

SSR



A.G. Teachers College- CTE (College of Teacher Education)
 UNIVERSITY ROAD, NAVRANGPURA,
 AHMEDABAD - 380 009

APRIL
 2015

Self Study Report (Cycle-2)



A.G. Teachers College- CTE (College of Teacher Education)

UNIVERSITY ROAD, NAVRANGPURA,
 AHMEDABAD - 380 009
 Estd : 1952



Submitted to
NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
(NAAC)

For
ASSESSMENT AND REACCREDITATION
April - 2015

Declaration

I certify that the data include in this SSR are true to the best of my knowledge.


This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place : Ahmedabad.

Date: 28/4/2015




(C.P. Patel)
Signature of the Head of the
Institution

Principal,
A. G. Teachers College,
Ahmedabad-380 009,
with Seal

Foreword

A.G.Teachers College, CTE was established by Ahmedabad Education Society in 1952. It was the first teachers training college established in Gujarat. Thus it is well reputed and the oldest college of Gujarat and awarded “The Best College of Gujarat” by Gujarat Government. In 2007, college got “A” Grade by NAAC. It is valid up to five years. Now we are proceeding for re-accreditation. We are always ready to open by any kind of evaluation of our institution.

Thus it is matter of pleasure for us to submit this Self Study report of A.G.Teachers College to the National Assessment and Accreditation Council for assessment and accreditation. We have prepared this report as per the guidelines of NAAC. In this report we have tried to reflect our strength and weakness. We tried our best to fulfill suggestions provided by NAAC peer team in first assessment of accreditation.

We are always trying hard to achieve the pre-decided goals of our institution. This report is the outcome of hard work done by all the individuals of our institution.

We believe that quality can never be accidental but it is a journey.

With Regards,


(C.P.Patel)

Principal,
A. G. Teachers College,
Ahmedabad-380 009.

Date : 28/4/2015

Place : Ahmedabad



Acknowledgement

We whole heartedly accept that NAAC has given us an opportunity to look into our selves and motivated for this hectic academic exercise. We honestly believe that getting reaccredited from an esteemed and autonomous body like NAAC is a matter of pride and privilege. Journey of preparing SSR led towards peeping into our strength, weakness and opportunity of the institution.

We would like to express out gratitude towards management and entire college staff to make this exercise a joint venture. We appreciate the tolerance, patience, sincere efforts and team spirit of all participants.

We thank visible and invisible forces which have contributed in the SSR preparation. We hope and believe that we may come up to the expectation of NAAC.

Dr.K.H.Yadav
IQAC coordinator
NAAC coordinator

Dr. S.L.Solanki
NAAC Coordinator

Vision, Mission and Values of Institution

VISION

Qualitative contribution through teaching-learning for the empowerment of the nation.

MISSION

To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nation.

VALUES

The institute aims to develop the following values among the student teachers.

- Increasing competency through the use of technology in class room teaching.
- Inculcating social, disciplinary, aesthetic, cultural, moral, nationalistic and humanitarian values among students.
- Progressing towards excellence in education.
- Realization of the theme of a global family, “world is our family.”

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PROFILE OF THE INSTITUTION



A. Profile of the Institution

1. Name and address of the institution : **A.G. Teachers College,**
Commerce six road,
Navrangpura,
Ahmedabad-380009
2. Website URL: : **www.agteacherscollege.ac.in**
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. C.P.Patel	079-26442451	Nil	agteachers1952@gmail.com drcppatel@yahoo.com
Vice-Principal	-	-	-
Self - appraisal Co-ordinator Dr. K.H.Yadav Dr. S.L.Solanki	079-26442451 079-26442451	- -	khyadav@yahoo.co.in shamalsolanki@yahoo.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : Dr. C.P.Patel	-	9428491517
Vice-Principal	-	-
Self - appraisal Co-ordinator Dr. K.H.Yadav Dr. S.L.Solanki	- -	9377333302 9924050591

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐
Any other (specify and indicate) ☐

5. Campus area in acres:

2.47

6. Is it a recognized minority institution?

Yes ☐ No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	1952

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

Gujarat University, Ahmedabad

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

2f

Month & Year

MM	YYYY
06	1955

12B

Month & Year

MM	YYYY
06	1955

10. Type of Institution

- | | | |
|---------------|---|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input checked="" type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite College | <input type="checkbox"/> |
| | vii. CTE | <input checked="" type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> |

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	----	----	Certificate	----	----
		----	----	Diploma	----	----
		----	----	Degree	----	----
ii)	Primary/ Elementary	----	----	Certificate	----	----
		----	----	Diploma	----	----
		----	----	Degree	----	----
iii)	Secondary/ Sr. secondary		Min. 50%	Certificate	----	----
		----	Marks in	Diploma	----	----
		B.Ed.	graduation	Degree	One year	Gujarati & English
iv.	Post Graduate	----	----	Diploma		
		----	----	Degree	----	----
v.	Other (specify)	----	----	Certificate	----	----
		----	----	Diploma	----	----
		----	----	Degree	----	----

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	----	----	----	----
Primary/Elementary	----	----	----	----
Secondary/ Sr.secondary	B.Ed.	313025 30/11/1997	Till further orders	100
Post Graduate	----	----	----	----
Other (specify)	----	----	----	----

(B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Yes ☐ No ☒

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

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.

07

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

D.Ed.	
B.Ed.	8
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

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	1
--------	---

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

Yes ☐ No ☒

Number	-----
--------	-------

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

- | | | |
|--------------------------------------|---|-----------------------------|
| • Heads of practice teaching schools | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Academic peers | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Alumni | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Employers | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

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

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

Yes ☐ No ☒

Number	-----
--------	-------

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

Yes ☒ No ☐

Number	2
--------	---

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 | <input type="checkbox"/> |
| b) Common entrance test conducted by the
University/Government | <input type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input checked="" type="checkbox"/> |
| f) Any other (specify and indicate) | <input type="checkbox"/> |

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

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

- | | |
|--|--------------------------|
| a) Date of start of the academic year (15/06/2013) | <input type="checkbox"/> |
| b) Date of last admission (08/08/2014) | <input type="checkbox"/> |
| c) Date of closing of the academic year (26/04/2014) | <input type="checkbox"/> |
| d) Total teaching days = 192 | <input type="checkbox"/> |
| e) Total working days = 234 | <input type="checkbox"/> |

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	20	80	100	17	43	60	3	37	40
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes ☐ No ☒

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

a) Unit cost excluding salary component (1020136.85/100)

10201

b) Unit cost including salary component (11279186.85/100)

112791.86

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

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

Programmes		Open		Reserved	
		Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.					
B.Ed.	2013-2014	Pal Sweta Girish (97.19)	Prasad Jay prakash(60.13)	Prajapati Urvashi B. (85.01)	Parmar Yogesh S. (48.00)
	2014-2015	Amalsadiwalla Farzin X. (95.95)	Patel Charmi V. (60.54)	Trivedi Vihangi K. (90.02)	Badmaliya Nikunj Kumar(47.72)
M.Ed. (Full Time)					
M.Ed. (Part Time)					

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
D.Ed.	-	-	-
B.Ed.	60%	30%	10%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10.Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

b) Minimum number of pre-practice teaching

0	0
---	---

lessons given by each student

11.Practice Teaching at School

a) Number of schools identified for practice

2	8
---	---

teaching

b) Total number of practice teaching days

2	5
---	---

c) Minimum number of practice teaching

2	0
---	---

lessons given by each student

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	0
------------------------------	--------	--------------------------------------	---

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
D.Ed.	-	-
B.Ed.	30%	70%
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

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	✓	
Any other (specify and indicate)	✓	

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	100	%
--------	----	-----	---

2. Does the Institution have ongoing research projects?

Yes ☒ No ☐

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	32500	2 YEARS	

(Additional rows/columns may be inserted as per the requirement)

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

01

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 ☒
- ☐ Teachers are provided with seed money ☐
- ☐ Adjustment in teaching schedule ☒
- ☐ Providing secretarial support and other facilities ☒
- ☐ Any other specify and indicate ☒

(State Govt. grant CTE is given)

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

Yes ☐ No ☒

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

- a. Ph.D.

7

- b. M.Phil.

