive-Deductive Method*

B 505 સામાજિક વિજ્ઞાન

- ▲ ભારતનો સાંસ્કૃતિક વારસો
- ▲ ભારત : કૃષિ
- ▲ પરિવહન, સંદેશાવ્યવહાર અને વ્યાપાર
- ▲ આબોહવા
- ▲ આર્થિક વિકાસ
- ▲ માનવ વિકાસની ગતિશીલતા

❖ *Method*

- ▲ માઈક્રોપાઠ, સિમ્યુલેશન, સ્ટ્રેલેસન

❖ *A 509 Teacher Education*

- ▲ *The following areas are covered in the above paper through the above mentioned method*
- ▲ *Teachers' status : Social Status, Economic Status and Professional Status*
- ▲ *Teacher Competencies : kind of competencies*
- ▲ *Teachers' commitment areas: kind of commitment*

Knowledge Consortium of Gujarat (KCG)
Academic and Administrative Audit (AAA) For Colleges

b STAFF INFORMATION

(Distribute to all staff members and provide peer team members visit.)

1. Name : Dr.Himanshu G. Shastri
2. Designation: Associate Professor
3. Subject: Education – Education Psychology, Accountancy Method,Commerce
Method, Computer Education
4. Qualifications: ☒ Ph.D ☐ M.Phil ☐ M.Sc. ☐ M.A ☒ M.Com
Any other (please specify) M.Ed.
5. Teaching experience (in Years): 25 years(twenty five)
6. Teaching methods used (lectures, field trip, projects etc): see enclosure-1
7. Technology used for teaching and frequency of use: Power Point Presentation,
Internet As Per Requirement
8. Study material development during last 5 years: Notes, Booklets Of Accountancy&
Commerce,Transpencies, C.D's Etc
9. Contribution to enrich quality of teaching –learning/administration during last 5
years: See Enclosure:2
10. Contribution to the growth and development of the institution during last 5 years
through following:

Committees	Positions held	Work done
NAAC	Sub-Co-	- Prepared SSR and co-ordinated all the work

	ordinator	related to NAAC in 1 st cycle - Prepared and successfully submitted LOI and preparing SSR of NAAC in 2 nd cycle
IQAC	Sub-Co-ordinator	Co-ordinated meeting with Principal, staff and help co-ordinator to prepare reports of all the years after NAAC 1 st cycle accreditation

11. Other responsibilities taken & information in any : (please specify)

1	Accountancy Club	Convener
2	Commerce Club	Convener
3	Attendance Discipline	Convener
4	Skill Development	Convener
5	AAA & KCG	Convener

Enclosure: 1

Detailed description of teaching method

1. Lecture Method

B 511 - Accountancy - Content cum Method

Content

- નામાનો પરિચય
- હિસાબી ખ્યાલો અને સિદ્ધાંતો
- મહત્વ, ધ્યેયો, હેતુઆયોજન અને નામાની જરૂરિયાત
- અર્થ, મહત્વ અને વિશિષ્ટ હેતુઓ, અપેક્ષિત વર્તન પરિવર્તન
- પદ્ધતિઓ :- વ્યાખ્યાન, નિદર્શન પદ્ધતિ, આગમન-નિગમન પદ્ધતિ અને વિશ્લેષણ પદ્ધતિ

B 510 - Business Organization and Management - Content cum Method

- આયોજન
- દોરવાણી
- વખાનની સેવાઓ
- વાણિજ્ય વ્યવસ્થાનો અર્થ, જરૂરિયાત અને ધ્યેયો
- સામાન્ય અને વિશિષ્ટ હેતુઓ અપેક્ષિત વર્તન પરિવર્તન
- પદ્ધતિઓ :- વ્યાખ્યાન પદ્ધતિ, નિદર્શન પદ્ધતિ, અને તલનાત્મક પદ્ધતિ

Paper: 2

The Learner Nature & Development (Psychology)

- ભારતીય સંદર્ભમાં તારુણ્યનાં લક્ષણો
- ભારતીય સંદર્ભમાં તારુણ્ય, તરુણાવસ્થા દરમિયાન વિવિધ પ્રકારના વિકાસ : શારીરિક, સાંવેગિક, બૌદ્ધિક, સામાજિક અને નૈતિક
- વ્યક્તિત્વ :- અર્થ, સ્વરૂપ, પ્રકારો

2. *Demonstration method*

This Method is used for Description and Explanation of different types of lessons in Account and commerce by experiment, For e.g.

- *Micro Lessons*
- *Simulation Lessons*
- *Stray Lessons*

In commerce the following areas are covered by demonstration

- *Banking*
- *Services of LIC*

In commerce while in account the following areas are covered by demonstration

- *Analysis Of Different Statements*

3) *Discussion cum Questionnaire Method:* *Accountancy*

This Method Is Especially Used While Teaching Content Topic Likes

- *Partnership Firm*
- *Goodwill*

Commerce

- *Banking*
- *Services Of Insurance*
- *Media*

Psychology

- વિકાસાત્મક કાર્યો , જરૂરિયાતો, સમસ્યાઓ અને અપેક્ષાઓ, તરુણોની સલાહની જરૂરિયાતો
- વ્યક્તિત્વ : વ્યક્તિત્વ વિકાસ ના ક્ષેત્ર અને કાર્લ યૂંગના સિદ્ધાંતો

4) *Inductive -deductive method*

Both these method sometimes are used in a combination while sometimes are applied separately at different occasions especially to teach grammar and at presentation of different reasons

Accountancy

- *Sub-ledger*
- *Annual n reports*
- *Transaction of share capital*
- *Interpretation of financial statement*
- *Cash balance*
- *Bank Reconciliation*
- *Desinamu*

Commerce

- પ્રચુકિતઓ : ઉદાહરણ , કાર્યક્ષેત્ર, મુલાકાત

Psychology

- તરૂણાવસ્થાની સમસ્યાઓ
- તરૂણાવસ્થા દરમિયાન વિવિધ પ્રકારના વિકાસ: શારીરિક, સાંવેગિક, બૌદ્ધિક, સામાજિક અને નૈતિક
- તરૂણાવસ્થામા સલાહની જરૂરિયાત

CURRICULUM VITÆ

A: General Information and Academic Background

1. Name :DR.MOHINI S. SHARMA
2. Father name :SHANKERLAL S. SHARMA
3. Department :EDUCATION
4. Current designation :Associate Professor
(37400-67000 PB-4)
5. Date & place of birth :09-05-1965 KHAMBHAT
6. Sex :Female
7. Marital status :Married
8. Nationality :Indian
9. Category to which belongs :Open(Hindu Brahmin)
10. Address of the institute :Smt B.C.J.College of Education,
Correspondence Shri B.D.Rao College Campus,
Khambhat
11. Permanent address :6, Saloni Vihar, Nr. Pramukh Palace,
Nana Bazaar, Vallabh Vidyanagar
Anand-388160
12. Contact number : (02698)220250 (O)
09825546163 (M)
13. E-Mail Id : mohinirose@yahoo.com

14. Academic qualification (S.S.C. to Post Graduation)

Examination	Name of Board/University	Year of Passing	Division/ Grades	Subjects
S.S.C.	Central Board of Secondary Education	1980	Pass	Eng., Maths, Science, Hindi, S.S
H.S.C.	Central Board of Higher Secondary Education	1982	Pass	Eng., Physical Education, Hindi, Geography
B.A.	Gujarat University	1985	Pass	Entire English
M.A.	Gujarat University	1992	Pass	Entire English
B.Ed.	Gujarat University	1989	Second	English, Hindi
M.Ed.	S.P.University, Vallabh Vidyanagar	1995	First	Education (English)

15. Research degree

Name of the degree	Title of the thesis	Date of award as per university notification	Name of university
Ph.D.	A Study Of The Effectiveness Of Teaching Strategies On Retention And In Use Relation To Certain Variables	15 th December 2004	S.P.University, Vallabh Vidyanagar

16. Research Guidance & P.G. permission

P.G. permission	University	Date	Post	Number of thesis & students guided
P.G. Permission	Gujarat University	From 18/06/2007 Mode (Permanent)	M.Ed.	15

17. Appointment held prior to joining this institution

No.	Designation	Name of employer	Date of joining	Date of leaving	Pay band with grade pay	Reason for leaving
1	PRT	Kendriya Vidyalaya	01/02/1986	30/04/1986	Rs. 450/- Consolidated	Was on adhoc basis
2	Asst. Teacher	Smt.S.B.Vakil English School	11 th June 1987	01/06/1998	Rs. 950-2000	Appointed as the Lecturer in Smt.B.C.J.College of Education

18. Post held after appointment to this institution.

No	Designation	Department	From	To	Pay band with grade pay
1	Lecturer	Education (Smt.B.C.J.College of Education,Khambhat)	15/06/1998	Continue	2200-75-2800-100-4000
2	Asst. Professor	Education (Smt.B.C.J.College of Education,Khambhat)	01/01/2006	Continue	15600-39100+8000(AGP)
3	Associate Professor	Education (Smt.B.C.J.College of Education,Khambhat)	07/05/2011	Continue	37400-67000 PB-4 &9000

19.Total teaching experience (in years)

→ At school level (at previous institution)	12
years	
→ At undergraduate level (at present institution)	17
years	
Total	29
years	
→ At post graduate level (at present institute)	03
years	

20.Field of specification

Under the subject
Discipline if Any
Therapy)

- Alternative
medicine
(Healing, Angle

21. ACADEMIC STAFF COLLEGE ORIENTATION/REFRESHER COURSES
ATTENDED

No	Name of course	Name of the academic staff college	Name of the university	Duration	Sponsoring agency if any
1	Refresher course in Education	Academic Staff College Gujarat University, Ahmedabad	Gujarat University	6 th Nov. 2000 to 23 rd Nov. 2000	Dept. of Education Gujarat Vidyapith Ahmedabad
2	Orientation Programme	Academic Staff College	Gujarat University	14/05/2001 to	M.B.Patel College of

		Gujarat University, Ahmedabad		06/06/2001	Education S.P.University, Vallabh Vidyanagar
3	Refresher course	Academic Staff College Gujarat University, Ahmedabad	Gujarat University	18/04/2006 to 08/05/2006	U.G.C.
4	Refresher course	Academic Staff College Gujarat University, Ahmedabad	Gujarat University	08/03/2010 to 28/03/2010	U.G.C.

22. TRAINING AND CAPACITY BUILDING WORKSHOP & SEMINARS AND CONFERENCES ATTENDED AND PAPER PRESENTATION

No	Name of training/workshop seminar	Place where held	Name of the organizing body	Year
1	Human Resource Development in 21 st century (STATE LEVEL, UGC Sponsored)	Junagadh	Shri M.M.Ghodasar Mahila Arts & Commerce College	1999
2	School Curriculum Frame Work & its Implication for Lecture Education (NATIONAL LEVEL)	Mysore	KSOU	2001
3	Computer Education For B.Ed. College Teachers' (STATE LEVEL)	Vallabh Vidyanagar	M.B.Patel College of Education	2001
4	Education seminar (STATE LEVEL)	Ahmedabad	Gujarat University Education Faculty Study Circle	2001
5	Privatization of Professional Educationprivatization of Professional Education And Its Implications For Technical Teacher Education (NATION and Its Implications for Technical Teacher Education (NATIONAL LEVEL)	Moradabad	Hindu College	2001
6	A Workshop on	Vallabh	H.M.Patel Institute	2002

	“Revision of Syllabus For English Method (STATE LEVEL)	Vidyanagar	Of English Training & Research	
7	Seminar on Methods of Teaching (STATE LEVEL)	Khambhat	Smt.B.C.J.College Of Education, Khambhat	2004
8	Accreditation For Ensuring Quality Education And Preparation Of SSR For NAAC Accreditation (A Workshop) (STATE LEVEL)	Patan	S.K.School Of Business Management, Hemchand Acharya, North Gujarat University	2004
9	An International Conference on GATS & Education (INTERNATIONAL)	Patiala (Punjab)	Department Of Education & Community Service & All India Association For Educational Research	2005
10	Orientation Programmer For Collegiate Women’s Development Cell (STATE LEVEL)	Ahmedabad	Women’s Development Board Gujarat University	2006
11	Two Days Workshops on Self-Hypnosis (NATIONAL LEVEL)	Mumbai	League Of Controlling Mind & Body	2007
12	Certificate Course In Yoga Hypnosis (NATIONAL LEVEL)	Vadodara	Jay Shikshan Sansthan	2007
13	Methods Of Teaching English (STATE LEVEL) (WORKSHOP)	Borsad	Patel J.B.R.Arts, Patel A.M.R.Commerce & J.D.K.Science College	2008
14	Reaccreditation (STATE LEVEL)	Ahmedabad	S.P.University & Gujarat Assurance Cell	2008
15	International Seminar On Capital Markets, Trends In India And Abroad (INTERNATIONAL LEVEL)	Ahmedabad	Indian Accounting Association Gujarat	2008
16	Quality Maximization In Hls Through IQAC, (STATE LEVEL)	Ahmedabad	M.P.Arts And M.H.Commerce Collge For Women	2008
17	Intel Teach Program (A	Khambhat	Intel Technology	2008

	Workshop) (STATE LEVEL)		India Pvt. Ltd.	
18	Earth Angel Communication	Mumbai	Earth Angel	2009
19	Rps Training Programme	Vallabh vidyanagar	H.M.Patel Institute Of English Training And Research	2009
20	Technology, ELT And English Education In India (NATIONAL CONFERENCE)	Changa	Charotar Institute Technology, Change	2009
21	Formation Of Syllabus On Human Rights And Rights To Education (STATE LEVEL)	Khambhat	Smt.B.C.J.College Of Education	2010
22	Women Empowerment Challenges Ahead (STATE LEVEL)	Ahmedabad	Women's Development Cell	2010
23	Challenges Of 21 st Century For Education (INTERNATIONAL LEVEL)	Vallabh Vidyanagar	Waymade College Of Education	2010
24	Teacher Education : Some Expectations (NATIONAL LEVEL)	Anand	Anand College Of Education	2010
25	Human Rights And Perception (NATIONAL LEVEL)	Anand	N.H.Patel College Of Education	2010
26	Life Positive Expo (NATIONAL LEVEL)	Delhi	The Life Positive Foundation	2011
27	Knowledge Management Programme (STATE LEVEL)	Petlad	Knowledge Consortium Of Gujarat	2011
28	Healthy Practices In Teaching Learning And Evaluation (NATIONAL LEVEL)	Anand	Anand Education College	2011
29	Quality Improvement In Secondary Teacher Education For Sustainable Development (NATIONAL LEVEL)	Anand	N.H.Patel College Of Education	2011
30	Human Rights Education Perceptions Of Learners (STATE LEVEL)	Khambhat	Smt.B.C.J.College Of Education	2011
31	Higher Education For	Baroda	The Faculty Of	2011

	Knowledge Based Society : Global Reforms (INTERNATIONAL SEMINAR)		Education And Psychology M.S.University	
32	Education Andself-Development : A Study Of Girls Trainees Opinion (NATIONAL SEMINAR)	Anand	Women's Study Centre And Anand Arts College	2012
33	A Three-Day Workshop On 'Promotion Of Culture Of Quality Through Research (STATE LEVEL)	Anand	Kcg & Bhikhabhai Jivabhai Vanijya Mahavidyalaya	2012
34	Rashtriya Vidhya Samman Puraskar (NATIONAL AWARD)	New Delhi	Economic Growth Society Of India	2012
35	International Conference On Liberating Learning (INTERNATIONAL LEVEL)	Ahmedabad	Children University Gandhinagar & Educational Researchers' Association Gujarat	2013
36	Evaluation As A Tool For Quality Assurance (National Level)(Worked As The Chairperson)	Ahmedabad	Vaidya Shri M.M.Patel College Of Education	2013
37	Curriculum And Accreditation : Transition Of Teacher Education (NATIONAL LEVEL)	Patan	North Gujarat Education Society Mumbai	2014

23.AWARDS

Sr. No	Details (Name Of Award)	Agency	Type Of Event
1	"21 st Century-Education Excellence Award" (Awarded On Nov.-2004) Awarded By Ex. Election Commissioner G.V.Krishnamurthy	International Integration & Growth Society, New Delhi	National Level
2	"Counseling Excellence Award" (Awarded On Feb.-2006) (Awarded By G.V.Krishnamurthy & Sandip Dixit(M.P))	International Integration & Growth Society, New Delhi	National Level
3	Rashtriya Vidya Samman	Economic Growth	National Level

	Puruskar (Awarded On 8 th January, 2012) (Awarded By The President And Members Of EGSI)	Society Of Indian, New Delhi	

24.ADDITIONAL PROFESSIONAL EXPERIENCE

- I had worked as the “Director” in international learning Centre being promoted
By the management of Smt. B.C.J.College of Education, Khambhat.
- I worked as the Incharge Principal of B.Ed. College, Khambhat in 2006
- I worked as the co-ordinator for NAAC Accreditation in our institute and had prepared SSR for the same and we had been graded B⁺ by the NAAC.
- I have been instrumental of the school set up by the management of our campus right from the ‘concept stage’ the school had opened since June 2003
- I have also brought kangaroo kids at Vidyanagar, Anand. In the process all administrative/academic issues as under had been successfully handled by me.
- I am also the member of the National Council of Teacher Education (NCTE) and had atleast done inspection of more than 30 colleges (B.Ed., D.Ed., M.Ed.) in Maharashtra and Madhya Pradesh.
- I have also acted as the key resource person in the English seminars of S.T.T.I. Gandhinagar.
- I have also worked as the co-ordinator and convener and chair person in the seminars and paper presentation.

25.ADMINISTRATION EXPERIENCE

- Selection of teaching staff
- Overseeing procurement of books, exercise note books etc.
- Regular/continuous interaction with the parent of students to remove grievances receive constructive suggestions for improvement in academic/administrative matters.
- Finalization of prospectus/school diary aims and objectives of the school

- Obtaining necessary approvals from the concerned govt. depts.
- Finalization of transport/uniform arrangements.

26.ACADEMIC

- Finalization of syllabi from K.G. class to std. VIII and also I worked in the syllabus committee of Gujarat board, Gandhinagar.
- Evolving methods for assessing students' behaviour/class performance and devising methods to include study habits in the students.
- Evolving latest interesting audio/visual techniques for modern teaching methods.
- Interaction with national/international education forums/ institutions on issues concerning latest development in teaching methods/ studies concerning teacher students' behaviour, difficulties and methods to resolve the same.
- I do orientation programmes for teachers, lectures of school and colleges.
- Have prepared quality materials using various sources and imparted them among the students in the form of handouts, up to date literature and class notes, booklets, worksheets, slides and thus provided additional resources for the students to learn.
- Have consistently worked to support the students in the areas of ICT based teaching material, imparting technical soft skills, communication skills, personality development skills, reports on various practical topics, English Remedial courses etc.

27.EXAMINATIONS DUTIES

- I have completed all the allotted examination duties considerly like
- Setting of paper of English higher level
- Evaluation of students at university level both in theory and practical
- I have also worked as the chairman of the practical exams at university level.
- I have prepared continuous evaluation sheet.
- I have also checked the M.Ed. dissertation issued by the Gujarat university

28.CO-CURRICULAR EXTENSION AND PROFESSIONAL DEVELOPMENT (COUNSELING AND PSYCHOLOGY RELATED)

- Have committedly worked as the co-ordinator of cultural activities, Saptadhara Activities
- I am also counseling to parents and students on issues concerning personality development e.g. positive behaviour motivation, career choice selection etc.
- Organizing lectures/presentations for reputed institutions/associations on softer aspects, like inculcation of human values, emotional quotient, self-realization, etc.
- I also conduct workshops on healing, angel therapy, powers of mantras etc.
- Also organized self- improvement lectures for the company executives, house wives, in school etc. of which I have some of the feed backs also.
- Writing articles in the educational journals, magazines etc. I am also the member of the competition success review- “Advisory board”
- Providing guidance and preparing candidates for Indian administrative service and other competitive exams.
- Delivering lectures in various commercial/industrial organization on “Self improvement employee motivation, human behaviour, vibrations etc.
- I have also worked in the Saptadhara Activities
- I also do counseling to women related areas and encourage girls and women to achieve higher education and independent

29. DETAILS OF EXPERIENCE

- I have extensive experience of teaching English, Hindi, Psychology and Philosophy to the students using latest audio/visual aids
- Preparing/grooming young college students to be /professional in their respective professional by inculcating in them the values expected from a committed, dedicated and effective session to identify shortcomings and then take the necessary corrective action to make them effective professionals once they join their respective professions

- Identifying bright/brilliant students and to prepare them for achieving skills till the better academic performance.
- I have conducted corporate training too.
- I do conduct orientation programmes for the teacher.
- I do conduct workshops and seminars on divine healing angel therapy crystal therapy, hypnosis, nature your child through conscious parenting(for parents)
- I also guides families to recognize the strength they have through heart centered communication, family meetings and a nurturing and conscious approach to life.
- I help the student's youths, people from various areas to know about the spirituality and its various areas like Mantras Sadhana, Haven etc.

30. RESEARCH PAPER PUBLISHED IN REFERRED

Sr. No.	Title	Journal/Publisher	ISSN/ISBN No.	Year of Publication
1	School curriculum frame work and its implication for lecture implication	KSOU Mysore(IATE Souvenir)		2001
2	Privization of Teacher Education	Hindu college, Moradabad (IATE Souvenir)		2001
3	An international conference on Gats and Education	Department of Education (International journal)		2005
4	Educon (International conference)			2005
5	Educon (international conference)			2006
6	Effect Of Working Mothers On The Family And Their Children	Journal Of Education And Psychology	ISSN 0022-0590	July 2010-March 2011 Vol. 67
7	Quality Maximization In Teacher Education	International Journal Of Education For Human Services (Pruthviraj Groups Of Education))	0976-1128	1 December 2011 Vol.2
8	Learning to Draw Life Design as indicator of quality in Teaching	International Journal of Education for Human Services	0976-1125	June 2012

	Education			
9	Solar Energy	Vedikam		February 2015

31. BOOKS PUBLISHED AND UNDER PUBLICATION

Books

Publisher

- Teaching of English -Akshar Publication
- The Learner-Nature and development -Nirav publication
(Year 2011)
(But it is revised every year
and till date I am in this)
- English content cum method -Nirav Publication
(Both semester I and
semester II)
(Year 2011)
(But it is revised every year
and till date I am in this)
- Micro teaching -Akshar Publication
(Year 2007)
- Vibrations (Collection of motivational articles) -Under Publication
- Collections of Poems -Under Publication
- Powerful Mantras For Success -Under Publication
- The World of Angels - Under Publication
- My Soul Journey to the Himalayas - Under Publication
- English grammar A to Z - Under Publication

32. CONTRIBUTION TO CORPORATE LIFE AND MANAGEMENT OF THE INSTITUTION

- I have been member of many committees like cultural/ discipline student counseling, examination practice teaching, grievance cell etc.
- I have worked as the co-ordinator of the NAAC committee both in cycle of accreditation 2007 and cycle of reaccreditation (2014-15)
- Contributing the corporate life of the institute I've served at various levels e.g. editor of the college magazine, convener of youth festivals and other student's celebrations.
- I've worked as an in charge principal of the institute, and has also worked as the co-ordinator of the seminars organized by the institute.
- I have inspected more than 30 colleges of B.Ed., D.Ed. and M.Ed. as I am the member of the NCTE
- Life member of competition success review advisory board (Magazine)
- Member of international integration and growth society

33.STRENGTHS

- Professional command over issues relating to Human Behaviour/Psychology/Attitude Development
- Excellent communication/public speaking at varied forums.
- Integrity commitment and total dedication to the profession

34.FUTURE PLANNING

- To conduct more workshops all over India and abroad on psychology related topics.
- To develop an understanding of the relationship between culture religion and sustainable living
- To read literature related to Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, etc and then to write book on the inner understanding of all
- To travel and to do Sadhana on various parts of Himalayas.
- To complete all the books incomplete and get it published.
- To construct Gurukul in which the education beings imparted in the olden days by the Gurus and to make the students all rounder.
- To conduct the global seminar on the powers of the Mantras.

- To empower girls and women to conduct seminars and to write a book “An Appeal” (this book will be a book which will appeal a positive attitude towards work, life, relationship and above all the citizens of the country to all the groups of age to all the professionals, to each and every citizen of India) (this project I want to carry on the vast scale)
- To write a book on Pharmacology (which is in process) in which the name of the disease, name of the medicine of the disease, in Ayurvedic, Homeopathic, Allopathic, and in alternative medicine.
- To spread more and more families values awareness among the family

35. RESEARCH PROJECTS

- I am currently working very intensively on some more unexplored research based educational projects such as “Impact of parents’ relationship on children”-
 - ✓ “Why Indian students do better /well in USA than many of the American students”
 - ✓ Impact of scheduled disciplined life on career, education and relationship.
 - ✓ Behavioural studies of in-laws towards daughter-in-law especially in Rajasthan states.
 - ✓ Impact of meditation on daily routine.
- Star therapy

(means when the universe came into existence and different stars and planets were formed at that time also (Since that time)our existence was also, we were at that time part of some stars or planet in molecular forms and then splitted into bigger or smaller forms and were born or grown in life or in other forms at different planets so, to explore the way how to know that we are the part of which stars out of in numeral stars that shall help us to explore our originality and purpose of life and in that our DNA will also play a vital part this research requires a vast study on Vedas, Vedanta and many other ancient spiritual and science books and help of many people)
- Impact of Auto-suggestion in the classroom and how the behavioural changes can be noted by the same.

- Easy tips to talk to thyself (means soul) (in times of despair and desolation it helps to know that though everything may be lost hope still remain)
- How to recreate your cells (in a stupendous breakthrough to stumble upon the secrets of organ regeneration and eternal youth)
- Impact of colors and flowers on life
- Need a change.....?.....but scared to? Here are 10 mind strategies for avoiding change. Find out which one is yours and free yourself of its power - (I have done experiments on many people and got the fruitful outcome)
- Why am I sick?
 (Ever wondered why you get sick? What has triggered your disease? Or how long will the illness last?)
 (Every life event that is a significant emotional experience, whether positive or negative, has an impact on the mind and leaves a marked impression on one layer of the brain, depending upon the individual's perception of the event the corresponding organ or body part shows symptoms of disease, which becomes chronic with repeated triggers.)

DR. MOHINI S. SHARMA

Knowledge Consortium of Gujarat (KCG)
Academic and Administrative Audit (AAA) For Colleges

b STAFF INFORMATION

(Distribute to all staff members and provide peer team members visit.)

1. Name : Dr.Mohini S. Sharma
2. Designation: Associate Professor
3. Subject: Education – Educational Psychology, English Method, Hindi Method
4. Qualifications: ☒ Ph.D ☐ M.Phil ☐ M.Sc. ☒ M.A ☐ M.Com
Any other (please specify) M.Ed. (English)
5. Teaching experience (in Years) : 27 years(twenty seven)
6. Teaching methods used (lectures, field trip, projects etc): See Enclosure:1
7. Technology used for teaching and frequency of use: Power Point Presentation,
Internet As Per Requirement
8. Study material development during last 5 years: Notes, Booklets Of
Grammar, Transparencies, C.D's Etc
9. Contribution to enrich quality of teaching –learning/administration during last 5 years: See Enclosure:2
10. Contribution to the growth and development of the institution during last 5 years through following:

Committees	Positions held	Work done
NAAC	Co-ordinator	- Prepared SSR and co-ordinated all the work related to NAAC in 1 st cycle - Prepared and successfully submitted LOI and

		preparing SSR of NAAC in 2 nd cycle
IQAC	Co-ordinator	Co-ordinated meeting with Principal, staff and prepared reports of all the years after NAAC 1 st cycle accreditation

11. Other responsibilities taken & information in any : (please specify)

1	Women Development Cell	Convener
2	English Club	Convener
3	Cleanliness Work	Convener
4	Meditation Club	Convener
5	Co-Ordination With Other Learned Person	Convener

Enclosure: - 1

Detailed Description of Teaching Method Used:

1. Lecture Method:

Lecture method is almost followed as per requirement in each lecture, for the effectiveness following points are kept in mind:

- Teacher student interaction takes place frequently.*
- Two way communication*
- Opportunities of asking questions on both the sides, teacher and students are ample*
- Responsibility for active learning is shared by teacher and learners*
- Small group, problem-solving activities are planned and exacted as well.*
- Supporting media like pictures charts, projected points through LCD or OHP are used.*
- Limited note taking is done by the students*

Area of English Content cum Method Covered By Lecture Method

→ *Grammar (Content)*

Parts of speech types of sentences, voice, reported speech transformation of sentences

→ *Method*

English as second/foreign language, history of English, Three language formula aims of teaching English, method of teaching English, language acquisition and learning

Paper :2 The Learner Nature And Development (Psychology)

→ *The following areas are covered through lecture method*

→ *What is psychology*

→ *Educational Psychology*

→ *Growth & Development*

→ *Types Of Development*

B-502 *Hindi Content Cum Method*

→ *भाषातत्त्व*

→ *भाषा संरचना और भाषा विस्तार*

→ *भाषा का महत्व और विशेषताएँ*

→ *राष्ट्रभाषा का महत्व*

→ *भाषा शिक्षा के उद्देश्य*

→ *भाषा शिक्षा की विधियाँ*

2. Demonstration Method

This method is used for description and explanation of different types of lessons by experiment for e.g.

→ *Micro Lessons*

→ *Simulation Lessons*

- *Stray Lessons*
- *Block Teaching Schedules*
-

Paper-2 the Learner-Nature and Development (Psychology)

-Meditation

B-502 Hindi Content cum Method

→ हिन्दी के पाठ आयोजन	
→ गद्य के पाठ	} <i>Micro Lesson</i>
→ पद्य के पाठ	
→ व्याकरण के पाठ	
→ रचना के पाठ	
	} <i>Simulation Lesson</i>
	} <i>Stray Lesson</i>
	} <i>Block Teaching</i>

3. *Discussion Cum Questionnaire Method :-*

*This method is especially used while teaching content topics like,
English*

- *Word formation,*
- *Con Sonantal And Vowel Sounds, Reproduction of Sounds*
- *Formation of different kinds of sentences*
- *Voice*
- *Reported speech*
- *Transformation of sentences*
- *Content analysis*
- *Task analysis*

Paper:2 Learner's Nature and Development

In this method the following areas are discussed

- *Psychology Areas of Psychology*
- *Relation of Psychology and Education*
- *Definition of Educational Psychology*
- *Scope of Educational Psychology*

- *Content of Educational Psychology*
- *Aims and Objectives of Psychology*
- *Characteristics of Growth*
- *Difference Between Growth and Development*

B-502 *Hindi Content cum Methodology*

- *उपसर्ग और प्रत्यय (परिभाषा और प्रकार)*
- *संधि*
- *समास*
- *अहिन्दी भाषा क्षेत्रों में हिन्दी शिक्षा के उद्देश्य और महत्व*
- *हिन्दी अध्यापन प्रवृत्ति*
- *श्रवण की शिक्षा*
- *कथन मौखिक अभिव्यक्ति की शिक्षा*
- *वाचन की शिक्षा*
- *लेखन की शिक्षा*
- *कौशल्य भाषा शिक्षा की विधियाँ*

4. *Inductive -Deductive Method*

Both these methods sometimes are used in a combinations while sometimes are applied separately at different occasions especially to teach grammar and at presentation of different lessons. This method is also used to teach some method points like teaching of prose, poetry, grammar, composition. Method of teaching English etc in the semester II

Paper:2 *Learners Nature and Development*

- *Concept of Psychology with Illustrations*
- *Concept of Educational Psychology with Illustration*
- *Use of Educational Psychology in Education Especially in Classroom*

- *Characteristics of Teacher According to Educational Psychology*
- *Characteristic of Growth and Development*
- *Relationship of Education and Maturation*
- *Concept of Hereditary*
- *Effects of Hereditary and Environment*
- *Educational Implication of Environment*

B-502 *Hindi Content Cum Methodology*

- *हिन्दी विषयवस्तु*
- *वर्ण - परिभाषा, भेद, उच्चारण*
- *स्वनि*
- *स्वर और व्यंजन*
- *शब्द रचना*
- *पद रचना*
- *वाक्य परिवर्तन*
- *उपसर्ग और पत्यय*
- *अर्थविस्तार*
- *अलंकार*
- *परीक्षण और मूल्यांकन*
- *अपरिचित शब्दों की शिक्षा*

5. *Project Method*

English

In this method teacher trainees are given some projects to enhance their knowledge of the English language plus to enhance their teaching learning process

In English content teacher trainees are given project during simulation lesson to prepare the charts of different

structures used in English, chart of substitution table, charts of different lesson related pictures and tenses to use during the lesson in the classroom

Assignment of the content cum method questions and also to write the textual question and answers of the prescribed lessons in the syllabus.

Paper:2 Learner's Nature And Development

In psychology the teacher trainees are given project to observe the Growth and Development of the school students in which they are going to give the stray lesson and prepare the chart name wise, age wise, class wise and write their observations keeping in mind the characteristics of growth and Development, malnutrition in them etc.

Teacher's trainees are also given questionnaire which is related to the effect of environment on physical development, mental development, I.Q. development, effect on personality etc and school students are given that questionnaire and after that teacher trainees have to do analysis on it.