1

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

Yes ☐ No ☒

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>		04
National journals – referred papers			24
Non referred papers			
Academic articles in reputed magazines/news papers			
Books			03
Any other (specify and indicate)			

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

Yes ☒ No ☐

Number	01
--------	----

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

five years):	Faculty	Students		
National seminars	<table><tr><td>11</td></tr></table>	11	<table><tr><td></td></tr></table>	
11				
International seminars	<table><tr><td>3</td></tr></table>	3	<table><tr><td></td></tr></table>	
3				
Any other academic forum	<table><tr><td>2</td></tr></table>	2	<table><tr><td></td></tr></table>	
2				

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 ☒

Any other (specify and indicate) ☐

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 ☐

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.)

1686.50

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

- | | | | | |
|--|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing
teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

36

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

1,00,000 Rs.

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

43,321 Rs.

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

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

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

Yes ☒

No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	3	1	3	1
Non-teaching	5	1	4	2

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	---	1	1	---
Non-teaching	5	1	4	---

11. a. Number of regular and permanent teachers

	Open		Reserved	
	(Gender-wise)			
	M	F	M	F
Lecturers	1	2	3	---
	M	F	M	F
Readers	----	---	---	---
	M	F	M	F
Professors	---	---	---	---

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

	Open		Reserved	
	M	F	M	F
Lecturers	1	---	--	---
Readers	---	---	---	---
Professors	---	---	---	---

c. Number of teachers from same state

	07
Other states	-----

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	---	---	---	2
Temporary	1	---	1	---

b. Technical Assistants

Permanent

M	F	M	F
---	---	--	---

Temporary

M	F	M	F
1	---	---	---

14. Ratio of Teaching – non-teaching staff

5:2

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

85.29%

(9620614/11279186.85*100)

16. Is there an advisory committee for the library?

Yes



No



17. Working hours of the Library

On working days

6

On holidays

During examinations

6

18. Does the library have an Open access facility

Yes



No



19. Total collection of the following in the library

a. Books

28533

- Textbooks

- Reference books

230

b. Magazines

31

e. Journals subscribed

40

- Indian journals

- Foreign journals

f. Peer reviewed journals	
g. Back volumes of journals	-----
h. E-information resources	
- Online journals/e-journals	21
- CDs/ DVDs	50
- Databases	-----
- Video Cassettes	3
- Audio Cassettes	10

20. Mention the

Total carpet area of the Library (in sq. mts.)	99.061
Seating capacity of the Reading room	15

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>

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

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled (28533)

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

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

	(2011-12)		(2012-13)		(2013-14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books (UGC)	284	18308	29	1895	---	---
(College)	68	5029				
Other books	---	---	---	---	---	---
Journals/ Periodicals	31	12190	31	16884	31	13884
Any others specify and indicate	---	---	---	---	---	---
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	(2011-12)	(2012-13)	(2013-14)
D.Ed.	---	---	---
B.Ed.	16.27 %	6.38 %	11.11%
M.Ed. (Full Time)	---	---	---
M.Ed. (Part Time)	---	---	---

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

Yes ☒ No ☐

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

4 to 5 per method

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)

	(2012)	(2013)	(2014)
	III	III	III
Pass percentage	100	100	100
Number of first classes	10	23	28
Number of distinctions	76	71	62
Exemplary performances (Gold Medal and university ranks)	9 th & 23 rd Rank in Gujarat University Exam.	----	-----

The university result of last two years is enclosed in **Appendix-5**

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

	2011- 12	2012- 13	2013- 14
NET	01	01	--
GSET	01	--	01
TET/TAT / CTET	07	27	15

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 (SC)	126250	11070	79940
Loan facilities (ST)	42000		5000
Any other specify and indicate (SEBC)	72880	23450	106760
Physically handicapped	-	-	3000

(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

Women

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. (2014-15)

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	✓	--	✓	--	2
Inter-university	--		--	--	✓	--
National	--	✓	--	✓		8
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)
University	3	-----
State	--	--
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes ☒ No ☐

If yes, give the year of establishment

2006

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

	(2011-12)	(2012-13)	(2013-14)
	(%)	(%)	(%)
Higher studies	12	10	5
Employment (Total)	--	62	--
Teaching	--	40	--
Non teaching	--	--	--

23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

1(2011-12)	2(2012-13)	3(2013-14)
5	3	3

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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	1
Staff council	8
IQAC/or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	--

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

Loan facility	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Medical assistance	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Insurance	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other (specify and indicate)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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

0	0	2
---	---	---

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

3

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	1
---	---	---

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

0	1	2
---	---	---

e. Research development programmes attended by the faculty

0	6	7
---	---	---

f. Invited/endowment lectures at the institution

0	4	0
---	---	---

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b. Student assessment of faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c. Expert assessment of faculty performance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
d. Combination of one or more of the above	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e. Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

7. Are the faculty assigned additional administrative work?

Yes ☒ No ☐

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

3 hours

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

Grant-in-aid

72800

Fees

239500

Donation

Self-funded courses

Any other (specify and indicate)

686131.85

9. Expenditure statement (for last two years)

Total sanctioned Budget	(2012-13)	(2013-14)
% spent on the salary of faculty	100%	100%
% spent on the salary of non-teaching employees	100%	100%
% spent on books and journals	75%	75%
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water	Rs.300 per student from Govt. of Guj.	Rs.300 per student from Govt. of Guj.
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	100%	100%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	100%	100%
% spent on travel	100%	100%
Any other (specify and indicate)		
Total expenditure (9152459-467723=868736)	8684736	10593055
incurred (11279186.85-686131.85=10593055)		

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.
<input type="text"/>	(2011-12)	<input type="text" value="661665.50"/>
<input type="text"/>	(2012-13)	<input type="text" value="467723.00"/>
<input type="text"/>	(2013-14)	<input type="text" value="686131.85"/>

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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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	1	5	9	11.25
b	ST	6	30	9	11.25
c	OBC	10	50	24	30.00
d	Physically challenged (SC)	-	-	1	1.25
e	General Category	3	15	37	46.25
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	-	-
	total	20	100	80	100

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	7	1	1
b	ST	-	14	1	1
c	OBC	2	27	-	-
d	Women	2	-	-	-
e	Physically challenged	-	3	-	-
f	General Category	-	-	-	-
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I (2012-13)	Batch II (2013-14)
SC	11	13	11	12
ST	14	12	10	12
OBC	31	34	31	26
Physically challenged	2	1	1	1
General Category	42	40	41	39
Rural	--	--	--	--
Urban	--	--	--	--
Any other (specify)	--	--	--	--



Executive summary – The SWOC analysis of the institution

Quality has to come from within and self appraisal-analysis is an eye opening technique in that direction. As a matter of internal exercise by the institution carried out with team work, sincere efforts and honest introspection, A.G.Teachers college-CTE, Ahmedabad has prepared the organizational data base Part -1 of the self appraisal report. Based on this data collection institution has prepared SWOC analysis based on its own perception.

A.G.Teachers College-CTE which was established by the Ahmedabad Education Society (a public trust) in 1952, with the efforts of Dr. Anand Shankar Dhruv, Shri G.V. Mavalankar and the renowned industrialist and philanthropist Shri Kasturbhai Lalbhai, completes 63 years of unstinting contribution to teacher education. In June 1952, Acharatlal Girdharlal Teachers College (A.G.Teachers college) was started from the donation of Rs.4,00,000 from the trustees of Acharatlal Girdharlal charity trust. It was the first teachers training college of Gujarat and A.G.Teachers College proved to be a boon to school teachers. Even in the changed academic scenario of today, institution continues to be guiding by the traditions and the goals set by the founding fathers. College aims at shaping the youth into prospective teachers who can under take their responsibilities of transforming young citizens to responsible citizens. It is matter of pride for the institution as it was upgraded by the central government as College of Teacher Education (CTE) an upgraded status which undertakes the responsibility of in service teachers training for three districts (Ahmedabad, Gandhinagar, Surendranagar).

Centralized admission committee trained by Gujarat University admits students on merit bases and college is opted by trainees at first priority. Highly qualified and dedicated college staff pro actively participates in curriculum development, innovative teaching methodologies, current trends in education

etc. Gained experience is reflected in the teaching learning process of the institute which creates very high conducive environment in the institution.

The institution is known for its stress on discipline as it is reflected in regularity in attendance, submission and punctuality for entire human resource. It endeavors to impart quality education through a curriculum incorporating theory, practice teaching and practical work. Cognition combined by all round development and character building is the hallmark of this institute.