B-502 Hindi Content cum Methodology

→ कृति विवेचन और साहित्यकारों के बारे में माहिती पद्यों में और हाहाहाहाहाहाहाहा में लिखनी है।

Enclosure: 2

Contribution to Enrich Quality Of Teaching Learning /

Administration During Last 5 Years: (Seminar

/Workshops/Lectures / Field Visits Organized)

Personal Development to Keep Update

(Year 2008-09, 2009-10, 2010-2011, 2011-2012 2012-2013)

Participated In The Following Seminars/Workshop/Conferences:

- 1. Method of Teaching English Organized By Patel
J.D.K.Science College Borsad(Workshop)*
- 2. Reaccreditation Organized By S.P University & Gujarat
Assurance cell, Ahmedabad*
- 3. Knowledge Management Programme For Faculty Organized
By Office of The Commission Of Higher Education,
V.V.Nagar.*
- 4. Quality Maximization In HELs Through IOAC Organized By
M.P.Arts And M.H.Commerce College For Women
Ahmedabad.*
- 5. Earth Angel Communication Organized By Earth Angel
,Mumbai*
- 6. Technology in ELT, organized by Charotar Institute of
Technology, Change.*
- 7. Formation of syllabus on Human Rights and Rights to
Education ,Organized/Khambhat (Workshop)*
- 8. "Women Empowerment Challenges Ahead" Organized By
Women's Development Cell, Gujarat University, Ahmedabad*

9. *Life positive EXPO 2011, organized by the Life Positive Foundation (Residential Programme)*
10. *Knowledge management programme organized by Knowledge Consortium Of Gujarat ,Dept.Of Higher Educational Gandhinagar, At Petlad*
11. *UGC sponsored "Promotion of Human Rights Through Education and The Role of Teachers Organized by Smt. B.C.J. College of Education, Khambhat*
12. *International seminar on Accounting education and Research organized by S.D. School of Commerce Gujarat University , A'BAD (Conference)*
13. *Challenges of 21st century for the education of century: Old school (international seminar) organized by the WAYMADE College of Education, V.V.Nagar.*
14. *Acumen of quality improvement in secondary teacher education: Pros and Cons' organized by N.H.Patel College of Education, ANAND.*
15. *NAAC Sponsored national seminar Quality Teacher Training Yes But.....To Yes Please Organized by Anand College of Educaion ,Anand*
16. *Healthy practices in teaching learning and evaluation organized by Anand Education College, Anand.*
17. *National conference on curriculum and accreditation: transition of teacher Education organized Lilavati Nandnalal Kilachand college of Education ,CTE ,Patan*

- *Research paper published in international journal of education for human services-quality maximization in the teacher education*
- Other relevant information /award. Recognition received for working to enhance education in society especially with working children*
- *21st century education excellence award*
Awarded by Ex: Election commissioner G.V. Krishnamurthy organized by international integration and Growth society, New Delhi (National Level Event)
- *“Counseling Excellence Award” Awarded by G.V.Krishnamurthy and Sandip Dixit (M.P) organized by International Integration and Growth Society New Delhi*
- *Rashtriya Vidya Samman Puraskar, Awarded by the President and Member of EGSI organized by Economic Growth Society of India, New Delhi*

❖ *For Teacher Trainees (Students Development)*

Seminars Organized (2008-09, 2009-10, 2010-11, 2011-12, 2012-13)

- 1) Orientation Programme Every Year*
- 2) Importance Of English In 21st Century*
- 3) Update Your Senses*
- 4) National Language Hindi*
- 5) Personality Development*
- 6) Value Education*

- 7) *Benefits Of Leadership Qualities*
- 8) *Career Enhancement*
- 9) *Self Realization*
- 10) *Angel Therapy*
- 11) *Auto Suggestion*
- 12) *How To Be Positive In Life*
- 13) *Powers Of Prayers*
- 14) *Role Of The Teacher In-The Changing Scenario*
- 15) *Importance Of Discipline In Life*
- 16) *How To Awaken The Hidden Talent*
- 17) *Meditation*
- 18) *Reproduction Of English Sound*
- 19) *Lesson-Planning*
- 20) *Women Development Cell (Every Year)*

Workshop Organized

Lesson Planning -Micro, Simulation and Stray Lessons

- *Teaching Aids(Ideas, system and preparation)*
- *Teaching of Tenses (both in English and Hindi)*
- *Writing stories with moral*
- *Writing poems*
- *Diary writing*
- *Meditation and yoga*

- *Women's health issues (preparation of charts, lectures ,discussions etc)*
- *Judge yourself*
- *Language sense*
- *Newspaper note talking*
- *Preparations of CD's (how to download from internet etc)*

Administration Areas

- *I have been a member of many committees like cultural, discipline, student's counseling committee of the institute.*

Contributing the corporate life of the institute. I have served at various levels, e.g. editor of the college magazine, converner of the youth festivals and other students' celebrations. I've worked as an incharge principal of the institute and have been a co-ordinator of NAAC and has also worked as a co-ordinator of the seminars organized by the institute.

Knowledge Consortium of Gujarat (KCG)
Academic and Administrative Audit (AAA) For Colleges

b STAFF INFORMATION

(Distribute to all staff members and provide peer team members visit.)

1. Name : Dr.K.K.Leuva
2. Designation: Associate Professor
3. Subject: Education – The maths, science, education technology.
4. Qualifications: ☒ Ph.D ☐ M.Phil ☒ ~~M~~.Sc. ☐ M.A ☐ M.Com
Any other (please specify) _____
5. Teaching experience (in Years): 16 years
6. Teaching methods used (lectures, field trip, projects etc): Lecture, Inductive, Deductive, Analysis, Synthesis, Demonstration, Group Discussion, Team Teaching, Field Trip, Assignment.
7. Technology used for teaching and frequency of use: Charts, Ohp, Computer, Model
8. Study material development during last 5 years: Transpencies, C.D's, Charts
9. Contribution to enrich quality of teaching –learning/administration during last 5 years: Seminar, Lectures, Visit Of Science Fair.
10. Contribution to the growth and development of the institution during last 5 years through following:

Committees	Positions held	Work done
NAAC	Sub-Co-ordinator	- Prepared SSR and co-ordinated all the work related to NAAC in 1 st cycle - Prepared and successfully submitted LOI and preparing SSR of NAAC in 2 nd cycle
IQAC	Sub-Co-ordinator	Co-ordinated meeting with Principal, staff and help co-ordinator to prepare reports of all the years after NAAC 1 st cycle accreditation
AAA	Co-ordinator	Participate in staff meeting and collecting and provide necessary
Science club	Head and guide	To construction of the science club and prepare the student for the member and various activities.

11. Other responsibilities taken & information in any : (please specify)

1	Tree plantation	Convener
2	Cleanliness work of college campus	Convener
3	To support the cultured program	Convener
4	Youth festival and other youth program	Convener
5	Co-ordination with other learned program	Convener

Enclosure: 1

CONTENT CUM METHOD-B-507 SCIENCE AND TECHNOLOGY

METHOD:- Discussion and Assignment.

UNIT:-1 CONTENT:-

Std :-9 **Chapter-2** Wave Motion and Sound

Chapter-4 Chemical Bonding

Chapter-8 Our Natural resources

Std :-10 **Chapter-10** Universe

Chapter-11 Organic Compounds

Chapter-16 Heredity and Evolution

- **METHOD :-** Lecture & Discussion
- Unit Lesson Planning
- Science Teacher: Efficiency and Professional commitments
- Characteristics of an Ideal Text book of Science & Technology STD 8 to 10
- Reference Material in Teaching of Science (usefulness), Gyan Granth, Encyclopedia magazines, Reference Books.
- Importance and Need in Teaching of Science: Teacher's Hand Book, Vivarium & Botanical Garden.

METHOD :- Science Laboratory, club and Science activity:

- Project Method
- Science Laboratory: Need Planning
- Science club: Importance, Establishment & Activities.
- Activities in Teaching of Science(Play Way & problem solving Approach in Class room)
- Importance of museum, Science Exhibition Science Tour & Science city
- Science Talent Search: Importance & Role of teacher in preparing students

METHOD:-Evaluation

- Evaluation in Teaching of Science(Concept & Importance): Continuous & Comprehensive
- Evaluation in Science: Teacher made, Standardized & Diagnostic Tests, Remedial Teaching, Construction of Question paper & Blue Print(Nature & Importance)
- Correlation of Science Teaching with Maths, Social Science and Arts
- Scientists: Name-Country-Detail about Invention & Contribution
- Indian: (C.V Raman, Dr. Vikram Sarabhai, Sir Jagadishchandra Bose, Homi Bhabha) From Abroad: (Archimedes, Sir Isaac Newton, Madam Curie, Alexander Graham Bell, and Albert Einstein)

Knowledge Consortium of Gujarat (KCG)
Academic and Administrative Audit (AAA) For Colleges

b STAFF INFORMATION

(Distribute to all staff members and provide peer team members visit.)

1. Name : Dr.Harshaba B. Jadeja
2. Designation: Assistant Professor
3. Subject: Education – Educational Psychology, Sanskrit Method, Special Education
4. Qualifications: ☒ Ph.D ☐ M.Phil ☐ M.Sc. ☒ M.A ☐ M.Com

Any other (please specify) M.Ed

5. Teaching experience (in Years) : 12 years(twelve)
6. Teaching methods used (lectures, field trip, projects etc): See enclosure : 1
7. Technology used for teaching and frequency of use: Power Point Presentation,
Internet As Per Requirement
8. Study material development during last 5 years: See enclosure: 2 booklet, pemplet
9. Contribution to enrich quality of teaching –learning/administration during last 5 years: See Enclosure:3
10. Contribution to the growth and development of the institution during last 5 years through following:

Committees	Positions held	Work done
Magazine committee	Editor	Prepares magazine (2008 to 2013)

11. Other responsibilities taken & information in any : (please specify)

1	Cultural activity & competition	Incharge
2	Library and book-bank	Incharge
3	Saptadhara (Gyandhara)	Incharge

Enclosure-1

Papers A-501 Education In Emerging Indian Society.

D-505 Special Education.

B-504 Sanskrit Content Cum Methodology.

Following Teaching Methods Used:

1. Lecture Method:

Sub: A-501 Education In Emerging Indian Society.

Unit:4 Idealism and Naturalism

- Thinkers
- Assumptions
- Concept Of Education
- Objectives
- Curriculum
- Teaching-Learning Methods
- Teacher-Student Relation
- Discipline

Sub: D: 505 Special Education:

- Concept And Meaning Of Special Education
- Concept And Characteristics Of Learning Disable Childrens.

Sub: B: 504 Sanskrit Content Cum Methodology.

- સંસ્કૃત ભાષાનું મહત્વ, સંરચનાની દ્રષ્ટિએ મહત્વ અને સાંસ્કૃતિક દ્રષ્ટિએ મહત્વ, લોકપ્રિય બનવવાના ઉપાયો.

2.Assignment Method:

Sub: B: 504 :-

Unit – 1

- 3.Group Discussion Method.

A-501: Education In Emerging Society:

Thinkers and their views: Mahatma Gandhi, Russueao, Swami Vivekanand, John, Dewy.

4. Project and File Work:

Sub: D-505 Special Education

- Learning Disable Children
- Physical Handicap Children
- Mentally Retrieved Children
- Dumb and Deaf Children
- Blind Children
- Institutes For Special Education

5. Demonstration Method:

Sub: B-504 Sanskrit Method

- Lesson Planning
- Micro Teaching
- Simulation Method, Stray Lesson
- Stray lesson planning
- Prose, poetry & grammar lesson plan

6. Team –Teaching:

For Stages of Stray Lessons

1. Introduction
2. Indication & Topic
3. Narration
4. Evaluation
5. Home Work

7. Inductive – Deductive Method

Sub: B – 504. Sanskrit Content

Enclosure:2

Date	Seminar/Workshop	Seminar Level	Institute/Place	Theme/Title Of The Paper
25/01/2009	Conference	State	Shri Sahjanand Arts & Comm.. College, Ahmedabad	જીવન યોગ્યતાના શિક્ષણમાં શરીર જગતના મૂલ્યોની સ્થાપના: સૈદ્ધાંતિક પીઠિકા અને વ્યવહાર
21/11/2009	Conference	State	Anand Education College Anand	Pragna Jagran : Aim Of Peace Education
14/02/2010	Seminar	State	Department Of Education, Ahmedabad	શિક્ષક પ્રશિક્ષણમાં ચિન્તનાત્મક અધ્યાપન વ્યવહાર [સહભાગી]
24/07/2010	Seminar	National	Anand Education College Anand	Quality Teacher Training
25/09/2010	Seminar	National	N.H.Patel College Of Education, Anand	જીવન યોગ્યતાના શિક્ષણમાં માનવ-વિકાસ અને માનવ અધિકારની વિભાવના
11/10/2010	Workshop	University	Gujarat University Ahmedabad	Education Philosophy
22/12/2010	Workshop	State	G.S. & HSEB Gandhinagar	Classroom Reforms For 21 st Century Schools
14/10/2011	Workshop	State	M.B.Patel College Of Education Vallabh Vidyanagar	Measurement & Evaluation
03/12/2011	Conference	International	Gujarat Chapter(ERA)& Bhartiya Shikshan Mandal, Gujarat Prant	Elevating Learning
12/03/2012	Seminar	National	Anand Arts College, Anand	Education And Self Development: A Study Of Opinions Of Female Trainees
28/06/2012	Seminar	State	R.P.Anada College Of Edu. Borsad	Examination Reform
6-8/07/2012	Workshop	State	Bjvm & Kcg Gujarat Vallabhvidyanagar	Promotion Of Culture Of Quality Through Research
19/10/2012	Workshop	National	R.P.Anada College Of Edu. Borsad	Research Methodology: Report Writing And Its Parameters.
07/06/2013	Conference	International	Gujarat Chapter (ERA), Ahmedabad	Liberating Learning
18/09/2014	Seminar	State	Patel JBR Arts, Patel AMR Commerce & Patel JKD Science College Borsad	Mahabharatma Vidur Niti

Extension Work

- 1. I work as an expert in “Teachers Training” in the tribal area at Dharampur, Dist: Valsad, Gujarat*
- 2. I work as an expert in the workshops related to lesson planning and techniques for teaching at shantaba vidhyalaya., at kukeri, Dist: Navsari, Gujarat*
- 3. I visited vivekanand Kendra vidhyalaya, shergaon (Arunachal Pradesh) and had an interaction with the students and teachers & had given model lessons In various standards 6,7,9*
- 4. I took part in the workshop at children university Gandhinagar and prepared syllabus based on Indian philosophy [Bharatiya Chintan]*
- 5. I prepared a syllabus for Vocational Guidance [B.Ed] in Babasaheb Ambedkar Open University and wrote material for Special Education[B.Ed]*
- 6. I rendered services as an expert in the workshop on construction of question bank for content ability teaching organized by faculty of education, kadi sarva vishwavidyalaya, Gandhinagar*

Activity for students’ development

- 1. I do an orientation programme every year*

2. *I give a task to the students for the better use of a library and make them familiar about the different types of books and magazines*
3. *I take extra-classes for Sanskrit grammar and for content development of Sanskrit*
4. *I motivate the teacher students for singing Sanskrit subhashitas in meter with proper pronunciation by giving task daily.*
5. *I work as an anchor in the most of the cultural activities in the college*

APPENDIX-11
SMT.B.C.J.COLLEGE OF EDUCATION
SHETH SHREE BHAGWATILAL D.RAO COLLEGE CAMPUS
BETHAK ROAD
KHAMBHAT-388620
DIST: ANAND

Result of last three years

Summary of examination result during past three years (provided year wise data)

Programme	Academic year	Number of student appear	Pass percentage	Division wise % of students		
				Dist with I	I	II
B.Ed.	2011-12	78	100%	69	09	00
B.Ed.	2012-13	81	100%	56	25	00
B.Ed.	2013-14	88`	100%	57	25	06

NOTE: Detailed result copies of the Gujarat University will be provided to the peer team as it contains hundred pages and the SAR copy gets bigger. We have prepared a file of the Gujarat university result statement of the students of last five years.

Appendix-12
Expenditure of Allocated Budget (2009-2014)

YEAR	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
BUILDING & MAINTENANCE EXP.	38124	38122	38122	38122	38122	190612
LAB EXP.	-	-	-	-	-	-
FURNITURE EXP.	-	-	-	1930	1237	3167
EQUIPMENT EXP	-	-	-	-	-	-
COMPUTER EXP.	-	-	-	-	-	-
TRANSPORT EXP.	12551	14320	11826	16510	14963	70170
LIBRARY EXP.	9465	7562	4518	5229	3770	30544
TELEPHONE AND ELE. EXP.	18064.75	28039	46599.91	66852	42818	202373.66
SPORTS EQUIPOMENTS			795	-	-	795
TELEPHONE	790	810	4467	425	-	

Appendix 13

List of Guest Speakers (2009 To 2014)

Sr. No.	Name	Subject	Date
1	Shree Ishvarbhai Bhrambhatt	Programme of Knowledge With Fun	11/08/2009
2	Dr. Seemaben Mistri	Celebration of Hindi Day	14/09/2009
3	Dr. Rameshbhai Kothari	Programme of Swarnim Gujarat Under 'Gujarat Darshan'	17/12/2009
4	Shree B.D.Rao	Great Festival of 'Golden Anniversary'	12/1/2010
5	Dr.V.B.Bhaisanddiya(10+2 Joint Direstor,Gandhinagar) Dr. Nidattbhai Barot Principal Of Rao B.Ed. College - Rajkot	Annual Function 1.Heartful Meeting Of Former Student Association	10/2/2010
6	Dr.Nikhilbhai Desai	Included In 'Osa' Speech Subject Teacher's	7/04/2010
7	Shree Bhagvatilal Dr.Rao	Programme Of Trees Planting And Flag Festival	15/8/2010
8	Dr.N.R. Patel Principal Of M.B.Patel College Of Education (V.V.Nagar)	Celebration Of Teacher's Day	6/08/2010
9	Dr.Jitendrabhai Patel	Lecture On The Subject Of 'Tribunal'	29/09/2010
10	Dr.Jiteshkumar Talati Principal Of B.Ed College Borsad	Lecture Of Class Room Interaction.	
11	Dr. J.J.Rana	Lecture Of 'Democracy And Its Principles'	4/01/2011
12	Shree Rupalaji Former Student And Association	Speech/Lecture Golden Anniversary Of Campus	16/01/2011

13	Dr.Anilbhai Kachhiya B.Ed College Petlad	Chif Oratar Of Annual Function Celebration	12/03/2011
14	Dr.Natraj Bhrambhatt	‘Literature And Teacher ‘ Speech	28/06/2011
15	Dr.Chhayaben Pandya Principal Of Sarvoday College Of Education, Derol Station	Workshop And P.P.T For Blue Print	28/12/2011
16	Shree Bhupendrabhai Shah	Celebration Of Republic Day	26/01/2012
17	Dr. K.S Suthar Shree Rajeshbhai Rao	Prize Distribution Programme	10/03/2012
18	Shree Kamleshbhai Principal Of Ralej School	Information About Continuous And Comprehensive Evaluation	17/09/2012
19	Shree Devalbhai Shastri	Workshop On The Subject Of Career Guidance	12/10/2012
20	Dr. Thakorbhai Rana	Plag Festival Programme	26/01/2013
21	Dr.Shastri Jayendrabhai Dave	Annual Function Prize Distribution Programme	13/03/2013
22	Father Shri Piyushbhai Parmar		30/01/2014
23	Dr. D.U.Patel Principal Of N.S.Patel College of Education, Anand		10/02/2014
24	Dr. Kishorebhai Nayak Principal At Shri Rangshikshan Mahavidyalaya, Billimora	“Yoga education”	11/02/2014
25	Shri Rohitbhai Suthar Principal At Shri Madhavlal Shah Highschool, Khambhat		13/02/2014

Appendix-14

**GIVE DETAILS OF THE
ALUMNI OCCUPYING
PROMINENT POSITION**

GIVE DETAILS OF THE ALUMNI OCCUPYING PROMINENT POSITION

Sr. no	Name	Prominent Position
1	Shri Purushottam Rupala	BJP vice President of India
2	Dr. Mohini Sharma	Lecturer in Smt. B.C.J. college of Education, Khambhat
3	Shree U.R. Bhatt	Lecturer in Smt. B.C.J.College of Education Khambhat
4	Shree Ghanshyambhai Chavda	Prin.S.Z.Vaghela High School, khambhat awarded president Awerd of best Teacher in 2006-2007
5	Shree vipul. R.Kiri	Prin. & Trustee Gitanjali Edu. School, Ahmedabad
6	Shree Himanshu Desai	Prin. & Trustee Himanshu vidyalaya, ahmedbad
7	Dr.C.V. Joshi	Principal,Surendranagar
8	Shree Manibhai Patel	Ex-principal and Coordinator in B.V.Patel Kanya Vidyalaya,Khambhat
9	Dr.Kalpes B.Patel	Lecturer (I/ C Prin.)P.M.Patel College of Education,Anand
10	Shree Vijay Desai	Lecturer in Mahila Education College,Gandhinagar
11	Shree Kamlesh Patel	Principal Ralej Highschool,Ralej.
12	Shree Pinleshbhai Patel	Principal Smt. K.M.J.Highschool, Sayma.
13	Shree Jyotasnaben parmar	Principal, S.D.Kapadiya,High School, 3darvaja, Khambhat.
14	Shree Yajuvendeashin vala	Principal Javaraj High School Tal.Dholka. Dis. Ahemdabad
15	Shree Bharatshin Sarvarshin Solanki	Javaraj Primary School, Tal.Bavala. Dis. Ahemdabad
16	Shree Prakashkumar Patel	Teacher. Smt. B.C.J. High School, Po. Vadola, Khambhat

17	Shree Ashokbhai Pandya	Teacher, Smt. B.C.J. High School, Po. Jalundh, Khambhat.
18	Shree Mheshbhai Mache	Teacher, Smt. B.C.J. High School, Po. Jalundh, Khambhat.
19	Shree Prahladbhai Patel	Teacher, Smt. B.C.J. High School, Po. Jalundh, Khambhat.
20	Shree Dolatsinh Rana	Charman , Dudh Sahakari mandli To. Pareaj, Tal. Tarapur
21	Shree Mohamadkhan Pathan	Teacher, Shree Sarwajanik High School, Tarapur.
22	Shree Pravinshin Astani	Shed Husnali Highschool, Dholka, Dist. Ahemdabad
23	Shree Ajitshin Gohil	L.C.B. Sarkhej, Police Station. Po. Vasna,, Dist. Ahemdabad
24	Shree maheshbhai maheta	Principal B.V.Desay, Po. Dahegam
25	Shree Jayatibhai mulajibhai Patel	Principal(past) Jalundh High School.
26	Shree Pankajbhai S. Makawana	Teacher, Maheshana High School.
27	Shree Veibhavi dave	B.ed. College,Ahemdabad.
28	Shree Veibhav Khant	P.S.I. Police Station, Junagad.
29	Shree Ranchodbhai Bharvad	Principal po. Dahevan Ta. Badaipur Dist. Anand
30	Shree Pravinshin Parmar	Lacturer, B.ed. Colleage, Surat
31	Shree Brejeshbhai Chavada	High Court, Ahemdabad
32	Shree Saileshshin Navalshin Vagela	Teacher, Mangaltirth Society, Colleage road, Anand.
33	Shree guruna jaygopal Rajendra Prashad	Teacher, Shree Somadhi Bramanivara, Primary, School, Palanpur.

34	Shree Upandrabhai R. Bhatt	Ashi Profesar. Smt. B.C.J. Colleage of Education, Khambhat
35	Shree Dr. Mohiniben Shrma	Ashi Profesar. Smt. B.C.J. Colleage of Education, Khambhat
36	Shree Ankitbhai Bramabhatt	Teacher, Primary School, Ralej.
37	Shree Jagdishbhai Rathod	Teacher, Katakpur Primary School, Khambhat.
38	Shree Hemantbhai Patel	Principal, Primary School Katakpur, Khambhat.
39	Shree Ashokbhai Prajapati	Principal, Primary School, Machipura, Khambhat
40	Shree Dharmendrabhai Vagela	Teacher, Primary School, Machipura, khambhat.
41	Shree Ashokbhai Parmar	Profesar, Gujarat Vithyapith , Ahemdabad.
42	Shree Aankitbhai Panchal	Teacher, Vadodra.
43	Shree Veishaliben Parmar	Teacher ,Sakarpur High chool,Khambhat
44	Shree Ajitshin Solanki	Principal, Sakarpur High School,Khambhat
45	Shree Chandrakantbhai M. Patel	Teacher, Smt. K.M.J. HighSchool, Sayma.
46	Shree Yogeshbhai Patel	Teacher, Jubili High School, Khambhat
47	Shree Bupandrabhai Patel	Teacher Taraj Primary School,
48	Shree Kalpeshbhai Vala	Principal dharmaj, B.ed. Colleage. Dharmaj.
49	Shree Brejesh Raval	Teacher, Aankhada High School, Dist. Junagad.
50	Shree Pravinaben R. Bhatt	Teacher, Kanyavidhyalay. Rajula.
51	Shree Labhubhai K. Mehta	Teacher Junagad.
52	Shree Bakulaben K. Pandya	Teacher Morbi, High School, Morabi.

Appendix -15
Questionnaire – 1
Smt.B.C.J.College of Education, Khambhat
Feedback from Students

Name of the student: _____ Year: _____

Some statements are given below to know your experiences during M.Ed./B.Ed. course.

You are requested to give your opinions neutrally.

Parameters	A Very good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage course				
3. Applicability/relevance to real life situation				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Appendix -16

Questionnaire – 2

Smt. B.J.College of Education, Khambhat

Student Feedback on Teachers

Sr. no.	Name of teacher	Positive side	Negative side
1	Dr.R.D.Pandya (principal) ☒ Knowledge base of the teacher ☒ Communication Skills ☒ Sincerity / Commitment of the teacher ☒ Interest generated by the teacher ☒ Ability to integrate course material ☒ Accessibility of the teacher in and out of the class Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students understanding of the course ☒ Provision of sufficient time for feedback ☒ Overall rating		
2	Dr.V.R.Suvan (Asso. Prof.) ☒ Knowledge base of the teacher ☒ Communication Skills ☒ Sincerity / Commitment of the teacher ☒ Interest generated by the teacher ☒ Ability to integrate course material ☒ Accessibility of the teacher in and out of the class Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students understanding of the course ☒ Provision of sufficient time for feedback ☒ Overall rating		
3	Prof. U.R.Bhatt (Asso. Prof.) ☒ Knowledge base of the teacher ☒ Communication Skills ☒ Sincerity / Commitment of the teacher ☒ Interest generated by the teacher ☒ Ability to integrate course material ☒ Accessibility of the teacher in and out of the class Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students understanding of the course ☒ Provision of sufficient time for feedback ☒ Overall rating		
4	Dr.H.G.Shastri (Asso. Prof.) ☒ Knowledge base of the teacher		

	✓ Communication Skills ✓ Sincerity / Commitment of the teacher ✓ Interest generated by the teacher ✓ Ability to integrate course material ✓ Accessibility of the teacher in and out of the class - Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students - understanding of the course ✓ Provision of sufficient time for feedback ✓ Overall rating		
5	Dr.M.S.Sharma (Asso. Prof.) ✓ Knowledge base of the teacher ✓ Communication Skills ✓ Sincerity / Commitment of the teacher ✓ Interest generated by the teacher ✓ Ability to integrate course material ✓ Accessibility of the teacher in and out of the class - Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students - understanding of the course ✓ Provision of sufficient time for feedback ✓ Overall rating		
6	Dr.K.K.Leuva (Asso. Prof.) ✓ Knowledge base of the teacher ✓ Communication Skills ✓ Sincerity / Commitment of the teacher ✓ Interest generated by the teacher ✓ Ability to integrate course material ✓ Accessibility of the teacher in and out of the class - Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students - understanding of the course ✓ Provision of sufficient time for feedback - Overall rating		
7	Dr.H.B.Jadeja (Assi. Prof.) ✓ Knowledge base of the teacher ✓ Communication Skills ✓ Sincerity / Commitment of the teacher ✓ Interest generated by the teacher ✓ Ability to integrate course material ✓ Accessibility of the teacher in and out of the class - Ability to design quizzes /Tests /assignments /examinations and projects to evaluate students - understanding of the course ✓ Provision of sufficient time for feedback ✓ Overall rating		

- A) Encouraged To Raise Questions B) Get Involved In Discussion In Class
C) Encourage Discussion Outside Class D) Did Not Encourage

11. How helpful was the teacher in advising?

- A) Very Helpful B) Sometimes Helpful
C) Not At All Helpful D) Did Not Advise

12. The teacher's approach can best be described as

- A) Always courteous B) sometimes rude
C) Always indifferent D) cannot say

13. Internal assessment was

- A) Always Fair B) Sometimes Unfair
C) Usually Unfair D) Sometimes Fair

14. What effect do you think the internal assessment will have on your course grade?

- A) Helps to Improve B) Discouraging
C) No Special Effect D) Sometimes Effective

15. How often did the teacher provide feedback on your performance?

- A) Regularly/in time B) with helpful comment
C) often/ late D) without any comments

16. Were your assignments discussed with you?

- A) Yes, fully B) yes, partly
C) not discussed at all D) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- A) Yes B) No

If yes, was it helpful?

- A) Yes B) No

18. If you have other comments on the course and suggestions for the teacher you note down in the space given below.

Appendix-18



(NAAC Accredited "B")

Ph : (02698) 220250

Run by : Shree Khambhat Taluka Sarvajanic Kelavani Mandal

Smt. B. C. J. College of Education

SHETH SHREE BHAGWATILAL D. RAO COLLEGE CAMPUS,

: Principal :

Dr. Rameshchandra D. Pandya

(M.A; M.Phil; M.Ed; Ph.D.)

M : 98259 70891

Shree B. D. Rao College Road,
KHAMBHAT-388 620.
Dist. Anand. (Gujarat)

Ref. No.
To

Date : 30 - 08 - 2014

The deputy advisor NAAC, Bangalore

Dear Sir, Warm Greetings,

Sub: Undertaking Certificate

This is in reference to your letter dated 18th August 2014 regarding the submission of few documents, in that one of them to submit an undertaking certificate, our is NCTE Recognized institute (Permanent) and affiliated to Gujarat University running the B.Ed course since 1968, admission are centralized and our intake in last five year is as follow :

Year	Intake
2008-09	98
2009-10	76
2010-11	82
2011-12	83
2012-13	85
2013-14	93
2014-15	96

We are also running M.Ed (Self Finance) course since 2010 and till this date B.Ed and M.Ed are NCTE recognized.

With regards,

Yours sincerely

Dr. Ramesh Pandya

Smt. B.C.J.

Education

Thanking you

ફોન : (૦૭૯) ૨૬૩૦૨૬૫૪

ટેલિફોન : ૨૬૩૦૧૩૪૧-૨૬૩૦૦૩૪૨-૪૩

૨૬૩૦૦૩૨૭ અને ૨૬૩૦૦૬૬૪

૨૬૩૦૦૮૩૪

ટેલિગ્રામ : યુનિવર્સિટી



FAX : (079) 26302654

Phone : 26301341-26300342-43,

26300126 & 26300664, 26300834

Grams : UNIGUJARAT

ગુજરાત યુનિવર્સિટી GUJARAT UNIVERSITY

ગુજરાત યુનિવર્સિટી કાર્યાલય,

પોસ્ટ બોક્સ નં. ૪૦૧૦

નાવરંગપુરા, અમદાવાદ-૩૮૦ ૦૦૯.

OFFICE OF THE GUJARAT UNIVERSITY

POST BOX NO. 4010

NAVRANGPURA

AHMEDABAD-380 009 (INDIA)

No.Academic/૨૬૩૪૨ / 2014

DGO -08-2014

Model Format
'GUJARAT UNIVERSITY'

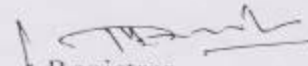
TO WHOM SO EVER IT MAY CONCERN

This is to certify that Smt B.C.J.College of Education,
Address: Sheth Shri B.D.Rao College Campus, Bethak Road, Khambhat,
Dist: Anand, Gujarat is affiliated to the Gujarat University, Ahmedabad
Since 1968 and recognized by the University Grant Commission and the
following Courses/ Subjects are taught in the said college.

(I) B.Ed.grant-in Aid college Permanent affiliateed to the Gujarat
University Since 1974.

(II) M.Ed. Siince 2010 (S.F.)

Affiliation given to this college and it's courses, is valid as on date of
issue of this letter.


Registrar

1.1

Ph : (02698) 223139



Run by : Shree Khambhat Taluka Sarvajanik Kelavani Mandal

Smt. B. C. J. College of Education-M.Ed.

Self Finance

SHETH SHREE BHAGWATILAL D. RAO COLLEGE CAMPUS,

Shree B. D. Rao College Road,

KHAMBHAT-388 620.

Dist. Anand. (Gujarat)

College Code :- APW07322/325138/313012

Ref. No. 152/2014-15

Date: 23-07-2014

1.1.

Certificate of Undertaking by the University

To Whomsoever Concern

It is certificate that the college Smt.B.C.J.College of Education for M.Ed. is affiliated to Gujarat University, Ahmadabad. It is further certified that the college fulfills all the eligibility of the scheme this certificate is also notarized.



Signature of the Principal

Uc. PrincipalSmt. B.C.J. College of Education M.Ed.
Khambhat-388 620.

Principal

Smt.B.C.J.College of Education

M.Ed. (Guj). (Co-Education)

Gujarat University

Yearly ad hoc order in Gujarati is attached with it

and the permission of NCTE, Bhopal

23 JUL 2014



ATTESTED
D. K. VYAS
NOTARY
GOVT. OF INDIA

DEVANBHAI K. VYAS
NR. COURT, THREE GATE
KHAMBHAT, DIST. ANAND,
MO. 94264 04195

Appendix-19

All communications should be addressed to the Joint Secretary by designation and not by name.



दूरभाष Phone : 25691477, 25696897

फैक्स Fax : 020-25691477

विश्वविद्यालय अनुदान आयोग,

पश्चिमी श्रेणीय कार्यालय,

गणेशखिंद, पुणे-४११००७.

UNIVERSITY GRANTS COMMISSION

WESTERN REGIONAL OFFICE

Ganeshkhind, Pune-411 007.

18

June 21, 2007

29.

TO WHOM IT MAY CONCERN

This is to certify that, Smt B. C. J. College of Education, Khambhat, Distt. Anand-388620, affiliated to Gujarat University is included under section 2f&12B of UGC act and receiving development assistance.

(Dr. G Srinivas)
Deputy Secretary



TRUE COPY

Principal
Smt. B. C. J. College of
Education, KHAMBHAT.

UNIVERSITY GRANTS COMMISSION
WESTERN REGIONAL OFFICE,
GANESHKHIND, PUNE 411 007.

☎ : 220250

Smt. B. C. J. College of Education
SHREE BHAGWATHAL D. RAO COLLEGE CAMPUS

KHAMBHAT-388620.
(Dist. Anand)

Ref. No. _____ Date _____ 200

CERTIFICATE OF UNDERTAKING BY THE COLLEGE

It is certified that the college is included under Section 2(f) & 12(B) of UGC Act and affiliated to University of Gujarat University, Ahmedabad. It is further certified that the college fulfills all the eligibility of the scheme.