Strength

- One of the oldest and prestigious teachers training college of Gujarat ageing 63 years.
- College has upgraded status of college of teacher education-CTE.
- Greenest eco friendly campus.
- Strategic location, comfortable to commute by different means of transportation.
- Extremely supporting management.
- Highly qualified and experienced teaching faculty.
- Strictly merit based admission following rules and regulations of UGC.
- Only grant-in-aid teacher education Institute of Gujarat University imparting education in both medium: Gujarati and English.
- Student centric interactive teaching learning process.
- Excellent ICT facilities and ambience provided to teaching and non teaching staff.
- Free internet access to student teachers.
- Continuous involvement of faculty members in pursuing minor research projects from UGC and conducting research projects with the help of CTE research grant.
- Foremost college selected by government of Gujarat for DELL (Digital Education Learning Laboratory) project and completely installed.

- SCOPE is functioning in the direction of increasing English speaking proficiency as major student teachers are from Gujarati medium.
- Strong linkages and extended consultancy service in three districts (Ahmedabad, Gandhinagar, and Surendranagar) due to CTE centre.
- Initiatives of government of Gujarat like SAPTADHARA, UDISHA, CWDC, Red ribbon club are justified.
- Grant utilization committee for proper usage of grant received through UGC, IQAC, KCG, CWDC and SAPTADHARA.
- Participation in youth festival and appreciating the achievers is the tradition.
- Academic achievements of student teachers are appreciated by Donor awards. “Highest merit in girls” is a special award given as a symbol of women empowerment.
- Qualitative curricular planning is reflected through the academic calendar “VASARIKA” prepared every year.
- College magazine “Again Akshar” is published every year.
- Innovative study material is generated for school sector under the banner of CTE.
- Faculty’s participation fees in various programs are reimbursed under developmental scheme.
- Optimum use of ICT motivated to generate online feedback mechanism.
- Very strong and transparent internal quarterly audit mechanism.
- Institute has self managed dynamic web site.

Weakness

- Staff deficiency
- Even though the whole staff is qualified as PG teacher, the Centre of M.Ed. course which was discontinued could not be restarted.
- Library yet to be completely modernized.
- Some infrastructural deficit is existing.
- Lack of academic autonomy.

Opportunity:

- Restart M.Ed. course
- Start up with short term courses
- Location advantage of the institute.
- Bright chances for the institute to seek grants from UGC under section 2(F) and 12(b) of UGC Act 1956.
- Rigorous training and guidance can be provided for preparation of TET, TAT and other competitive exams.
- Extending activities under the banner of CTE.
- As head of the institute is faculty dean many developmental programs can be organized under his direct guidance.

Challenges:

- Completion of the syllabus in time under semester and CBCS system.
- Staff deficiency is the biggest hindrance to satisfy the vision of CBCS.
- Increasing number of deemed universities and self financed institutes affect the quality of teacher education program.
- Recruitment policy of government for school teachers and pay structure is a big challenge for seeking quality student teachers.
- Over dependence on ad hoc visiting faculty.

CRITERION-I

CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1.1. Curricular Design and Development

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the disadvantaged, equity, self development, community and national development, issue of ecology and environment, value orientation, employment, global trends and demands, etc.)

A.G.Teachers college was established by the Ahmedabad Education Society in June -1952. B.Ed. Course comprises a platform to enhance and enrich innate capabilities lying in the student teacher and leads them towards prospective teachers.

VISION

Qualitative contribution through teaching-learning for the empowerment of the nation.

MISSION

To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nation.

OBJECTIVES

Objectives of our college are,

- To provide education to all those who desire to be good teachers, without any bias about their caste, creed, religion, some kind of handicap etc.

- To provide well trained teachers to the upper primary, secondary and higher secondary school.
- To inculcate values of community service, national integrity, national pride, religious tolerance, aesthetic sense for the environmental earth.
- To develop moral character and good personality of student teachers.
- To create awareness among the student teachers about needs of the society, social changes, needs to conserve nature and its resources.
- To conduct in service training programs for the secondary and higher secondary school teachers of Ahmedabad district, Gandhinagar district and Surendranagar district under the banner of College of Teacher Education. (CTE).
- Besides that our college also promotes different kind of community development programme. We arrange environment awareness programmes in our college. We encourage student teachers to participate in different types of co-curricular activities like elocution, sports, essay-writing etc. as a part of self-development programme.

1.1.2. Specify the various steps in the curricular development process.

(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.)

College is affiliated to Gujarat University so college has to follow the curriculum designed by Gujarat University. Our college

Principal is the Dean of Education faculty and faculty members are involved in curriculum designing as ordered by Gujarat University. But college contributes in curriculum development process in the following way:

- Principal is the Dean and Members of Board of Studies so he plays a key role in curriculum development
- Student teachers' feedback on curriculum and faculty inputs regarding to curricular development is conveyed to principal.

Gujarat University Education faculty Dean letter is given in Appendix-1.1. (Page.198-200)

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

Different subjects like Yoga Education, Basic computer Education, and General English are included in curriculum as a foundation paper. We all know all these subjects are in demand at global level.

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

College follows Gujarat University directed curriculum and curriculum is such framed that it bears some thrust on national issues like

- Environment
- Value education
- ICT in Education etc.

College is aware to follow this syllabus and its effectiveness.

Gujarat University B.Ed. Curriculum is given in Appendix-1.2. (Page-201-311)

1.1.5. Does the institution make use of ICT for curricular planning ? If Yes give details

As earlier discussed that college has no role in curricular planning but yes we use ICT very frequently in curriculum transaction.

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?

Reflective practice is a continuous process in B.Ed. course. Following efforts guide student teachers towards reflective practice.

- Practice Teaching
- Team teaching
- Peer Feedback
- Feedback from Teacher Educator
- Discussion on feedback
- Feedback at the end of the programme
- Feedback at the end of course.

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

Since June 2012 Gujarat University implemented CBCS frame curriculum. This curriculum consists Core papers, Elective papers and Foundation courses. We organize orientation programs for selection of elective and foundation courses. So student teachers can select these papers as per their interest and skills. We also give flexibility to select the topic in practical work like, Seminar, Workshop, Teaching Aid and Book Review.

We give experience to our student teachers to different type of school environment in practice teaching program.

During practice teaching, student teachers are grouped in such a way that they can be exposed to varied teacher educator and schools which help them in having diverse learning experiences.

Various type of curriculum activities organized in the college is a big source for providing varied learning experience in the campus.

1.2.3. What value added courses have been introduced by the institution during the last three years? (verbal & written, ICT Skills, Life Skills, Community orientation, Social responsibility etc.)

The college cannot introduce courses but it is done through the prescribed courses of the university during curriculum transaction.

Subjects like following are the value added courses introduced.

- Environment education
- Basic computer education
- General English
- Carrier Guidance and Counselling
- Yoga Education

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

- 1. Interdisciplinary / Multidisciplinary***
- 2. Multi –Skill development***
- 3. Inclusive Education***
- 4. Practice teaching***
- 5. School experience / Internship***
- 6. Work experience/ SUPW***
- 7. Any other (Specify and give details)***

1.2.4.1. *Interdisciplinary/ Multidisciplinary*

- Extra curricular activities, writing articles for college magazines, preparing teaching-learning materials, writing book-reviews etc. includes more than one discipline.

1.2.4.2. *Multi-Skill development*

- Extra-curricular and co-curricular activities, community living, developing teaching aids using technology and improvised teaching aids, yoga education and ICT training.
- Soft skill development exposure is given to student teachers.
- Student teachers are motivated to take up the exam about proficiency in English language through SCOPE centre running in the college.

1.2.4.3. *Inclusive Education*

In CBCS syllabus we have core paper of educational psychology. In this course, topics like individual difference, exceptional children's are covered. College invites guest speakers to deliver lecture on inclusive education.

1.2.4.4. *Practice Teaching*

Every student teacher has to give 5 micro teaching lessons , 5 simulations, 10 stray lessons, 10 block teaching lessons in his/her respective method-subject.

1.2.4.5. *School Experience / Internship*

Every student teacher spends at least ten full working days in a school under well planned internship program of the institution.

1.2.4.6. Whole experience / SUPW

NIL

1.2.4.7. Any other

Extracurricular and co-curricular activities are conducted throughout the year.

1.3. Feedback 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?

Student teachers Feedback on the following dimensions are collected.

- Curriculum
- Quality of Teacher Educator
- These feedbacks are taken with the help of Google Docs and entire feedback mechanism, responses are analyzed with the help of ICT.
- During Viva-Voce student teachers are asked to provide feedback regarding curriculum.
- We collect feedback from annual lesson examiners who are principals of well known schools and experienced teachers.
- We collect feedback from alumni of our college. Employers are part of IQAC committee and they also give feedback in the annual meeting.