The college undertakes to utilize the grant for the purpose for which it is sanctioned and would furnished all necessary documents as required in the condition of grants laid down by the UGC.

Forwarded

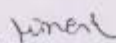


Signature of the Principal

Principal
 Smt. B.C.J. College of Education
 KHAMBHAT.

Signature of the Dean/Register of the University




 I/C. Registrar
 Gujarat University
 Navrangpura,
 Ahmedabad-380009

9

Appendix-21

University Grants Commission
Western Regional Office
Ganeshkhind, Pune-411007

(20) Grant Paper with
XI & XII plan

No. F-3-1/2006 (Accounts/WRO)

Date: 30.10.07

The Principal
Smt. B. C. J. College of Education,
Khamhat
Anand - 388620.

Sir

Please find enclosed here with a Demand Draft No. 125525 dated 27.10.07 for Rs 41616/- regarding the release of grants in aid under Col Dev. Scheme - XI Plan - as per the sanction issued by this Office vide letter No. 14-33/07 (WRO) dated 27.09.07

Kindly acknowledge of this letter

Yours faithfully,
Sd/-

(Deputy Secretary)

(Since it is a computer-generated letter, signature is not necessary).

Copy to F. No. 14-33/07 (WRO).

A/c
Encl 3976 dt 6/11/07

For the file

NOTE: These following letters shows
that our institute regularly
getting grant from U.G.C. and
so is included in 2cf) 12LB)

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Pune - 411 007.

Tel: 25691477 (fax), 25696897
Dated:

No.F.14-33/07 (WRO)

The Accounts Officer
University Grants Commission (WRO)
PUNE-411 007.

Subject: Development assistance to Colleges for Under-Graduate education under XIth Plan- Release of Grants-in-aid.

UG: Books & Equipment 20% each as per 10th Plan allocation

Sir,

It has been decided by UGC to sanction 20% each for books and equipment as per 10th Plan allocation initially keeping in view the pending 11th Plan guidelines under College Development Scheme as per the details given below:

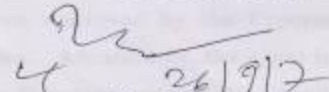
(in rupees)		10 th Plan F. No 14-33/03 (WRO)		
Purpose	UGC alloc.	Grant sanctioned being Books/equip. 20%	Total sanctioned grant	Head of A/c
1	2	3	4	5
Books/ Journals	138720	27744	27744	1.2 (i)
Equipment	69360	13872	13872	
Total	208080	41616	41616	

The College may utilize the above grant on admissible items subject to the condition that the college will refund the amount if the proposal of the college has not been approved by the Experts Committee at the time of assessment of College Development grant – 11th Plan. Accordingly, the grant is also adjusted, if admissible, in the next installment of 11th Plan under College Development Scheme as and when sanctioned/released during 2007-08 or later on.

1. The terms and conditions are applicable as already being followed by the college under various UGC Schemes from time to time and as finalized under 11th Plan guidelines. The sanctioned amount is debitable to the major Head 1.2 (i) and is valid for the financial year 2007-08
2. The amount of the grants shall be drawn by the Accounts Officer, DDO, UGC (WRO), Pune on the grant-in-aid bill and shall be disbursed to and credited to the Principal of the college by cheque/DD/Mail Transfer.

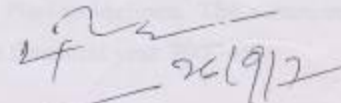
3. The grant is subject to adjustment on the basis of Utilization Certificate in the prescribed proforma submitted by the University/ College/ Institution.
4. The University/ College shall maintain proper accounts of the expenditure out of the grants, which shall be utilised, only on approved items of expenditure.
5. The assets acquired wholly or substantially out of UGC grant, shall not be disposed of or encumbered or utilised for the purposes other than those for which the grant was given, without proper sanction of the UGC, and should, at any time, the College cease to function, such assets shall revert to the UGC.
6. The Institution should maintain an inventory of permanent or semi-permanent assets created/acquired mainly out of the grant given by the UGC. The inventory should be kept upto date and a certificate to this effect should be furnished along with the Utilisation Certificate. A Register of the assets acquired wholly or substantially out of the grant shall be maintained by the University/ College in the prescribed form.
7. The Univ./College shall follow strictly all the instructions issued by the Govt. of India from time to time with regard to reservation of posts for SC/ST/OBC.
8. The University/College shall fully implement to Official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for official purposes of the Union) Rules, 1976 etc.
9. Interest earned by the College/Institution against UGC grants, if any, will be treated as a additional grant and must be specifically incorporated in the statement of expenditure while submitting it to UGC (WRO).
10. The sanction issues in exercise of the delegation of powers vide Commission office order No. 25/92 dated May 01, 1992.
11. An amount of Rs. _____ out of the grant of Rs. _____ sanctioned vide letter of even no. dated _____ has been utilised by the college for the purpose for which it was sanctioned and noted in Grant-in-Aid Register at page No. _____.
12. Simple interest will be levied in case of 100% refund by the College against any item,
13. The funds to the extent are available under the scheme.

Yours faithfully,


26/9/2
(Dr. G. Srinivas)
Deputy Secretary

Copies forwarded for information and necessary action to:

- i) ✓ The Principal, Smt.B.C.J.College of Education, Khambat Anand-388620.
- ii) The Director, B.C.U.D./ C.D.C., University of Gujarat University, Ahmedabad.
- iii) The Director, Higher Education, Gujarat, Gandhinagar
- iv) Accountant General, Govt. of Gujarat, Gandhinagar
- v) Guard File.


26/9/2
(Dr. G. Srinivas)
Deputy Secretary
26/9

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind, Pune. - 411007

No. F. 3 -1/2006 (Accounts/WRO)

Date: 28.01.09

Phones: (020) 25691477

25691178, 25696897

Fax: (020) 25691477

Web site: www.ugc.ac.in

By Registered Post

The Principal
Smt.B.C.J.College of Education,
Khambat,
Anand - 388620.

Subject: Release of grants in aid

Sir/Madam,

Please find the enclosed D.D/Cheque pertaining to release of grants-in-aid to your college as per following details;

- **Sanction letter reference:** - No. F 14-33/07(WRO) dated 31.12.08.
- **Plan Period:** - 11th Plan
- **Name of the Scheme:** - College Development
- **D.D./Cheque details:- Bank Name :- Bank of Baroda D.D. No: - 184992, Dated :- 22.01.09**
- **Amount:** - Rs.305184/-

Kindly acknowledge the receipt of this D.D/Cheque.

Yours faithfully,
Sd/-

(N. A. Kazmi)
Additional Secretary

* Since it is a computer-generated letter, signature is not necessary.

Copy to F. No. 14-33/07(WRO).

Devi Bank A/c 3976

am 4/2/09

21.1.09

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Pune - 411 007.

Tel: 25691477 (fax), 25696897
Dated:

No.F.14-33/07 (WRO)

31 DEC 2008

The Accounts Officer
University Grants Commission (WRO)
PUNE-411 007.

Subject: Development assistance to Colleges for Under-Graduate education under XIth Plan- Release of Grants-in-aid.

UG: 2nd years advance grant as per 10th Plan allocation

Sir,

It has been decided by UGC to sanction further advance grant for on the basis of 10th Plan allocation as the 11th Plan assessment relating to College Development Scheme are yet to be finalized. The details of grants being released are as follows:

(in rupees) 10 th Plan F. No 14-33/03 (WRO)					
UGC allocation X Plan.	40 % of X plan Grant already sanctioned	40 % of X plan allocation x 2	Difference sanctioned (Col. 3-2) being	Total grant sanctioned	Head of A/c
1	2	3	4	5	6
485520	83232	388416	305184	388416	1.2(i)

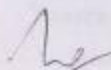
* The College may utilize the above grant on admissible items subject to the condition that the college will refund the amount if the proposal of the college is not approved by the Expert Committee at the time of assessment of College Development proposal - 11th Plan. Also, the grant will also be adjusted, if admissible, in the next instalment of 11th Plan under College Development Scheme as and when sanctioned/released during 2007-08 or later on.

1. The terms and conditions are applicable as already being followed by the college under various UGC Schemes from time to time and as finalized under 11th Plan guidelines. The sanctioned amount is debitable to the major Head 1.2 (i) and is valid for the financial year 2008-09
2. The amount of the grants shall be drawn by the Accounts Officer, DDO, UGC (WRO), Pune on the grant-in-aid bill and shall be disbursed to and credited to the Principal of the college by cheque/DD/Mail Transfer.

* Enclosed letter may please be seen.

3. The grant is subject to adjustment on the basis of Utilization Certificate in the prescribed proforma submitted by the University/ College/ Institution.
4. The University/ College shall maintain proper accounts of the expenditure out of the grants, which shall be utilised, only on approved items of expenditure.
5. The assets acquired wholly or substantially out of UGC grant, shall not be disposed of for encumbered or utilised for purposes other than those for which the grant was given, without proper sanction of the UGC, and should, at any time, the College cease to function, such assets shall revert to the UGC.
6. The Institution should maintain an inventory of permanent or semi-permanent assets created/acquired mainly out of the grant given by the UGC. The inventory should be kept upto date and a certificate to this effect should be furnished along with the Utilization Certificate. A Register of the assets acquired wholly or substantially out of the grant shall be maintained by the University/ College in the prescribed form.
7. The Univ./College shall follow strictly all the instructions issued by the Govt. of India from time to time with regard to reservation of posts for SC/ST/OBC(creamy layer).
8. The University/College shall fully implement the Official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for official purposes of the Union) Rules, 1976 etc.
9. Interest earned by the College/Institution against UGC grants, if any, will be treated as an additional grant and must be specifically incorporated in the statement of expenditure while submitting it to UGC (WRO).
10. The sanction issues in exercise of the delegation of powers vide Commission office order No. 25/92 dated May 01, 1992.
11. An amount of Rs. _____ out of the grant of Rs. _____ sanctioned vide letter of even no. dated _____ has been utilised by the college for the purpose for which it was sanctioned and noted in Grant-in-Aid Register at page No. _____.
12. Simple interest will be levied in case of 100% refund by the College against any item.
13. The funds to the extent are available under the scheme.

Yours faithfully,



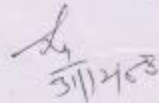
(N. A. Kazmi)
Additional Secretary

Copies forwarded for information and necessary action to:

- i) ✓ The Principal, Smt. H.C.I. College of Education, Khamhat Anand-388620.
- ii) The Director, B.C.U.D./ C.D.C., University of Gujarat University, Ahmedabad.
- iii) The Director, Higher Education, Gujarat, Gandhinagar
- iv) Accountant General, Govt. of Gujarat, Gandhinagar
- v) Guard File.



(N. A. Kazmi)
Additional Secretary



UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind, Pune. - 411007

No. F. 3 -1/2006 (A/c's/WRO)

Date: 05.04.11
Phones: 020-25691477 (Telefax)
25696897
Web site: www.ugc.ac.in

By Registered Post

The Principal
Smt B.C.J. College of Education
Khambhat
Anand -388620

Subject: Release of grants in aid

Sir/Madam,

Please find the enclosed D.D./Cheque pertaining to release of grants-in-aid to your college as per following details:

- **Sanction letter:** No. F 14-33/07(WRO) dated 14.03.11.
- Plan Period: 11th Plan
- Name of the Scheme: College Development
- D.D./Cheque details: Bank Name- Bank of Baroda, D.D. No: C40956, Dated : 31.03.11
- Amount: Rs.160000/-

Kindly acknowledge the receipt of this D.D./Cheque.

Yours faithfully,
Sd/-

(Dr. G. Srinivas)
Joint Secretary

* Since it is a computer-generated letter, signature is not necessary.

Copy to F. No. 14-33/07(WRO).

Dr.
Principal
B. C. J. College of Education
KHAMBHAT.

Encl. 3976

DID - 040956 dt. 31/3/11

Rs. 1,60,000/-

dt. 13/4/11

21-41 3

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind, Pune. - 411007

No. F. 3 -1/2006 (A/c's/WRO)

Date: 16.03.10
Phones: 020-25691477 (Telefax)
25696897
Web site: www.ugc.ac.in

By Registered Post

The Principal
Smt B.C.J.College of Education
Khambhat
Anand - 388620

Subject: Release of grants in aid

Sir/Madam,

Please find the enclosed D.D/Cheque pertaining to release of grants-in-aid to your college as per following details;

- **Sanction letter:** No. F 14-33/07(WRO) dated 18.01.10.
- Plan Period: 11th Plan
- Name of the Scheme: College Development
- D.D./Cheque details: Bank Name- Canara Bank, D.D. No: 203145, Dated : 10.03.10
- Amount: Rs.211584/-

Kindly acknowledge the receipt of this D.D/Cheque.

Yours faithfully,
Sd/-

(Dr. G. Srinivas)
Joint Secretary

* Since it is a computer-generated letter, signature is not necessary.

Copy to F. No. 14-33/07(WRO).


Principal
B. C. J. College of Education
KHAMBHAT.

Encl. A/c 3976 sm

dt 26/3/10

Rs 211584/-

R 7158

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind Road, Pune - 411 007.

Date : 8 FEB 2011
Tel: 25691477, 25696897
Fax : (020) 25691477
Web site : www.ugc.ac.in

No. F. 14-33/07/CD (WRO)

The Accounts Officer
University Grants Commission (WRO)
Pune-411 007

Subject: Development assistance to colleges for College Development under XIth Plan- release of grants-in-aid for Books/Journals and Equipment upto 100% of Allocation.

Sir/Madam,

On the basis of the recommendations of the Expert Committee which assessed the XIth Plan Development proposal of Smt B.C.J.College of Education Smt B.C.J.College of Education, Khambhat, Anand Anand388620 and UGC approval letter no F.1-1/2009(RO/Policy/Interface Meeting) dated 25.09.09, the following allocation cum sanction has already been made. Now we hereby convey release of 40% of remaining grant for Books, Journals & Equipment. Now the total allocation for Books, Journals & Equipment becomes 100 % so that colleges can utilize these grants more meaningfully.

		(In rupees)		Head : B(i) c	
	Head	Grant allocated	Grant already released 60%	Grant being released for Books & Equip 40%	Total grant released for (Books, Equip 100%, other 60%)
	1	2	4	5	6
Under Graduate					
1	Books & Journals	200000	120000	80000	200000
2	Equipment	200000	120000	80000	200000
3	Maintenance of equipment	200000	120000		120000
4	Construction/ extension/ renovation of building (specify type of building)		0		0
5	Improvement of facilities in existing premises	100000	60000		60000
6	Enhancement of initiative for competence building		0		0
7	Examination reform	100000	60000		60000
8	Educational Innovation	150000	90000		90000
9	Field work / Study tours	50000	30000		30000
10	Extension activities		0		0
	Total	1000000	600000	160000	760000

Post Graduate Education

Name of the Department :

1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0
Total:		0	0		0

Name of the Department :

1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0
Total:		0	0		0

Name of the Department :

1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0
Total:		0	0		0

Name of the Department :

1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0
Total:		0	0		0

Name of the Department :

1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0

Total:		0	0		0
Name of the Department :					
1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0
Total:		0	0		0
Name of the Department :					
1	Books & Journals		0		0
2	Equipment		0		0
3*	Building		0		0
4	Field work / Study tours		0		0
5	Any other (specify)		0		0
Total:		0	0		0
Total Postgraduate Education		0	0		0
1	Name of the Course:	0	0	0	0
2	Name of the Course:		0	0	0
3	Name of the Course:		0	0	0
Total		0	0	0	0
Grant Total		1000000	600000	160000	760000

- The terms and conditions are applicable as already being followed by the college under various UGC Schemes from time to time and as finalized under 11th Plan guidelines. The sanctioned amount is debitable to the major Head B(i) and is valid for the financial year 2010-11.
- The amount of the grants shall be drawn by the Accounts Officer, DDO, UGC (WRO), Pune on the grant-in-aid bill and shall be disbursed to and credited to the Principal of the college by cheque/DD/Mail Transfer.
 - The grant is subject to adjustment on the basis of utilization certificate in the prescribed proforma submitted by the university/ college/ institution.
 - The university/ college shall maintain proper accounts of expenditure incurred out of the grants, which shall be utilised only on approved items of expenditure.
 - The assets acquired wholly or substantially out of UGC grant shall not be disposed of or encumbered or utilised for purposes other than those for which the grant was given and should, at any time, the college cease to function, such assets shall back revert to the UGC.

6. The institution should maintain an inventory of permanent or semi-permanent assets created/acquired mainly out of the grant given by the UGC. The inventory should be kept upto date and a certificate to this effect should be furnished along with the utilization certificate. A register of the assets acquired wholly or substantially out of the grant shall be maintained by the university/ college in the prescribed form.
7. The university/college shall follow strictly all the instructions issued by the Government of India from time to time with regard to reservation of posts for SC/ST/OBC(creamy layer).
8. The university/college shall fully implement the Official Language Policy of the Union Government and comply with the Official Language Act, 1963 and Official Languages (use for official purposes of the Union) Rules, 1976 etc.
9. Interest earned by the college/institution against UGC grants, if any, will be treated as an additional grant and must be specifically incorporated in the statement of expenditure while submitting it to UGC (WRO).
10. The sanction issues in exercise of the delegation of powers vide Commission office order No. 25/92 dated May 01, 1992.
11. An amount of Rs. _____ out of the grant of Rs. _____ sanctioned vide letter of even no. dated _____ has been utilised by the college for the purpose for which it was sanctioned and noted in Grant-in-Aid Register at page No. _____.
12. Simple interest will be levied wherever grants remain unutilized.
13. The funds to the extent are available under the scheme.
- 14.

* Building 1st installment of grant will be released only after the college submits all required documents in accordance with UGC guidelines. Construction / renovation of the building should not be started before receiving approval of plans (blue-print) and estimates from UGC (WRO).

Yours faithfully,

(Dr. G. Srinivas)
Joint Secretary

Copies forwarded for information and necessary action to:

✓ The Principal,
Smt B.C.J.College of Education
Khambhat,
Anand - 388620

-) The Director, B.C.U.D. / C.D.C., University of Gujarat
- i) The Director, Higher Education, Gujarat, Gandhinagar
- ✓) Accountant General, Govt. of Gujarat, Gandhinagar
-) Guard File.

(Dr. G. Srinivas)
Joint Secretary

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind, Pune. - 411007

No. F. 3-1/2006 (Accounts/WRO)

Date: 27.02.13

Phones: (020) 25691477

25691178, 25696897

Fax : (020) 25691477

Web site: www.ugc.ac.in

By Registered Post

The Principal
SMT. B C J COLLEGE OF EDUCATION
SHRI B D RAO COLLEGE CAMPUS
KHAMBHAT
ANAND - 388 620

Subject: Release of grants through D.D./RTGS Confirmation No. /NEFT/ Transfer No

Sir/Madam,

Please find the enclosed D.D/Cheque pertaining to release of grants-in-aid to your college as per following details:

- **Sanction letter:** No. F 14-033/12(WRO) dated 07.01.13.
- **Plan Period:** 12th Plan
- **Name of the Scheme:** Merged Scheme
- **D.D. No/RTGS Confirmation No. /NEFT/ Transfer No** 45056
- **Bank Name-** Canara Bank
- **Dated :** 11.02.13
- **Amount:** Rs.68750 /-

Kindly acknowledge the receipt of this D.D/Cheque.

Yours faithfully,
Sd/-

(Dr. G. Srinivas)
Joint Secretary

* Since it is a computer-generated letter, signature is not necessary.

Copy to F. No. 14-033/12(WRO).

Encl: Acknowledgement.

ACKNOWLEDGMENT FOR THE GRANTS RECEIVED FROM UGC(WRO), PUNE (TO BE RETURNED IMMEDIATELY ON RECEIPT OF (DD/RTGS)

₹ 68,750/- दि 11/02/13

UNIVERSITY GRANTS COMMISSION

At - Mumbai, Maharashtra

Caroushkhind, Pune - 411007

Phones: (020) 25696897

25691178

Fax: (020) 25691277

Website: www.ugc.ac.in

No. U-76-0203-14-WRO(XII Plan)

Dated

The DDO
University Grants Commission (WRO)
Pune-411 007.

07/11/14

Subject: Release of Grant under the Scheme of Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Colleges during XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs.300000 - (Rupees Three Lakhs only) as seed money for the year 2013-2014 to SMT. B C J COLLEGE OF EDUCATION, ANAND-388620 as an 100% grant for Establishment and Monitoring of the Internal Quality Assurance Cells (IQAC) in Colleges during the XII plan period.

NAME OF THE SCHEME	HEAD OF ACCOUNT	UGC ALLOCATION	GRANT NOW BEING SANCTIONED	GRANT ALREADY RELEASED	TOTAL GRANT	BALANCE GRANT
IQAC	4(xvi)	300000	300000	NIL	300000	NIL

The sanction amount is debatable to head of account as detailed below.

XII Plan UGC Allocation	Amount sanction (Rs.)	For SC 15% (Rs.)	For ST 7.5% (Rs.)	For GENERAL (77.5%) (Rs.)
Grant-in-aid/Recurring (31)	240000	36000	18000	186000
Capital Assets (35)	60000	9000	4500	46500

- The allocation and sanctioned grant made now is 100%.
- The grant shall not be used for self-financing non-grant/unaided courses & teachers.
- If it come to our notice that the college is Self-finance. The entire amount has to be refunded to UGC (WRO) Pune with penal interest @ 10% per annum.
- The XII Plan guidelines available in the UGC website www.ugc.ac.in may be refered by the college. For the composition of the committee, function and follow-up action of IQAC. The College shall incur expenditure on items as given in the guidelines.
- The sanctioned amount is debitable to the major Sector - (XVI) for General, 2100) for SC, 2100) for ST respectively and is valid for the financial year 2013-14.
- The amount of the grant shall be drawn by the Account Officer (Drawing and Disbursing Officer) of the UGC (WRO) Pune on the Grants-in-aid bill and shall be disbursed to and credited to the Principal of the college through Electronic mode as per the following details.

a	Details (Name & Address) of Accounts Holder:	THE PRINCIPAL, SMT. B C J COLLEGE OF EDUCATION, ANAND- 388620
b	Account No.:	009110002490
c	Name & Address of Bank Branch:	DENA BANK, NEAR TOWER
d	MICR Code:	
e	IFSC Code:	
	Type of Account	Saving Bank Account

- The grant is subject to adjustment on the basis of Utilization Certificate in the prescribed Proforma submitted by the College.
- The College shall maintain proper accounts of the expenditure out of the grants, which shall be utilized only on approved items of expenditure.

may follow the General Financial Rules, 2005 and these don't have their own financial procedures by being them in conformity with GFRs, 2005 and these don't have their own manuals on financial procedures may adopt the provision of GFRs, 2005 and instructions guideline there from time to time.

6. The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned shall be furnished to UGC, as early as possible after the close of current financial year.
7. The assets acquired wholly or substantially out of UGC's grant, shall not be disposed of or encumbered or utilized for purposes other than those for which the grant was given, without proper sanction of the UGC, and should at any time the College cease to function, such assets shall revert to the University Grants Commission.
8. A Register of the assets acquired wholly or substantially out of the grant shall be maintained by the College in the prescribed proforma.
9. The grantee institution shall ensure the utilization of grants-in-aid for which it is being sanctioned paid. In case non-utilization / part utilization thereof, the simple interest @ 10% per annum as amended from time to time on unutilized amount from the date of drawl to the date of refund as per provision contained in General Financial Rules of Govt. of India will be charged.
10. The College shall follow strictly the Government of India/ UGC's guidelines regarding implementation of the reservation policy [both vertical (for SC, ST & OBC) and horizontal (for persons with disability etc.)] in teaching and non-teaching posts.
11. The College shall fully implement to Official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for Official Purposes of the Union) Rules, 1976 etc.
12. The sanction issues in exercise of the delegation of powers vide Commission office order No. 130/2013 [F. No. 10-11/12 (Admin. 1A & B)] dated 28/5/2013.
13. The College shall strictly follow the UGC Regulations on curbing the menace of Ragging in Higher Education Institutions, 2009.
14. The College shall take immediate action for its accreditation by National Assessment & Accreditation Council (NAAC).
15. The accounts of the College will be open for audit by the Comptroller & Auditor General of India in accordance with the provisions of General Financial Rules, 2005.
16. The annual accounts i.e. balance sheet, income and expenditure statement and statement of receipts and payments are to be prepared strictly in accordance with the Uniform Format of Accounting prescribed by Government.
17. Funds to the extent are available under the Scheme.
18. This issues with the concurrence of IFD vide Diary No. 27959 and No. 7309 (IFD) dated 25.02.14 and 19.02.14.
19. This issues with the approval of Head Office, Delhi vide Sanction File No F.5-10/2014(HQACRO) dated 28.02.2014.
20. An amount of Rs. _____ out of the grant of Rs. _____ sanctioned vide letter No. _____ dated _____ has been utilized by the College for the purpose for which it was sanctioned and noted in Grant-in-aid Register at page No. _____.
21. The grant is sanctioned on the basis of the information, documents provided by the College. In case of any discrepancy in the above information and the College is found ineligible for the above grant at the time of expert committee meeting, the college is liable to refund the grant along with interest.
22. The College shall ensure involvement of Technical advice or and Supervision of specifications and construction standards.

Chandrasekhar Sharma, UGC
Education Officer

Copies forwarded for information and necessary action to:

- i) The Principal,
SMT. B.C.U. COLLEGE OF EDUCATION,
ANAND-388620
- ii) The Director, B.C.U.D./ C.D.C., Gujarat University
- iii) The Director/Commissioner, Higher Education, Govt. of Gujarat, Block 12/2,
Dr Jyoti Mehta Bhavan, Jena Sechivabaya, Gandhinagar
- iv) Accountant General, Govt. of Gujarat State, Race Course Road, Rajkot -360058
- v) Guard File.

Sr. No.
Prag. Total.

Appendix-22

Annexure

(NAAC Accredited "B") Ph (02698) 220250
Run by : Shree Khambhat Taluka Sarvajani Kelavani Mandal

**Smt. B. C. J. College of Education**
SHETH SHREE BHAGWATILAL D. RAO COLLEGE CAMPUS.

: Principal : Dr. Rameshchandra D. Pandya (B.A., M.A., M.Ed., Ph.D.) M 98259 70891	Shree B. D. Rao College Road, KHAMBHAT-388 620 Dist. Anand (Gujarat)

Ref No. Smt. B.C.J. College of Education, Khambhat
Date 03.07.2014

From
Dr. R.D.Pandya,
Principal,
Smt B.C.J.College of Education

Details of UGC recognition under section 2(f) and 12(B) of the UGC act.

Our institute was established in 1968 of which the concern papers are not available. But we have received UGC, New Delhi grant and State Govt. grant under various scheme for the same. We have furnished grant paper as the Annexure No. 5 which proves that our college is registered


Principal
Smt. B.C.J. College of Education
KHAMBHAT

All communications should be addressed to the Joint Secretary by designation and not by name.



दूरभाष Phone : 25691477, 25696897

फैक्स Fax : 020-25691477

विश्वविद्यालय अनुदान आयोग,

पश्चिमी क्षेत्रीय कार्यालय,

गणेशखिंद, पुणे-४११००७.

UNIVERSITY GRANTS COMMISSION

WESTERN REGIONAL OFFICE

Ganeshkhind, Pune-411 007

An-283

June 21, 2007

TO WHOM IT MAY CONCERN

This is to certify that, Smt. B. C. J. College of Education, Khambhat, Distt. Anand-388620, affiliated to Gujarat University is included under section 2f&12B of UGC act and receiving development assistance.

(Dr. G. Srinivas)
Deputy Secretary



TRUE COPY

Principal
Smt. B. C. J. College of
Education, KHAMBHAT.

UNIVERSITY GRANTS COMMISSION
WESTERN REGIONAL OFFICE,
GANESHKHAND, PUNE 411 007.

In The list of Colleges, Our college
is highlighted on the list and page
affiliated to UGC



University Grants Commission

ensuring quality higher education for all



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- ☐ Educational Loan

Colleges

List of Colleges-> Gujarat

- Shantilal Shah Engineering College, Sidsar BHAVNAGAR. P.O.Vetej,DIST.:Bhavnagar,GUJARAT 364 06 Yr Estd.: 1983 Status: 2(f)
- Sheth B.J. Institute of Learning & Research, H.K.Arts College Comp. Ashram Road,Ahmedabad - 380 009,GUJARAT Yr Estd.: 1939 Status: 2(f)&12(B)
- Sheth Brijlal Sevakram Law College, UNJHA. (N.G.) 384 170 DIST.:Mehesana,GUJARAT-384170, Yr Estd.: 1969 Status: 2(f)&12 (B)
- Sheth C.D.Bartiwala Commerce College, Sahyog Sumeel Dairy Road, Surat - 395 008,DIST.: SURAT,GUJARAT Yr Estd.: 1967 Status: 2(f) &12(B)
- Sheth H.J. Law College, BHAVNAGAR. DIST.:Bhavnagar,GUJARAT 364 002, Yr Estd.: 1962 Status: 2(f)&12(B)
- Sheth H.P. Arts & Talod Shahkari Mandali, Commerce College TALOD. (N.G.) TA - Prantiz,DIST.:Sabar Kantha,GUJARAT-383215 Yr Estd.: 1960 Status: 2(f)&12(B)
- Sheth K.M.School of Post-Graduate Medicine and, Research Ellisbridge,Ahmedabad - 380 006,GUJARAT Yr Estd.: 1976 Status: 2 (f)&12(B)
- Sheth L.H. Science College, MANSA. (N.G.) DIST.: Gandhinagar,GUJARAT_382 845, Yr Estd.: 1960 Status: 2(f)&12(B)
- Sheth M.N. Contractor College of Education, DABHOI. DIST.: Baroda,GUJARAT 391 110, Yr Estd.: 1970 Status: 2(f)&12(B)
- Sheth M.N. Science College, PATAN. (N.G.) DIST.: Patan,GUJARAT-384265, Yr Estd.: 1991 Status: 2(f)&12(B)
- Sheth Motilal Nyalchand Law College, PATAN. (N.G.) 384 265 DIST.: Patan,GUJARAT-384265, Yr Estd.: 1973 Status: 2(f)&12(B)
- Sheth Purushottamadas Thakurdas, Arts and Science College GOODHRA.,DIST.:Panch Mahals,GUJARAT-389001 Yr Estd.: 1960 Status: 2(f)&12(B)
- Sheth R.A. College of Arts and Commerce, Khanpur AHMEDABAD.,DIST.:Ahmadabad 380 001,GUJARAT Yr Estd.: 1965 Status: 2(f)&12(B)
- Sheth R.A. College of Science, Khanpur AHMEDABAD.,DIST.:Ahmadabad,GUJARAT-380001 Yr Estd.: 1965 Status: 2(f)&12(B)
- Sheth Shoorji Vallabhdas Arts and, Commerce College MANDVI.,DIST.:Kutch,GUJARAT-370465 Yr Estd.: 1966 Status: 2(f) &12(B)
- Sheth T.C. Kapadia Arts College, BODELI. DIST.: Baroda,GUJARAT-391135, Yr Estd.: 1964 Status: 2(f)&12(B)
- Shitrikamji Bhai Chatwani Arts & J.V., Gokal Trust Commerce CollegeR Radhnapur- 385 340 (N.G.),Dist: Banas Kantha,GUJARAT Yr Estd.: 1992 Status: 2(f)&12(B)
- Shree Ambaji Arts College, Kumbharia Ambaji District Banaskantha,GUJARAT, Yr Estd.: 1991 Status: 2(f)&12(B)

- UDEPUR.,DIST.: Baroda, GUJARAT-391165 Yr Estd.: 1964 Status: 2 (f)&12(B)
- Shri R.K. Parekh Arts & Science College, PETLAD. DIST.: Kaira, GUJARAT 388 450, Yr Estd.: 1992 Status: 2(f)&12(B)
 - Shri Rajni Parekh Arts Shri Keshavlal, B.Commerce & Smt.B.C.J. Sc. Co Kambhat, DIST.: Kaira, GUJARAT-388620 Yr Estd.: 1960 Status: 2 (f)&12(B)
 - Shri Ratanshi Purushottam Anand, College of Education BOARSAD., DIST.: Kaira, GUJARAT 388 54 Yr Estd.: 1971 Status: 2(f) &12(B)
 - Shri S.S. Mehta Arts & Shri M.M. Patel, Commerce College Motipura, HIMATNAGAR. (N.G.) 383 001, DIST.: Sabar Ka GUJARAT Yr Estd.: 1965 Status: 2(f)&12(B)
 - Shri Sahajanand Arts and Commerce College, AHMEDABAD. DIST.: Ahmadabad, GUJARAT-380015, Yr Estd.: 1966 Status: 2(f)&12 (B)
 - Shri Shardapeeth College of Education, DWARDKA DIST.: Jamnagar, GUJARAT, Yr Estd.: 1960 Status: 2(f)&12(B)
 - Shri Somlal Kasturdas Shah and Shri Krishna; O.M. Arts College MODASA. (N.G.) 383 315, DIST.: Sabar Kantha, GUJARAT-383315 Yr Estd.: 1960 Status: 2(f)&12(B)
 - Shri Somnath College, Veraval, DIST.: Junagadh, GUJARAT Yr Estd.: 1960 Status: 2(f)&12(B)
 - Shri Surat Jilla Sahkari Bank Commerce College, Shri Sahkari Khand Udyog Arts Surat, GUJARAT, Yr Estd.: 1993 Status: 2(f)&12(B)
 - Shri Swaminarayanan Arts College, Geeta Mandir Road AHMEDABAD. DIST.: Ahmadabad, GUJARAT 380 022, Yr Estd.: 1956 Status: 2(f) &12(B)
 - Shri U.K. Vachhani Mahila Arts College, KESHOD. DIST.: Junagadh, GUJARAT, Yr Estd.: 1982 Status: 2(f)&12(B)
 - Shri Umedram Panchal Arts Smt. Maniben G.P. Science, & V.L. Shah Comm. College PILVAITA-Vijapur, DIST.: Mehasana, GUJARAT-382 85 Yr Estd.: 1960 Status: 2(f)&12(B)
 - Shri V.M. Mehta Municipal Arts &., Commerce College Jamnagar DIST.: Jamnagar, GUJARAT, Yr Estd.: 1972 Status: 2(f)&12 (B)
 - Shri Varraj Arts and Commerce College, DHARAMPUR. DIST.: Valsad, GUJARAT, Yr Estd.: 1986 Status: 2(f)&12(B)
 - Siddharth Law College, Sector 29 GANDHINAGAR. DIST.: Gandhinagar, GUJARAT 382 029, Yr Estd.: 1990 Status: 2(f) &12(B)
 - Sir K.P. College of Commerce, J.N. Marg Athivalines SURAT - 395 001, DIST.: Surat, GUJARAT Yr Estd.: 1946 Status: 2(f)&12(B)
 - Sir L.A. Shah Law College, Ellis Bridge AHMEDABAD., DIST.: Ahmadabad, GUJARAT-380006 Yr Estd.: 1927 Status: 2(f)&12(B)
 - Sir P.P. Institute of Science, BHAVNAGAR-2 DIST.: Bhavnagar, GUJARAT 364 002, Yr Estd.: 1934 Status: 2(f)&12 (B)
 - Sir P.T. Science College, Madasa-383315 District Sabarkantha, GUJARAT, Yr Estd.: 1960 Status: 2(f)&12(B)
 - Smt. ANDHRA PRADESH. Patel Arts & Late N.P. Patel, College Naroda Ahmedabad, DIST.: Ahmedabad, GUJARAT 382 3 Yr Estd.: 1993 Status: 2(f)&12(B)
 - Smt. B.C. Jalundhwal College of Education, Kambhat DIST.: Kaira, GUJARAT 388 620, Yr Estd.: 1968 Status: 2(f)&12(B)
 - Smt. C.C. Mahila Arts & Sheth C.N., Commerce College Visnagar (N.G.) DIST.: Mehe, GUJARAT-384 315, Yr Estd.: 1973 Status: 2(f) &12(B)
 - Smt. C.D. T. Rofel Arts and, J.S.R.A. Rofel Commerce Colleg Vapi DIST.: Valsad, GUJARAT, Yr Estd.: 1989 Status: 2(f)&12(B)
 - Smt. C.R. Gardi Arts College, Munpur Tal, Kadana District Panchmahals, GUJARAT, Yr Estd.: 1994 Status: 2(f)&12(B)
 - Smt. G.J. Sheth Commerce College, MORBI. DIST.: Rajkot, GUJARAT, Yr Estd.: 1960 Status: 2(f)&12(B)