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.

Head of the institution is the Dean of Education faculty and member of Board of Studies so other affiliated colleges give their feedback and suggestions regarding curriculum to the principal. As mentioned in 1.3.1 stakeholder's valuable suggestions are obtained. Head of the institution addresses it in the University meeting.

1.3.3. What are the contributions of the institution to curriculum development? (Members of BoS/ sending timely suggestions, feedback, etc.)

As we discussed earlier most of the faculty members are associated in CBCS curriculum construction team and play a key role at University Level. College Principal is the Dean of Education faculty so under his leadership faculty members are involved in curriculum construction and revision.

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)

B.Ed. curriculum of Gujarat University has revised thrice in the last five years. Before June 2012, we had annual pattern and after June 2012 Gujarat University implemented CBCS pattern.

Before CBCS pattern student teacher had to give 40 lessons during the academic year. Yoga Education and ICT in education are also included in curriculum as global trends and changing needs of the society.

In June 2012, CBCS pattern has been introduced and following changes have been made in the dimension to quality improvement.

- Change in course structure in Semester Pattern.
- Change the papers name of the Core Courses.
- Introduction of foundation Courses.
- Changes into numbers of lessons be given. (Practice teaching)
- Change in question paper pattern.
- Change in content of std- 9 , 10,11 and 12th according to text book revised.
- Change in practical work.

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.)

The University is the authority to make any revision in curriculum. So institute has not adopted strategy to bring about any revision on its own. In the direction of curriculum updating, college gets the feedback from various stakeholders as mentioned in 1.3.1.

1.5. Best Practices in Curricular Aspects

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

- Major teaching staff was involved in curriculum design and framework, which is the foremost step towards quality sustenance and quality enhancement.
- Strong and regular feedback mechanism is the measure towards quality enhancement.
- Participation of the faculty in workshops regarding the revision of curriculum is there.

1.5.2. What innovations / best practices in “Curricular Aspects” have been planned / Implemented by the institution?

- As curriculum has undergone updation as needed, faculty symposium is planned and brainstorming is done for the clarity of the content points of the syllabus . In house faculty as well as faculty from other teacher education colleges also become part of symposium. This is the best practice implemented in “ Curricular Aspects”.
- Institute plans to organize many such symposium as B.Ed. course is now of two years to remove the ambiguity in the curriculum.

**Additional Information to be provided by institutions option for Re-
accreditation / Reassessment.**

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

Observation-1. A few certificate and Diploma courses essential for teachers could be organized. For eg. Computer/ IT program, Guidance and Counseling, Communication Skill.

Compliance: Institute could not start up any certificate or diploma course for teachers but under the banner of CTE, various need based programs were organized and certificates were issued. Institute has SCOPE centre, student teachers can avail this facility and do certificate course in English communication skill.

Observation-2. M.Ed. program could be revived or started afresh.

Compliance: Under the recognition of Gujarat University. M.Ed. could not be started. But as management runs private university (Ahmedabad University), M.Ed. will be started afresh.

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

- CBCS pattern was followed as directed by UGC.
- As education is in turbulent stage, study material generation was the major task undertaken towards quality sustenance and enhancement by the institution.
- As and when needed symposium were carried out toward clarity of the curriculum as well as error rectification of the curriculum.
- Faculty actively participates with IASE in the direction of incorporating new changes in education pattern.

CRITERION-II

TEACHING-LEARNING AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

2.1. Admission Process and Student Profile

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

- College is affiliated to Gujarat University. Gujarat University sets up a central admission cell which takes care of Admission policy, related rules and regulations abiding to NCTE rules. B.Ed. admission process is online process. Online form and rules and regulations are finalized by admission cell members and Vice Chancellor of Gujarat University.
- Admission form along with rules and regulations and all teacher education college detail(B.Ed. information booklet) list is uploaded on web site: www.gujaratuniversity.org.
- Parent University advertises in various news papers for admission of B.Ed.
- Interested candidates purchase the admission form from Gujarat University and duly filled form is submitted at university.
- Subject wise merit is prepared and displayed online.
- Schedule of subject wise admission is prepared and advertised in news papers.
- Admitted student teachers approach to college and they fill the college, form and secure the admission. Those who fail to approach the college their admission gets cancelled. Information about the vacant seat is given to university and further process is led to get the candidate.

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

- As the college is affiliated to Gujarat University, admission process is centralized and is conducted by Gujarat University. So Gujarat University gives the advertisement of the program. When student teachers take admission and fill up college form, necessary information about method group, timing and general instructions are mentioned in the college form.
- College website also has the information about the same.

B.Ed. admission form is given in – *Appendix-2.1.*
(Page No. 312-313)

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

Centralized admission cell set up by university takes care of all admission criteria.

2.1.4. 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)

To retain the diverse student population admitted to the institution following measures are taken.

- Separate boys and girls hostel facility is available.
- Bilingual teaching mode is adopted to cater the needs of Gujarati medium and English medium students.

- College has developed “Poor student welfare fund.” So economic help is provided to the needy.
- Needed procedure to seek government scholarship is done from the college.
- College assembly reflects respect to various religions. Students are free to express their feelings and perform various programs.
- Physically challenged students are helped by arranging their exams on the ground floor and visually impaired are helped by providing writer during examination.

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

To assess students’ knowledge before the commencement of the program following efforts are put.

- During the first day orientation program, student teachers introduce themselves and express their special ability and area of interest.
- Institution form also has columns which give us this type of information.

2.2. Catering to Diverse Needs

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

- College is situated in the heart of the city area covered with lush green environment. Its central location makes students commuting hassle free.
- College has well equipped infrastructure and very students friendly human resource as well as physical resources.

- Interaction with student teachers is in a soft manner which results into a very conducive student teacher relationship.
- A very rigorous orientation program is conducted while starting any new task of the course which makes students very comfortable.
- Month wise Annual planning for the entire course is given in the beginning of the year named “vasarika” .
- College has opted bilingual teaching mode which servers the need of both English medium and Gujarati medium students.
- College motivates students to use its library resources and digital education learning laboratory-DELL which has free internet access to enrich themselves.
- Special achievements of student teachers and teacher educators are appreciated and motivated in general assembly.
- College has a very well planned assembly session. It is compulsory for each student to participate in the assembly which helps in removing the stage fear.
- Various co-curricular activities are such framed that it creates an overall conducive environment to learning and development of students.

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

To cater diverse learning needs of the students following efforts are put:

- Teaching is mainly done with the help of power point presentation.
- Bilingual mode is used.
- English medium students are given study material in English.

- Personal guidance is given as and when required.
- Various practice teaching schools are visited by student teachers round the year as per their diverse learning needs.
- Discussion, seminar, workshops have become part and parcel of B.Ed. program, which are also very helpful to cater diverse needs.

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?*

Following activities are envisioned in the curriculum for student teachers to understand the role of diversity and equity:

- Education psychology is a compulsory paper to be studied which is the biggest source to understand the role of diversity.
- The concept of inclusive education is reflected in the curriculum which helps student teachers to understand the needs of challenged children.
- Major theory subjects, practical work, practice teaching lessons and co curricular activities promote the understanding of diversity and equity present in teaching learning process.
- Saptadhara deals with different facets of personality development.

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

- Entire staff is Ph.D. degree holder and strive to update themselves.
- To ensure that teacher educators are knowledgeable and sensitive to cater to the diverse needs of students, institution has a strong feedback mechanism. Feedback forms are filled online by students and analyzed.

- Grievance redressal cell takes care of any problem faced by student teachers. High confidentiality is maintained for the activities of the cell.
- CWDC as per UGC rules is framed and gender sensitive issues are addressed.

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

- Action research is conducted to identify weaknesses (content points not understood well) among students and improvising learning by remedial program.
- Identifying students with special abilities and motivate them to develop those skills.
- During block teaching and internship, student teachers use different methods and techniques, skills to teach, keeping in mind diversity among the students in the class they are teaching.
- They also conduct various extra curricular activities such as drawing, painting, craft, debate, elocution, spelling-games, map reading etc. to support their varied interests, satisfy curiosity and enhance learning.
- Self study assignments are given to strengthen their knowledge about the subject.
- Library activities are incorporated to develop student teachers knowledge.

2.3. Teaching-Learning Process

2.3.1. *How does the institution engage students in “active learning”?*

(Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

We promote active learning by engaging student teachers in workshops, seminars, book review, science practicals, administration of psychological tests, preparing teaching aids, preparation of question paper and blue print etc. As student teachers are distributed in “Saptdhara” they perform various activities which also escalate active learning among them. During internship they perform various teaching learning and co curricular activities. During simulation lessons, student teachers are supposed to give one lesson by using resources from websites. This helps them in meaningful educational internet surfing. Library work periods are allotted in regular time table.

2.3.2. *How ‘learning’ is 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?*

- Micro lessons are carried out for development of teaching skills and simulation lessons are practices to enhance their self confidence. Rigorous peer group discussion is carried out during micro teaching and simulation teaching.
- Stray lessons are practiced in such a way that they imply student centered teaching methodology.
- Comprehensive program of block teaching is entirely student centered which includes teaching learning and evaluation process.

- Planning of co curricular and practical work.
- Well planned internship program in schools involving all teaching learning activities.
- Preparation of content assignments and Teaching Learning Materials (TLM).
- Different cultural and academic activities developing different skills.
- Student teachers are given the exposure about SANDHAN (All Gujarat Integrated Classroom) on which live lectures of different topics by experts of different university are telecaste. For enrichment and wider exposure video repository is prepared.
- *The details of links of online lectures available on youtube is given in – Appendix-2.2. (Page No.314)*

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

For uniformity in functioning, regular faculty meetings are held before introducing any practical work or practice teaching task. Explanation regarding to practice teaching theory is done first in general class room and on the same day same topics are discussed in method periods by relevant method masters. This helps student teachers to understand the lesson planning in their own subject very well. We do video recording of micro lessons for better feedback. We have prepared a video repository of method wise micro skill lessons for more clarity. Micro skills demonstration lessons are given by teacher educators and a printed lesson plan copy is given

to each student teacher. In method periods student teachers are shown ideal lesson plans of alumnus.

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

No

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

Yes. 5 micro skills are practiced in the college. List is as below:

Skill of questioning, skill of illustration, skill of set induction, skill of stimulus variation and skill of black board work. One lesson per skill is given.

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

Units are allotted well in advance. Student teachers have to prepare lesson plan and take guidance from method master. Student teachers who have duly signed lesson plans by method masters of the relevant subject are only allowed to give lessons. Either three days a week or one entire week is allotted for stray lessons. It depends on the convenience of the school. Student teachers can give maximum 2 lessons per day. Teacher educator observes average 14 to 16 lessons and 3 lessons are observed by peer group per day. Teacher educator observes the lesson and writes his feedback suggestions in journal. During recess time these suggestions are discussed. During internship school

principal/teacher/ counselor observes the lesson of student teachers and provide necessary feedback.

***The list of practice teaching schools is given in – Appendix-2.3.
(Page No-315)***

2.3.7. Describe the process of Block teaching / Internship of students in vogue.

Theoretical part of block teaching and internship is taught in the general class and deeply discussed in method periods. All the practical work is discussed in the college and necessary material is given to student teachers. Group goes to school for a stipulated time period and executes the planning. During block teaching, group performs all work under the direct supervision of group guide. For internship programme, student teachers are grouped and teacher educator allocates them in the group of three to four student teachers. During internship program group guide visits school every alternate day. For internship program school teacher or principal is assigned as school counselor who takes care and guides the student teachers group.

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

No

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

Teacher educator decides his/her practice teaching schools which are having diverse learning needs of student teachers. Various educational lectures are organized in college based on current

trends, class room administration, inclusive education etc. which help student teachers in managing the diverse needs.

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

Major initiatives are as follows:

- Student teachers are supposed to use maximum teaching aids during teaching.
- College has hardware like OHP, LCD projector, cassette player, scanning facility etc.
- At least one lesson in simulation is to be given by using CAI approach.
- Student teachers are encouraged to download the poetry track, dialogues, drama etc. and use while teaching.
- All teacher educators deliver their lecture using PPT, which itself is a big motivational force for adopting technology while teaching.
- DELL instructor helps in meaningful surfing to student teachers.

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.

No

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

UGC has given teacher educator to student teachers ratio as 1:12 but due to the vacant staff positions existing ratio becomes 1:15 and 1:10 is the ratio of student teachers to practice teaching schools. On the following basis ratio is decided:

- Availability of sections of each std. in schools.
- Availability of periods in time table.
- Availability of subjects in school.

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

Detailed guidance is given in method guidance period. Teacher educator observes the lesson and notes down the suggestions and sees that they are implemented in the next lesson. If needed discussion with method master is done informally by teacher educator. Student teacher notes all lesson plans in a Journal and feedback are also noted in it, which makes easy to track the performance.

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

College organizes various educational lectures in this direction. Student teachers are greatly benefited in this direction due to CTE centre. College organizes various in service training programs and pre service student teachers attend all sessions. Eminent alumni are invited to deliver lecture which helps student teachers to be updated.

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

College has well functioning CTE centre. Due to this, faculty is very much inter connected with Gujarat Council of Education Research and Training (GCERT). CTE centre organizes various in service teacher training programs in school subjects and teaching methodology, which directly helps teacher educators and student teachers to keep pace with school subjects and methodology. Student teachers have to prepare content assignment and participate in content workshop which is also helpful. During content workshops various types of study material are developed which motivates to acquire information regarding to the recent developments.

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

Institution receives UGC, IQAC, CTE grants for the professional developments of teaching staff. Teaching staff is always motivated to attend the program and utilize the grant. All teaching staff are involved as coordinators during the various CTE in service training programs which helps them in personal and professional development. As suggested by UGC, Institution staff gets promoted under the scheme of API and so very conducive environment and facilities are given to the faculty members. To apply in any of the UGC scheme, institution is very supportive. All the necessary communication and forwarding is done by the office staff. Institution has a system for proper circulation of each and every

invitation letter received by the organizing college. They are maintained in a file also. Necessary infrastructural help, technology help, secretarial help and duty leave are given. Details of participation of staff members in the direction of professional development is reflected in **3.1.4.**

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

- Appreciation of good performance or achievement of the faculty member is done in college assembly.
- Annual reporting during the celebration of annual day is the another mode of appreciation by principal and management.
- Achievement of faculty member is also appreciated in the college magazine “Agian Akshar”.

2.5. Evaluation Process and Reforms

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

- Students are free enough to discuss the barriers with principal and teaching staff.
- Very stream line efforts are put to over come the barriers.
- College has a grievance redressal cell which is also helpful to identify the barriers.
- As average 85% of the enrollment is of female student teachers, CWDC plays a major role in identifying communicating and addressing the barriers.
- Regular feed back forms are filled by each and every student teacher. This is a big torch light towards identifying the barriers

and year ending meeting of the faculty focuses on how to overcome the barriers mentioned in the feedback forms.

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

Due to CBCS pattern student teachers are assessed internally and externally. Internal assessment comprises of practical work, preliminary exams, attendance, student teachers performance and participation in class rooms and involvement of the student teachers in various activities. External evaluation is conducted by Gujarat University in both the semester.

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

Evaluation outcomes are displayed on the notice board. Weak students are given personal guidance and necessary remedial work is done if necessary. Reference books are available to slow learners.

2.5.4. How is ICT used in assessment and evaluation processes?

Assessment and evaluation process is completely computerized. All the circulars, question papers and computation of evaluation is done with the help of ICT.

2.6. Best Practices in Teaching -Learning and Evaluation Process

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

- In house faculty development programs were organized to nurture generic competencies related to ICT. This led to incorporate CAI approach in teaching learning process. Now entire staff is ICT literate.
- Computerized question bank is prepared which helps teacher educators and student teachers.

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

Entire teaching is accompanied with power point presentation. This becomes very helpful in bilingual mode. Video repository of micro skill lessons and demo lessons is prepared. They are shown method wise to the student teachers as and when needed. This is a very innovative and best practice adopted in teaching and learning.

Additional Information to be provided by Institutions opting for Re- accreditation / Re-assessment

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

Observation – 1 while doing micro teaching at least one skill of each student teacher has to be video graphed for feedback.

Compliance-1 Each teacher educator does the said video recording and gives feedback. Teacher educators have a collection of few video recordings of skills in their own method, which

is also shown to student teachers for better teaching learning.

Observation-2 *Language laboratory could be established to improve the communicative skill of teacher student teachers.*

Compliance-2 In DELL lab, SCOPE program is offered which is to enhance proficiency in English. Student teachers are motivated to give the exam. Facility is also provided to students to appear in this online exam which removes the barriers of place and time.