Appendix -23

12

एन सी ई आर 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

SPEED-POST

TO BE PUBLISHED IN THE GAZETTE OF INDIA -- PART-III, SECTION-4

No.WRC/5-6/127th/2009 R-5003

Date: 21.10.2009

23

Recognition Order

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993 SMT. B.C.J. COLLEGE OF EDUCATION, SHRI KHAMBHAT TALUKA SARVAJANIK KELAVANI MANDAL, SHRI B.D.RAO COLLEGE CAMPUS, PO KHAMBHAT ANAND 388620 GUJARAT has submitted an application (Code No. - APW07322/225138/313012) to the Western Regional Committee of NCTE for grant of recognition/permission for conducting M.ED. (GUJ.) (CO-ED) course with an annual intake of 25 students on 20-01-2008.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the PG teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3) (a) of the NCTE Act, 1993, the Western Regional Committee hereby grants recognition / permission to SMT. B.C.J. COLLEGE OF EDUCATION, SHRI KHAMBHAT TALUKA SARVAJANIK KELAVANI MANDAL, SHRI B.D.RAO COLLEGE CAMPUS, PO KHAMBHAT ANAND 388620 GUJARAT for conducting M.ED. (GUJ.) (CO-ED) course of PG of 1 year duration with an annual intake of 25(PG) from the academic session 2009-2010 under clause 7(1) of NCTE (Recognition Norms & Procedure) Regulation 2007.

4. The admission of student shall be made only after affiliation by the examining body before the commencement of the academic session and the admission of students shall be completed well before the cut of the date prescribed by the examining body of the academic session 2009-2010, failing which the recognition will be effective from the academic session 2009-2010.

5. The recognition/permission will operate for 2009-2010 only if the requirement of 18 teaching days in the session be fulfilled as per calendar of the University Affiliation Body.

6. The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund account into a joint account to be operated along with an officer of the Western Regional Committee.

7. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations as amended from time to time.

8. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2007.

9. The institution shall ensure that the required number of academic staff for conducting the course is always in position.

मानव भवन, श्यामला हिल्स, भोपाल - 462002

Manav Bhawan, Shyamla Hills, Bhopal - 462002

दूरभाष/Phone: 0755-2733672, 2560015, 2560179, 2560372, फैक्स/Fax: 0755-2560912.

E-mail: wrco@ncte-india.org Website: www.nctewrc.co.in

NCTE HQ Website: www.ncte-india.org

10. Further, subject to the provision of NCTE Act 1993, the institution shall fulfill all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, applicable.

11. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

12. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always following as mandatory disclosure:

- (i) Copy of the Application Form
- (ii) Land and Building Particulars.
- (iii) Staff Profile.
- (iv) Recognition letter.
- (v) Information for having fulfilled the norms & standard and other required conditions.

13. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.

14. Further, if the institution is not satisfied by the order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg, Near ITO, New Delhi-110002 against this order under section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.

[Signature]
Regional Director (I/C)

The Manager to Govt. of India
Department of Publications. (Gazette Section)
Civil Lines, Delhi-110054

C.C

1. The Principal, SMT. B.C.J. COLLEGE OF EDUCATION, SHRI KHAMBHAT TALUKA SARVAJANIK KELAVANI MANDAL, SHRI B.D.RAO COLLEGE CAMPUS, PO KHAMBHAT ANAND 388620 GUJARAT.

2. The Secretary, (Higher Education), Government of CHATTISGARH, Mantralaya, Raipur

3. The Registrar, GUJARAT UNIVERSITY, AHMEDABAD, GUJARAT.

4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.

5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.

6. Office Order file/Institution file APW07322/325138/313012.

TRUE COPY

[Signature]
Regional Director (I/C)

CHECKED

Institutions offering BED in State GUJARAT

NO.	NAME OF INSTITUTION AND ADDRESS	CITY	CONTACT INFORMATION	RECOGNISED FROM	INTAKE	NAAC ACCREDITATION
1	SRI BHAGWAT VIDYAPITH TRUST KRISHNADHAM SOLA, AHMEDABAD, AHMEDABAD-0	AHMEDABAD		2007	100	
2	A.G. TEACHERS COLLEGE NAVRANGPURA, AHMEDABAD-380009	AHMEDABAD	448451	2001	100	A
3	AAKAR ADHYAPAN MANDIR M.ED COLLEGE, OGNAJ, NR., GOTA CROSS ROAD, S.G., HIGHWAY, TA. DASKROI, AHMEDABAD-380060	AHMEDABAD		2005	100	
4	ADHYAPAN MANDIR, 7 DHANLAXMI SOCIETY OPP. CMC, ODHAV, AHMEDABAD-0	AHMEDABAD		2007	100	
5	ASIA CHARITABLE TRUST'S B.ED. COLLEGE, AHMEDABAD	AHMEDABAD		2002	100	
6	BHAGWAT HARI PREM EDUCATION SOCIETY SHARDA ADHYAPAN MANDIR, GHATLODIA, AHMEDABAD-382740	AHMEDABAD	079-7602735	0	60	
7	C/O LOKMANYA COLLEGE OF COMPUTER APPLICATION VARDHMAN CHARITABLE TRUST, 132, RINGH ROAD, SHIVRANJINI, CROSS ROAD, SATELLITE, AHMEDABAD-380015	AHMEDABAD		2004	100	
8	DR. BABASAHEB	AHMEDABAD		2007	500	

	AGAR., KHEDA-388120				
	S.T.T. COLLEGE HIGH WAY ROAD., NEAR CAMP CROSSING., KHEDA-313002	KHEDA	(02694) 24262	0	80
14	SHREE VIRPUR MAHILA UTKARSH MANDAL SARADIA ROAD., VIRPUR, DIST., KHEDA-388260	KHEDA		2008	100
25	SHRI R.P. ANADA COLLEGE OF EDUCATION BARSAD., KHEDA-388540	KHEDA	(02696)-22519 E-mail- embsec@wileton line.net	0	90 2.6 (B)
26	SHRI RAM CHARITABLE TRUST AT-KOYDAM, POST. KOYDAM, KHEDA -0	KHEDA		2009	100
27	SMT. B.C.J. COLLEGE OF EDUCATION SHRI B.D. RAO CAMP CROSSING., KHAMBHAT., KHEDA-388620	KHEDA	20250	0	80 B+
28	SMT. D.A. SHUKLA PTC COLLEGE PARTH COMPLEX, MAHEMEDABAD, KHEDA -0	KHEDA		2005	100
29	SMT. DHARIBEN SHUKLA MAHILA B.ED COLLEGE 190,191/1-2-3,192/1-2 OF MOUJE MEHEMEDABAD, KHEDA-0	KHEDA		2005	100
30	SMT. S.I. PATEL IPEOWALA COLLEGE OF EDUCATION SAINATH ROAD., PETIAD., KHEDA-0	KHEDA		2010	100 2.58 (B)
31	DADA DUKHAYAL B.ED. COLLEGE GANDHIDHAM MAITRI MANDAL, SDB 123-124, ADIPUR, KUTCH-370205	KUTCH		2004	100 2.675 (B)
132	SHREE SHIV SHAKTI STUDY CIRCLE	KUTCH		2004	100



ગુજરાત ગુજરાત GUJARAT

17 JAN 2015

AK 606161

સતીષ આર. દંતારા
રહેઠાણ વેન્ડર
ગ્રામ ૬૨૫૫૧-અંભાત
ભા.નં.સી/૩/૨૦૦૭

નંબર... ૨૩૪૨૧... રહેઠાણ શ. ૧૦૭
તારીખ: ૧૭/૧૧-૨૦૧૫
નામ: અંબાત તાલુકા સર્વાજનિક કલવની મંડલ
ગામ: અંબાત
હસ્તાક્ષર: ૧૭/૧૧/૨૦૧૫

Serial No... 15... Dt... 17/11/2015

B. R. VYAS
NOTARY
GOVT. OF INDIA

Affidavit

1. Shri Bhagwatilal Rao, Son of Dahyabhai Rao Resident of Khedavalani pole, Khambhat, Ta: Khambhat, Dist: Anand And Chairperson of Shri Khambhat Taluka Sarvajanik Kelavni Mandal, Khambhat certify that I have been authorized by the Management of the above mentioned institution to give this Affidavit on behalf of the institution, which at present offers B.Ed. course of 1 Year duration (File Code No WRC/5-6/97/653 Dt 12th Feb. 1998) with an annual intake of 100. It is further certified that the Management has studied the National Council for Teacher Education (Recognition Norms and Procedure) Regulation, 2014 carefully and has understood their implications for the existing Teacher Education Institutions offering NCTE recognized teacher education programme(s).

2. Further, I have been authorized by the Management to state that the institution shall fulfill the revised Norms relating to infrastructure, instructional facilities, enhanced amount of Endowment and Reserve Funds, Number and qualifications of teaching staff, curriculum and implementation strategies, in view of the change in duration/intake of the programmes offered in the institution within the limit allowed by NCTE.


Signature

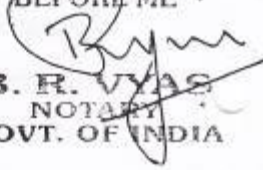
Name and designation
Chairman
Shri Khambhat Taluka
Sarvajanik Kelavani Mandal
Khambhat

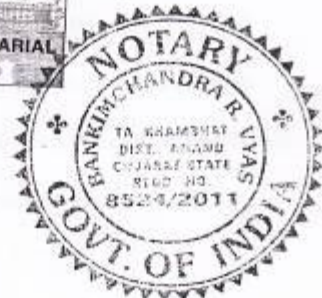
Place: Khambhat

Date: 17/01/2015



SOLEMNLY AFFIRMED
BEFORE ME


B. R. VYAS
NOTARY
GOVT. OF INDIA



DR. BANKIMCHANDRA R. VYAS
ADVOCATE & NOTARY
"GOVT OF INDIA"
"MADHURAM - SHIVAM"
BRAHMANVADO ALING,
KHAMBHAT- 388620,
DIST-ANAND (GUJARAT)



TRUE COPY


B. R. VYAS
NOTARY
GOVT. OF INDIA

Appendix-24

4.2

NAAC Accredited 'B'

Run by : Shree Khambhat Taluka Sarvajanic Kelavani Mandal

Smt. B. C. J. College of Education

SHETH SHREE BHAGWATILAL D. RAO COLLEGE CAMPUS,

Principal :
Dr Rameshchandra D. Pandya
(M.A. M.Phil. M.Ed. Ph.D.)
M 98259 70891

Shree B. D. Rao College Road
KHAMBHAT-388 620
Dist. Anand. (Gujarat)

Ph : (02698) 220250

23

Date : - - -20

GUJARAT UNIVERSITY

Serial No. 4663
Page No. 1/2
Date 27/08/2014

19648
C 2142 - 1974
Ahmadabad 22-7-1974

NOTARIAL

NOTARIAL

NOTARIAL

NOTARIAL

Declaration regarding the joining no: 30-74

According to the improved Gujarat act No: 6 of 1973 by the laws of Gujarat University act 33 sub laws 7 according to the meeting of executive counsel from dated 29-6-1974 's meeting rules framed no: 75 Smt B.C.J.College of Education, Khambhat, is permitted the following mentioned subjects syllabus, its joining and type of joining.

Subject- syllabus	type of joining	period
B.Ed Syllabus	permanent	from 15-6-1974

Copy to...

- Smt B.C.J.College Of Education, Khambhat, Dist: Kheda (To Inform)
- Shri Accountant, Gujarat University 9, above mentioned college dated 30-03-1979 with reference to the receipt no/D 322 deposited against reserved Rs.200 (Rs Two Hundred) request to return(to inform)
- University Grant Commission, Gujarat University, Ahmedabad-9(to inform)
- Secretary: Education And Approved Section, Gujarat State, Secretariat Gandhinagar (To Inform)
- Commissioner, Gujarat State, New Mental Hospital, Ahmadabad (To Inform)

Registrar

Serial No. 4663
 Page No. 2/2
 Date 27/08/2014



Certified this to be the true and correct translation of a document Produced before me

Ushaen I. Thakkar

USHAEN I. THAKKAR
 NOTARY PUBLIC
 GOVT. OF GUJARAT

CERTIFICATE OF UNDERTAKING BY THE COLLEGE

It is certified that the college is included under Section 29B & 29C of the Act and affiliated to University of Gujarat, Gandhinagar, Ahmedabad. It is further certified that the college follows all the discipline of the University.

The college is authorized to offer the degree for the subjects for which it is recognized and will supply the students of all necessary documents as required in the conditions of grant from the UGC.



Signature of the Principal

Principal

Dr. G. D. Chaudhary

Principal

Signature of the Head/Registrar of the University

A. C. Registrar
 Head of University
 Gandhinagar, Ahmedabad-382015





राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Dr. Jagannath Patil
Deputy Adviser

NAAC/WR-JP/GJ-234/TE-2nd Cycle/2014

11th September 2014

The Principal

Smt. B. C. J. College of Education,
Sheth Shree Bhagwatilal D. Rao College
Campus, Bethak Road, Dist. Anand,
Khambhat - 388330, Gujarat.

Dear Sir/Madam,

Greetings from NAAC,

This has reference to your submission of Letter of Intent (LoI) dated 02/08/2014 expressing your intention to undergo Accreditation for 2nd Cycle with NAAC & Your letter dated 02/09/2014 regarding submission of relevant documents.

We find your institution eligible to undergo further process of Assessment & Accreditation.

Your Institution Track ID is GJCOTE13235

Further you need to submit the Self-Study Report (SSR) within six months from the date of acceptance of the LoI 11/09/2014 (i.e., on or before 10th March, 2015). Extension for submission of SSR will not be given.

The two Minimum Institutional Requirements (MIRs) for Accreditation (2nd Cycle) are:

- **Internal Quality Assurance Cell (IQAC) & its effective functioning.**
Institution need to submit Annual Quality Assurance Report (AQAR) to NAAC. Without submission of AQAR of Previous years (2008-09, 2009-2010, 2010-2011, 2011-12 & 2012-13 as per the guidelines of AQAR using the link (<http://www.naac.gov.in/AQAR.asp>) which is available in NAAC website www.naac.gov.in). NAAC will not be able to process your application for Re-Accreditation. If you have already submitted kindly ignore it. The SSR will be accepted once college submits the AQARs.

- **A functional institutional Website.**

A functional website is necessary for Accreditation (2nd Cycle) by NAAC.

Here is the link for "Manual for Teacher Education College"
http://www.naac.gov.in/manuals_accrdr.asp. Kindly note that there is no separate Manual for Accreditation (2nd Cycle). The Manuals for Self-Study are generic and uniformly applicable for all the institutions.