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

- “SANDHAN”- All Gujarat Integrated Classroom initiative is taken up by Government of Gujarat-. Dr. K.H. Yadav and Dr. R.M.Patel are the state coordinators in this initiative. College faculty regularly participates in giving lectures which are transmitted live all over Gujarat.
- College has prepared video repository on teaching skills and demonstration lessons of student teachers in different methods. This is prepared in vernacular language and so it is more beneficial as a remedial work tool.
- Innovative study material in mathematics for std. 9 is prepared.
- College has well functioning CTE centre through which pre service student teachers are benefited.
- College is pro active in the use of ICT. College continuously strives to upgrade ICT facilities for students and teacher educators.
- IQAC is active in the direction of quality initiative, sustenance and enhancement.
- Teacher educators are continuously involved in writing books, research articles and educational articles.

CRITERION-III

RESEARCH, CONSULTANCY AND
EXTENSION

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?

All the staff members have Ph.D. degree. All the staff members are recognized P.G. teachers from Gujarat University. They give research guidance to the M.Ed. student teachers of different affiliated colleges of Gujarat University. College principal Dr.C.P.Patel is Ph.D. guide of Gujarat University and an external evaluator of Ph.D. thesis of different Universities. Dr.G.S.Patel is a recognized Ph.D. guide of Calorx Teachers University.

College faculty members have taken up Research Project with financial assistance of various funding agency like CTE and UGC. All necessary forwarding is done from the college office.

***Details of Research Project are given in Appendix-3.1.
(Page No.316)***

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

The thrust areas of research of our institution are as under:

- Women Education
- ICT in Education
- Educational Psychology
- Value Education
- Educational Policy
- Testing and Measurement
- E-content development.

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

As per the curriculum student teacher have take to conduct Action Research as a compulsory component of practical work. Action Research is carried out at school level at the time of Internship. College staff members conduct Action Research financed by CTE.

Details of Action Research is given in Appendix-3.2.

(Page No.317)

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

The institution and its faculty members are actively involved in organizing, conducting and participating in various conferences, seminar and workshop.

The details of faculty participation is given – Appendix-3.3.(Page No.318) and Appendix 3.4. (Page No. 319-324)

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.*

All the teacher educators have developed their own instructional and other materials and used them in transaction process. . They develop the same in their own way and convey to the student teachers.

For better planning of practice teaching institution has developed various print material like lesson plans, observation sheet for micro teaching skill, simulation lesson, Block teaching, blueprint,

Internship etc. All these is in the form of Journal for better data keeping. *Details of teaching aid and ppt is given in Appendix – 3.5. (Page No-325)*

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

Following facilities are available with the institution for developing infrastructure materials.

We have

- Staff had individual PC with internet connection
- LCD projector
- DELL Lab.
- Scanner
- Colour Printer
- Black and White Printer
- Xerox
- Digital Camera
- Handy cam
- OHP
- Transparencies
- CD
- DVD
- Sound System

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

Institution is ICT equipped and proactive to develop instructions material using it. Entire staff teaches with the help of PPT and they are self made.

Details of ICT related Instructional Material is given in Appendix-3.5. (Page No-325)

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

a. Organized by the institution: 20

b. Attended by the staff: 79

c. Training provided to the staff:

1. Teaching Staff: PPT preparation, website updating, exploring Website

2. ERP, Online salary bill

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

Details of Journals of research paper published is given in Appendix -3.6 and Appendix - 3.7. (Page No-326,327).

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

- Dr.S.L.Solanki awarded Ph.D Degree from Gujarat University in 2010.
- Dr. G.S.Patel cleared NET examination in Education in June-2010, June-2012, June-2013, December-2013, June-2014.
- Dr.G.S.Patel cleared GSET examination in Education in October-2013 and in Economics in October-2014.
- Mr.Irfanali Shaikh passed M.Phil degree in Education from Gujarat university in 2014.

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

Following is the details of minor research project completed by staff members in last five years.

- Dr.G.S.Patel – An analytical study of Women Education in the backward area of Panchmahal District funded by UGC Minor Research Project Scheme.
- Dr.K.H.Yadav – Effectiveness of E-Content of B.Ed. Student teachers of Gujarat University.

3.3. Consultancy

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

Yes, The institution provided consultancy services to several schools, teacher training institutions and other educational institutions. Our faculty members are involved different kind of honorary consultancy services to different educational institutes which are noted as below:

1. Calorx Teachers University- Dr.C.P.Patel, Dr.G.S.Patel
2. Department of Education (UGC NET Coaching Scheme)- Dr.G.S.Patel
3. Department of Social Science (UGC NET Coaching Scheme)- Dr.G.S.Patel
4. IL&FS Company – CSR activity- Dr.K.H.Yadav, Dr.R.M.Patel
5. SANDHAN Coordinator – Dr.K.H.Yadav, Dr.R.M.Patel

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

Yes, staff is competent enough to provide consultancy services. Institution hasn't yet published the available expertisness. Following the area where staff members provide honorary consultancy.

- Local inspection committee- Dr.C.P.Patel
- School Problem – Dr.J.R.Dave
- PTM in school – Dr.J.R.Dvae, Dr.K.H.Yadav, Dr.S.L.Solanki, Dr.R.M.Patel
- Guidance in project – Dr.C.P.Patel, Dr.G.S.Patel
- Guidance research scholars – Dr.C.P.Patel, Dr.G.S.Patel
- Communication skills-Dr.K.H.Yadav, Dr.S.L.Solanki, Dr.R.M.Patel

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 member and the institution?

NIL

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

NIL

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 NGO's and GO's).

Under the umbrella of “ SAPTDHARA” program , the Social Dhara activities are in the form of extension activities following are the efforts :

- On 2/10/2014 it was a mission of Cleaning nearby community.
- Thallasemia testing of student teachers at a concession rate.
- Blood donation camp was organized.
- Eradication of addiction (Vyasana Mukti) program is organized.
- College is closely associated with “ Sharda Education Trust” which runs school for kids of below poverty line.
- Bought boxes of Diya (lamp) for Diwali celebration to promote small scale production prepared by blind students of Ahmedabad, ‘Blind Peoples Association.’

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

College has been benefited from the community in the following matters.

- Good linkages with school sector is established.

- Red cross society has given us “3 bottle blood card due to the blood donation organized.
- Vyasana mukti program is published in newspapers and was telecast on FM Radio which promotes brand of college.

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

The future plan of the college for community orientation are as under:

- Planning practice teaching in Municipality Schools.
- Organize Educational tour to Special Children's Schools, Old Age Home etc.
- Organize for donation to weaker section.
- Adopt a municipality school.
- Run some generic courses at minimum fee structure for student teachers and school teachers.

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.

NIL

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

Our college provides several opportunities through its curricular and co-curricular activities to develop social and citizenship value and skills among its students .

- Assembly talk

- Organizing Elocution competition, Seminars, HIV/AIDS awareness program, exhibition, visits to several institutions and public awareness rallies.
- Organizing public awareness camps, environment protection week, etc.
- As part of their day to day work at our college, our student teachers develop values like self-discipline, punctuality, courtesy, co-operative behavior and cleanliness.
- Independence day celebration is the big source to promote citizenship value.
- Save Girl Child, women empowerment, women health/hygiene, waste management etc programs are organized and active participation of student teachers is sought.

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.

- **National Level**

- UGC
- NCERT
- NCTE
- IGNOU New Delhi
- Jaib Vishwabharti Vidhyalay Ladun
- Inflibnet

- **State level**

- KCG Govt. of Gujarat.
- BAOU
- IITE
- GCERT

Benefits that have resulted are, Participation in workshop, seminar, publication of research papers, serve as a referee or as an examiner

Be the member of coordinator, Research guide, Visiting teaching faculty, Program organizer, Paper setter and evaluator.

3.5.2. *Name the international organizations, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages. :*

AIAER : All India Association of Educational Research is an International research journal

Cloremont Graduate University USA- research scholar was facilitated by providing necessary research assistance.

Benefits: Student teachers got chance to interact with the international research fellow and got global exposure.

3.5.3. *How did the linkages if any contribute to the following?*

- ***Curriculum Development***

Staff Member are involved in the framing curriculum of B.Ed. course at Baba Saheb Ambedkar Open University. (BAOU). Linkages promoted the staff members took a part of curriculum framework committee or updation committee.

- ***Teaching***

Getting the exposure by varied linkages defiantly enriched the quality of teaching which is reflected the feedback gained from student teachers.

Teacher educators were given chance to deliver lectures at BAOU, IGNOU, IITE as visiting faculty.