Contd...2

Kindly upload the SSR in your Institutional website one month prior to submission of final document of SSR (i.e on or before 10th February, 2015) under intimation to NAAC (format enclosed) by letter / email and retain the same till the Peer Team Visit is completed. (Please refer to the related link for Duties and Responsibilities of NAAC and Higher Education Institution i.e. http://www.naac.gov.in/duties_responsibilities.asp)

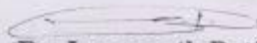
The SSR complete in all respects may be submitted to NAAC in **five (5) hard copies** (printed form) and its soft copy (**CD**) in **each self-study report**; it may be fixed in a cover/pouch in the last page of the Report. Please suggest three suitable time slots covering 3 days each for planning the Peer Team Visit to your institution. **Kindly inform nearest airport as well as distance from the airport.** Self-Study Report needs to be submitted to **The Director, NAAC or Western Region Co-ordinator, NAAC.**

The Certificate of Compliance is enclosed; kindly send it to the undersigned with SSR.

Wishing you all success in your endeavour for quality enhancement.

With regards,

Yours sincerely,


(Dr. Jagannath Patil)

AUDITED EXPENDITURE STATEMENTS

Audited Expenditure Statement-

P.G. Thakkar & Co.
Chartered Accountants



7 & 8, Raj Darshan, Station Road, Khambhat - 388 620
Dist. Anand, Gujarat (India)
M. : 98250 57153 - 94284 03220 Ph.: 02698-220910
E-mail : pgta@yahoo.co.in
E-mail : thakkar_maheshwari@yahoo.co.in

CERTIFICATE

TO WHOM IT MAY CONCERN

This is to certify that we have verified the Income and Expenditure Account and Balance Sheet of " **SMT. B.C.J. COLLEGE OF EDUCATION** " at B.D Rao College Campus, Khambhat with the books result prepared by the college for the year ended on 31/03/2013 and after that we certify that the same are in agreement with the books of accounts maintained at college office, college road, Khambhat.

Date : 22/08/2013.

Place : Khambhat.

For, M/s. P. G. Thakkar & Co.,
Chartered Accountants.



[Signature]

(Proprietor)

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBHAT

[illegible]

LACE: KHAMBHAT

DATE: 22/02/2013

As per our report of even date
FOR P.G.THAKKAR & CO,
Chartered Accountant.

(Proprietor)

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBIAT

BALANCE SHEET AS ON 31/3/2013

LIABILITIES	RS.	RS.	ASSETS	RS	RS
<u>Shri Khambhat Tal.Sar.k.Mandal:-</u>			<u>College Dead Stock Furniture</u>		
Last Year Bal.	2,916,590.00		College D/S Furniture		48,825.44
Add: During year	-	2,916,590.00	Water Coller		23,300.00
<u>Depritation Fund</u>			<u>Electric Installation</u>		
Last Year Balance		47,353.00	Last Year Balance	-	17,299.27
<u>Hostel Dead Stock Fund</u>		8,907.00	<u>Books (At Cost):-</u>		
Last Year Balance			Last Year Balance		83,280.49
<u>Electrical Installation Fund</u>		8,391.00	<u>U.G.C.Computer Grant Utili.</u>		
Last Year Balance			Last Year Balance		234,841.00
<u>Book Fund</u>		59,365.00	<u>Spe.Earth Quake Grant Utili.</u>		
Last Year Balance			Last Year Balance		140,809.00
San.D.A.Diff.Teaching Staff		7,792.60	<u>Extention of Lib.Building</u>		
U.G.C.Book Bank Grant(77-78)		6,000.00	Last Year Balance		291,150.99
J.G.C.Book Bank Grant(78-79)		3,000.00	<u>Library Book</u>		
J.G.C.Computer Grant	210,000.00		Last Year Balance		52,729.92
J.G.C.Book Bank Grant	80,000.00		<u>Devlop.of Teaching Matrial Utili.</u>		
J.G.C.Extention of Library A/c	68,000.00		Last Year Balance		80,155.35
J.G.C. Devp.& Teaching Matrial	46,231.00		<u>Teaching Material Grant Utili.</u>		
J.G.C. Testting Matrial	10,000.00		Last Year Balance		10,001.19
J.G.C. Library Book	39,000.00		<u>U.G.C.Reserch Grant Utili</u>		
J.G.C.Audio Visual	3,000.00		Last Year Balance		1,100.00
J.G.C.8th Plan Grant	48,710.00		<u>Audio Visual Grant Utili</u>		
Advance Salary Grant Anamat	801.00		Last Year Balance		4,076.00
J.G.C.9th Plan	250,000.00		<u>7th Plan Book Purchase</u>		
J.G.C.9th Plan Hostel Grant	125,000.00		Last Year Balance		80,573.90
J.G.C.10th Plan Grant	1,784.00		<u>8th Plan Book Purchase</u>		
J.G.C.Internet Grant	9,449.00		Last Year Balance		31,629.70
J.G.C.11th Plan Books& Journals Grant	200,000.00		<u>U.G.C. 9th Plan</u>		
J.G.C.11th Plan Carrier&Counce.Cell Equip. Grant	120,000.00				243,735.44
J.G.C.11th Plan Carri.Coun.Honor.Read.Materi.Grant	30,000.00		<u>U.G.C. 11th Plan Utili.</u>	33,857.00	
J.G.C.11th Plan Education Innovation Grant	90,000.00		Less: During Year	33,847.00	10.00
J.G.C.11th Plan Equipment Grant	200,000.00		Global India		44,800.00
J.G.C.11th Plan Equal opportunity center Grant	165,000.00		Guj.Uni.Registration Form Fee		30.00
J.G.C.11th Plan Establishment of UGC-NRC Grant	225,000.00		Minor Resrech Grant Utili		32,814.00
J.G.C.11th Plan Examination Reform Grant	60,000.00		U.G.C.Building Renovation		235,464.50
J.G.C.11th Plan Fild Work/Study Tour Grant	30,000.00		U.G.C.C.D. A/c		473.00
J.G.C.11th Plan Improvement of Facility Grant	60,000.00		<u>U.G.C.11th Plan CollegeDevp. Grnt.Comp.Equip.pur.A/c</u>		
J.G.C.11th Plan Maintanace of Equip. Grant	120,000.00		Add: During Year	22,755.00	
J.G.C.11th Plan NRC Internet Connectivity Grant	21,600.00			179,290.00	202,045.00
J.G.C.12th Plan Grant	68,750.00		<u>U.G.C.11th PlanAdditional Grant Comp.& A/c Equip.pur.A/c</u>		
J.G.C.11th Plan Additional Grant	2,250,000.00		Add:During year	1,477,500.00	
G.C.Seminar Grant	73,500.00			1,029,530.00	2,507,030.00
IBurhan Depot	6,970.00		<u>U.G.C.11th PlanBooks & Journals.pur.A/c</u>		
K.Lewa	32,814.00				201,336.00
ohammadi Press	9,100.00				
I.D.Parekh	35,030.00				
urpan Prakashan	100,000.00				
ifttech Computers	62,000.00				
G.Thakkar & Co.	7,700.00				
dhyarthi Book Depot	5,345.10				
Ed.Registration Form Fee	10,625.00				
i Punch Scholarship	5,000.00				
2.Scholarship	2,144.00				
llege Deposit	1,490.00				
i.C. Scholarship	400.00				
id Bill Scholarship B.C	3,500.00				

uj.Uni.Exam.Fee Marksheet	20.00	U.G.C.11th Plan carr&Conce.Hono.Read.Mat.Grant Utili	30,140.00
uj.Uni.Exam.Part-I	1,463.50	U.G.C.11th Plan carr&Concelling Grant Utili	121,950.00
uj.Uni.Registration Fee	1,225.00	U.G.C.11th Plan Education Innovation Grant Utili	90,300.00
barary Deposit	5,500.00	U.G.C.11th Plan Equal Opportunity center Grant Utili	165,155.00
ofessional Tax	201.05	U.G.C.11th Plan Establis.of UGC NRC Grant Utili	235,000.00
lary Recovery (I.L.Kalah)	4,824.00	U.G.C.11th Plan Examination Reform Grant Utili	60,500.00
aff Anamat	2,024.00	U.G.C.11th Plan Field Work / STUDY TOUR Grant Utili	30,000.00
udent Aid Fund	3,075.00	U.G.C.11th Plan Improv.Of Facility Ex.Primises Grant Utili	65,845.00
spence A/c	197.00	U.G.C.11th Plan Maintanace of Equip. Grant Utili	131,894.00
incipal A/c	2,554.00	U.G.C.11th plan Intenet Grant Utili	12,707.00
		U.G.C.Seminar Grant Utili	88,242.00

Cash & Bank Balance:-

Bank Of Baroda	2,163.50	
Dena Bank # 2873	108,050.39	
Dena Bank # 3976	78,457.00	
Dena Bank # 5344	67,656.00	
Hindu Merchant Bank	1,030.25	
Indian Overseas Bank	1,051.80	
Union Bank of India	3.56	
Petty Cash	37.70	
Cash On Hand	465.25	258,915.45

Income & Expenditure A/C:-

Last Year Bal.	2,118,945.86	
Less: During Year	10,679.25	2,108,266.61

7,966,425.25

7,966,425.25

ACE: KHAMBHAT

TE: 22/8/2013

As per our report of even date
FOR P.G.THAKKAR & CO.
Chartered Accountant.

P. G. Thakkar

(Proprietor)

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBHAT

RECEPITS & PAYMENT A/C AS ON 31/3/2013

ECEIPTS	RS.	RS.	PAYMENT	RS	RS
Opening Balance:- (1/4/2012)			Salary & Other Allowances:-		
ish On Hand	5,011.00		Teaching Staff Salary	6,958,112.00	
ma Bank # 2873	95,680.39		Non-Teaching Staff Salary	1,454,547.00	
ma Bank # 5344	109,321.00		Bonus	10,362.00	
ma Bank # 3976	1,645,345.00		Leave Encashment	170,960.00	8,593,981.00
.B (40066)	1,051.80		Student & Other Expenses:-		
umbay H.M.Bank (465)	1,030.25		Tution Fee A/c		97,500.00
tty Cash	29.70		Exam Fee		6,698.00
ank Of Baroda	2,097.50		Student Welfare		981.00
ion Bank Of India	3.56	1,859,570.20	Gymkhana Fee Exp.		2,280.00
			Education Technology		26,840.00
			Stationery Fee		10,304.00
			Shri Kham.Tak.Sar.Kel.Mandal		90,000.00
Grants:-			Scholarship:-		
rbhar Grant	65,712.00		B.C.Scholarship		8,090.00
bhav Grant	27,000.00		BaxiPanch Scholarship		79,500.00
lary Grant	8,593,981.00	8,686,693.00			
Exp:-			General Expenses:-		
tion Fee		97,500.00			
brary Fee		4,475.00	Building Rent Exp.		38,122.00
orts Fee		895.00	Misc.Exp.		1,402.00
man Development Fee		960.00	Audit Fee Exp.		2,500.00
mikhana Fee		4,475.00	Sanitation Exp.		1,930.00
ident Welfare		5,085.00	Culture Fee Exp.		4,184.00
um Fee		17,900.00	W.S.Seminar & Prac.Fee		5,521.00
lture Fee		8,950.00	Electric Exp.		59,368.00
tionery Fee		22,375.00	Travelling Exp.		16,510.00
acation Technology Fee		17,900.00	Postage Exp.		1,702.00
rk Shop Seminar & Prac.		17,900.00	Uniform Exp.		2,182.00
up Insurance		66.00	Library Exp.		5,229.00
			Library Books.		110.00
Revenue Income:-			Guj.Uni.Exam Part-I		125.75
.(fee) Income		140.00	Guj.Uni.Exam Part-II		6,466.00
ik Interest		51,010.00	Bank Commission Exp.		1,103.00
m A/c		2,500.00	Washing Exp.		1,080.00
itech Computer		62,000.00	B.ed. Form Exp.		10,625.00
.Thakkar & co.		2,500.00	Office Stationery Exp.		5,142.00
e.Income		2,375.00	Swarnim Guj.Grant Exp.		21,150.00
I Form Fee		10,625.00	Telephone Exp.		7,484.00
pan Prakashan		100,000.00	U.G.C.11th Plan Additional Equip. Grant Utili.		1,029,530.00
D.Parekh		35,030.00	U.G.C.11th Plan College Devlp.Equip. Grant		179,290.00
icipal A/c		2,554.00	U.G.C.11th Plan Books & Journal Grant		201,336.00
i Kham.Tak.Sar.Kel.Mandal		90,000.00	U.G.C.11th Plan Carrier & Coun.Hono.&Read.Matri.Gr		30,140.00
i.C.11th Plan Books & Journal Grant		200,000.00	U.G.C.11th Plan Carrier & Coun.Cell Equip. Grant Utili		121,950.00
i.C.11th Plan Carrier & Coun.Cell Equip. Grant		120,000.00	U.G.C.11th Plan Education Innovation Grant Utili.		90,300.00
i.C.11th Plan Carrier & Coun.Hono.&Read.Matri.Grant		30,000.00	U.G.C.11th Plan Equal opportunity Center Grant Utili.		165,155.00
i.C.11th Plan Education Innovation Grant		90,000.00	U.G.C.11th Plan Etab.of UGC-NRC Grant Utili.		235,000.00
i.C.11th Plan Equipment Grant		200,000.00	U.G.C.11th Plan Examination Reform Grant Utili.		60,500.00
i.C.11th Plan Equal opportunity Center in college Grant		165,000.00	U.G.C.11th Plan Filed work & Study Tour Grant Utili.		30,000.00
i.C.11th Plan Etab.of UGC-NRC Grant		225,000.00	U.G.C.11th Plan Improv.Of Facility Grant Utili.		65,845.00
i.C.11th Plan Examination Reform Grant		60,000.00	U.G.C.11th Plan Internet Grant Utili.		12,707.00
i.C.11th Plan Filed work & Study Tour Grant		30,000.00	U.G.C.11th Main. Of Equipment Grant Utili.		131,894.00
i.C.11th Plan Improv.Of Facility Grant		60,000.00	U.G.C.11th Plan Utili.		51,542.00
i.C.11th Main. Of Equipment Grant		120,000.00	U.G.C.11th Plan (09-10)		773,184.00
i.C.11th Plan NRC Internet Connectivity Grant		21,600.00	U.G.C.11th Plan Grant		346,800.00
i.C.12th Plan Grant		68,750.00	U.G.C.11th Plan College Devlo.Grant		160,000.00
.C.11th Plan		381,316.00			
.C.11th Plan (09-10)		100.00			
.C.11th Plan Utili.		85,389.00			

Scholarship:-
JaxiPanch Scholarship
B.C.Scholarship

<u>Closing Balance:-</u>		
83,475.00	Cash On Hand	465.25
8,090.00	Dena Bank # 2873	108,050.39
	Dena Bank # 5344	67,656.00
	Dena Bank # 3976	78,457.00
	I.O.B (40066)	1,051.80
	Cambay H.M.Bank (465)	1,030.25
	Petty Cash	37.70
	Bank Of Baroda	2,163.50
	Union Bank Of India	3.56
		258,915.45

13,052,198.20

13,052,198.20

PLACE: KHAMBHAT

DATE: 24/8/2013



As per our report of even date
FOR P.G. THAKKAR & CO.

Chartered Accountant.

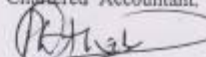

(Proprietor)

PHOTO GALLERY

SMT.B.C.J.COLLEGE OF EDUCATION, KHAMBHAT



















CATALOGUE OF THE OBJECTS OF KHAMBHAT COLLEGE MUSEUM

A CATALOGUE OF THE OBJECTS OF KHAMBHAT COLLEGE MUSEUM

Edited by
Dr. J. P. AMIN



**SHREE R. P. ARTS, K. B. COMMERCE COLLEGE &
B. C. J. SCIENCE COLLEGE MUSEUM (CAMBAY)**

*A Catalogue of The Objects of
Khambhat College Museum*

Edited by

Dr. J. P. Amin

Hon. Director Dpt. of Culture

Re Edited By

DR. KRISHANA PANCHOLI

HEAD

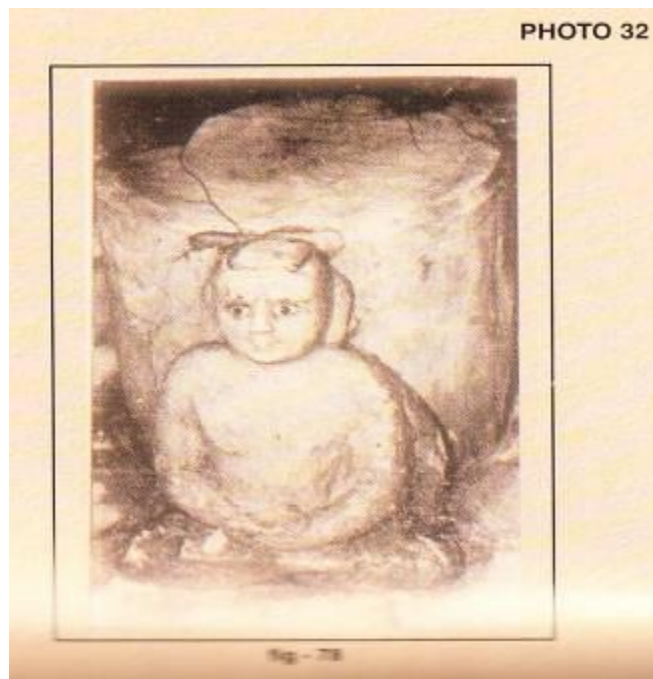
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B. D. Rao College Campus Road, Khambhat, Dist. Anand

(Guj.) (Cambay)



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MAP OF THE CAMPUS