- **Training**

Due to the linkages with GCERT, CTE centre work function more rigourously. Various training programs were organized in two district of Gujarat. (Ahmedabad & Surendranagar).

- **Research**

Grants were seeked from UGC and GCERT for minor research project and action research were conducted.

- **Practice Teaching:**

Linkages smoothened the process of acquiring practice teaching schools.

- **Consultancy**

Escalated the professional growth of staff.

- **Extension**

It was a great ease to organize “ Thallasamia checkup” due to the linkages with red cross. Women empowerment celebration spread a very positive message in society.

- **Publication**

College staff members could published their Articles, Research Paper and books regarding curriculum continuously. *Details of Journals of research paper published is given in Appendix -3.6 and Appendix - 3.7. (Page No-331, 332)*

- **Student Placement**

Sharda Education Trust is associated with us and every year we arrange orientation program for the job placement. In 2012-2013

College arranged Job placement program under the initiative Udisha.

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

- Institution has linkage with various schools for practice teaching and performing various co curricular activity.
- Institute contributes by conducting training programs for school teacher under CTE.
- School teachers are guided for research work.
- College faculty serve as evaluator in various programs arranged by different schools of Ahmedabad city.
- Dr.C.P.Patel and Dr.K.H.Yadav are committee members to identify best teacher at state level . They are also the members of “ Navtar Proyog” (Innovative Experience).

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.

- Yes, faculty is actively engaged in schools with teachers to frame time table for practice teaching as well as for co-curricular activities.
- Faculty members have good relationship with other school personnel and work together actively.
- We organized in-service training program for school teachers and Principals.

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

Different programs and competitions are organized with the collaboration. Availability of resource persons becomes easy.

3.6 Best Practices in Research, Consultancy and Extension:

University faculty help and guide in research with collaboration all become part and part of different task like : admission process, practical exam and evaluation work etc.

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

- Highly conducive environment is generated in the institution which motivates and promotes research , consultancy and extension activities. Institution is supportive in providing infrastructure, hardware facility, technical help and flexibility in teaching schedule.
- Institute could establish linkages with various components like : Cleremont University USA, IITE, BISAG, KCG, NCTE, GCERT. Due to this, faculty could engage with research and consultancy work.
- Institute collaborates with various upper primary , secondary and Higher secondary schools. Institute also establishes collaboration with different universities like Kadi Sarva Vishwavidhyalaya, Ganpat University, MS University, S.P.University, N.G.university, Ahmedabad University helpful in extension activity.

- CTE centre was the biggest source for extending consultancy, extension and research work.

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

Institute receives CTE grant for research for access and equity in availing the grant proposals are invited from other colleges also. Proposals are selected and they are permitted to do research further. This process ensures quality and variety in research.

Additional Information to be provided by institution opting for Re-accreditation / Re-assessment.

- 1. What are the main evaluative observation Suggestions made in the first assessment report with reference to Research Consultancy and extension and how have they been acted upon?***

Observation-1

Teachers could take initiative and take up at least small action research program.

Compliance:

- Teacher educators availed the grant of CTE to conduct action research. Action research was also conducted in method group for content point's school level.

Observation-2

- *The faculty may apply to the funding agencies like UGC to get minor/major research program.*

Compliance:

- Dr.G.S.Patel presented a research paper at “2014 Fall Global Conference on Education”, organized by University of Riverside, U.S.A under U.G.C Travel Grant scheme for college teachers.
- Dr.G.S.Patel completed minor research project under the UGC minor research project scheme in the year 2014.
- Dr.K.H.Yadav applied for minor research project grant in 2014 and the proposal is accepted for financial assistance.
- 13 Research Projects have been completed by the teacher educators of the institution.
- 28 Research papers were published in ISSN Journal.
- 34 projects are undertaken and completed by the faculty members of other teacher education colleges.

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

- Institute established linkages with other teacher education institutes like
- M.N.Shukla College of Education
- Prakash College of Education
- C.H.MatiriVihdyapith Surendranagar
- Department of Education, Gujarat University.
- Department of Social Science, Gujarat University.
- Collaboration with other universities helped in acquiring exposure at national level which contributed in quality enhancement.



- Extension services were provided by organizing e-waste management, solid waste management, literacy program, Thalesamia check up camp, vyasan mukti program. Etc.

CRITERION-IV

INFRASTRUCTURE AND LEARNING RESOURCES

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 the infrastructure. Enclose the master plan of the building.

- Yes, our institution has the physical infrastructure as per the NCTE norms. A.G. Teachers college possesses two storied building. The institute has physical infrastructure with adequate facilities, in terms of class rooms, library, laboratories, sports facilities and open spaces. The college building is shared with the H.K. P.T.C. ours is of morning shift. The institute has adequate number of class rooms to hold all classes in the morning shift. Lecture hall and conference /multipurpose hall are large and have basic facilities such as fans/lights and furniture, green board etc. they are equipped with LCD projectors, speakers and microphones. Our method rooms are equipped.
- The institute has computer lab, psychology lab, science lab and education technology lab.
- The college has a library which stocks a good number of text books, research journals, magazines, dictionaries, encyclopedias and back volume etc. for student teachers, faculty and researchers. Library is computerized with internet facility. Reading facility for student teachers and staff is also available. Our college library is being used by our student teachers, faculty and alumni as well as M.Ed., M. Phil. and Ph.D. research scholars of the university and other institutions.

- A.G.Teachers college has a well furnished multipurpose conference hall for organizing academic programs like seminars, workshops, training programs, co curricular activities and conferences. The college has made successful efforts to provide additional infrastructure to add material as required under NCTE's revised norms.
- The following physical facilities are available for conducting B.Ed. course.

<i>Sr. No.</i>	<i>Rooms</i>	<i>Nos.</i>	<i>Facilities added</i>
1	Principal's office (with attached toilet and strong room)	1	AC, one computer, colour printer, fax, TV, LED, sofa for guests
2	Common staff room	1	2 fans, 6 laptops, AC, 6 Tables, 6 display boards
3	Administrative office	1	AC updated 3 computers and multipurpose printers, cabin with computer tables, rack for files.
4	Multipurpose/ conference hall	1	So spacious having with fans, chairs, green boards etc. sitting capacity of 150 participants.
5	Conference hall	1	25 chairs, 4 fans, 1 smart board, 1 projector, 1 white board, 1 black board
6	Science laboratory	1	Chemicals, charts, models.
7	Psychology laboratory	1	Tests, sets of equipments
8	ET room	1	Projector, tripod
9	Computer laboratory	1	Computers, laptops, projectors, LCD screen, green board.
10	DELL Laboratory	1	Computers, tables, chairs, UPS , speakers, LED TV
11	Library with reading capacity	1	Fans, computers, furniture of cupboards
12	Assembly room/ General hall	1	1 LCD projector, speakers, amplifier, green board
13	Method room-I/ Seminar room	1	1 LCD projector, 1 green board, tables and chairs, four fans, four tubelights
14	Method room-II	1	1 green board, 25 benches, four fans, four tubelights
15	Method room-III	1	1 green board, 25 benches, four fans, four tube-lights

Sr. no.	Rooms	Nos.	Facilities added
16	Hostel (boys)	1	Well equipped rooms
17	Hostel (girls)	1	Well equipped rooms
18	Play ground	1	Available
19	Parking place		Available
20	Canteen	1	Available
21	Open space and garden	1	Available
22	Indoor sports cum workshop room		Available
23	Store room		Available
24	Boys' toilet	1	Available
25	Girls' room with wash room	1	Available
26	Water room	1	Cooler, RO system

- This infrastructure is very conducive for effective curriculum transaction.
- The college has single unit (100 seats) B.Ed. course. The infrastructure is sufficient enough to grow and keep pace with growth and accommodate more courses on the campus by utilizing the existing structures by making required additions to the existing building.
- ***Amount invested***
- For infrastructural development after accreditation, institution has spent Rs. 9,94,553 from UGC grants for the tenure 2007 to 2014.
- ***Master plan of the building is given in Appendix 4.1 (Page No-328-330)***

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

- Every year, funds are earmarked in the budget to meet the existing needs and for augmentation in college building (for construction, renovation and maintenance) resources in library, computer lab, language lab (DELL), science lab and psychology lab etc.
- Principal and staff members discuss about needed infrastructural facility. IQAC plays a key role in this matter. The principal communicates the requirement to the management. Planning is framed for the allocation of needs under various schemes of UGC. Management bears the extra cost not covered under UGC scheme.

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

- The college has spacious method rooms with proper light, air. They can accommodate for student teachers and are also utilized for various sessions of seminars, workshops and for some lectures. LCD projectors are permanently installed in some of the method rooms to facilitate active learning. All these activities ensure maximum utilization of infrastructure of the institution. Our assembly/ general hall is fully equipped with projector, sound systems. It is used for curricular activities and also for various intra and inter college competitions. It maintains its own public address system, recording facilities, displaying facilities etc.

- ***Extra curricular:*** sports and games, for outdoor and indoor games and sports we share a large play ground with sister institutions of AES. The games like carom, chess, table tennis, volley ball, cricket and badminton. We conduct these activities on our spacious play ground. Indoor games are played in a very spacious, multipurpose hall. The institute has requisite sports material for the sports and games mentioned above.
- There are some additional rooms and open space available for conducting the inter college co curricular activities.

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.

The infrastructure of the institution is utilized to maximum for conferences, seminars, workshops etc.

- The college shares physical facilities with H.K.Primary Teachers training college our sister concern institute. Multipurpose hall for indoor games is also shared with other sister concerned institution.
- Sharing of common facilities ensures optimum use of available resources.

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

The institution provides following facilities..

- Campus play ground available for all student teachers and faculty members
- Water cooler with RO system for drinking water

- A first aid box is readily available in the office
- Big play ground where various, outdoor games are played for physical fitness
- Indoor games facility is available in the college.
- Extra ad hoc sweepers are employed for cleaning the campus.
- Gardeners are employed for maintaining the garden.
- Separate rest room for girls with wash room
- In case of an emergency, we can readily get medical treatment from Gujarat university health centre. The facilities provided by the institute include first aid treatment, pure drinking water etc. in this way, and Health and hygiene of the staff and student teachers are maintained. The college maintenance committee looks after cleanliness of building and campus.

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

- The college provides hostel facility to boys and girls on the sharing basis with the sister institutes of Ahmedabad education society. These hostel facilities are located very near to our college.
- Recreational facilities including sports and games, health and hygiene are available in these hostels. Health and hygiene of the occupants are taken care of by the hostel warden. Security guards are appointed for the safety of the hostilities. CCTV cameras are about to be installed.

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 balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle
- The budgetary estimates are calculated with reference to curricular requirements and on the basis of the proceeding years spending and the felt needs for the future. The principal and the management of the college manage and supervise proper utilization of the allocated budget optimally.
- The budget utilization is as follows:

<i>Heads</i>	<i>XI plan grant 2007-2012 (GDA+merge scheme)</i>	<i>XII plan grant 2012- 2017</i>	<i>Management support</i>
Building		4,21,009	-
Laboratory- equipments- computers	2,14,780+2,27,472	47,890	-
Furniture	-	-	20,030
Vehicle	-	-	-
Grant total	9,31,181		

There is a strong audit mechanism by management quarterly audit and government audit is conducted for every financial year.

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

- The institution has a well planned schedule to ensure that its infrastructure is put to optimal use without disruption to any activity. Institute's building is shared with sister concern college but timings are different.
- College lends its infrastructure to out side agencies like government, universities, LIC, railways etc. for conducting examinations.
- The college multipurpose hall is lent for organizing quality programs on Sundays and during vacations.
- CTE centre programs are also conducted in the available infrastructure.

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

- Environmental issues associated with the infrastructure have been handled carefully with responsibility by the faculty and student teachers of the college. A beautiful nice garden has been developed in the campus. Staff and student teachers of the college is instructed to avoid the use of plastic bags and spread awareness of the same.
- College is located in a beautiful open space surrounding by lush green trees. Hence there is no open air pollution. Water is purified and connected to water cooler there by water pollution problem does not arise. There is a separate staff for maintenance

and repairs of the building. The Ahmedabad education society looks after construction and maintenance of physical infrastructure (building, roads, water supply, power supply) is being looked after. Thus the air and the water pollution problems are solved.

- The teacher educators constantly provide guidance about awareness of environment carefully. All method rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated. Also in keeping with the concern of maintaining the quality environment, the health and hygiene committee has been set up in the institution.
- The institution makes sure that the surrounding area and the atmosphere are maintained clean and suitable for all curricular and co curricular activities and are conducive for teaching and learning. The college building is kept clean, green and pollution free.
- Co ordination between various stake holders like student teachers and faculty is ensured through discussions and notices time to time. These are regarding changes in time table, changes in seating arrangement and conduct of co curricular activities, various seminars, workshops including faculty development program to avoid miscommunication and ensure smooth functioning. Thus, a healthy environment and a spirit of team work is ensured.
- Some of the periods were allotted in the time table for “cleanliness drive” in the college premises.
- Issues related to conservation of environment are presented by our student teachers through the medium of internship as a part of social service programs.

- Orientation for maintaining proper hygiene: in the beginning of the academic session, the faculty members orient the student teachers regarding personal hygiene and the importance of keeping the premises clean by making use of dust bins, avoiding smaller garbage through proper disposal of sanitary napkins, food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean and healthy environment in the campus.
- The college encourages the student teachers for the environment awareness through tree plantation program. Herbal plants like aloe vera, nagode and tulsi have been planted to create awareness among them to keep the environment beautiful.
- The institution invites some of the NGOs to organize environment awareness and e waste management programs.
- The college encourages student teachers to participate in the North zone, Ellishbridge youth festival competitions of poster making for environment awareness. The student teachers of our college stood first among all the participants in the said competition whose picture was displayed for having awareness of the same.

4.2 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)?

- The state government of Gujarat does not provide us NOC for recruiting a qualified librarian and sufficient technical staff to support the library. But our management recruits the librarian

and other supporting staff on ad hoc basis. There is a library committee to support the librarian. Faculty members are having sound ICT skills. They sometimes support the librarian to collect e-material in their respective subjects and provide technical help.

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, audio visual teaching-learning resources, software, internet access, etc.).

- Ours is a 63 years old institution training teachers for secondary and higher secondary school. We had M.Ed. centre in the past which gave more opportunity for doing and collecting research. The college has 2 Ph.D. guides. A.G.Teachers College is a CTE status college. Keeping all this in view the library resources are available to the staff and the student teachers. The details are given in the following table.

Sr. no.	Details/items	Nos.
1	Books	28533
2	Dictionaries	-
3	Journals-national	6
4	Journals- international	-
5	Magazines	31
6	Encyclopedia	34
7	Titles	-
8	Year books	-
9	Online journals	-
10	Audio-visual aids: videos, cassettes, CDs etc.	10+3
11	Back volumes	-

- Internet
- Audio visual teaching learning resources are available in the E.T. laboratory. Internet is also available in the library.

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

- Yes, the institution has in place, a mechanism to systematically review the various library resources for adequate access and relevance. There is a library committee which holds meetings to discuss latest acquisitions and requirements when grant is received and purchase process is to be done.
- Student teachers and teacher educators give in their suggestions about required reading material which are taken into consideration.
- Teacher educators and student teachers of the library committee are given an opportunity to recommend books.
- Committee takes feedback of concerned faculty from time to time, before purchasing the books.
- After the purchase of books, the librarian informs teacher educators and student teachers about new arrivals and recommends them for the same.

- The library advisory committee: 2013-14 is given as below.

<i>Name</i>	<i>Designation</i>
Principal, Dr. C.P. Patel	Chair person
Librarian	Coordinator
Dr. J.R.Dave	Member
Dr. S.L.Solanki	member

4.3.4. *Is your library computerized? If yes, give details.*

- The library working is semi digitalized. SOUL software is being used for issuing books and maintaining records.

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.*

- The institution library has a computer which is connected with the requisite operating systems and library software.
- Internet facility is available to student teachers and faculty members. The librarian helps the student teachers in retrieving the information. The institution has a computer lab and photocopy facility is provided there for all the stake holders.
- Access: the teacher educators and student teachers use computer and internet to access various kind of information regarding teaching subjects,. They can take the advantage of e-journals and e-resources too.
- Frequency of use: the library is open on each working day.Teaching staff and student teachers can use as and when on required basis.

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

- Yes, the teacher educators avail this facility as and when needed.

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

- The library remains open from 08:30 a.m. to 02:00 p.m. regularly, for student teachers and faculty members on all the working days. Thus, the library functions 5.5 hours per day.
- Working days of the library are Monday to Saturday.

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

The following mechanisms are adopted for informing about the new arrivals

- The new arrivals are regularly displayed on the display board
- A notice is circulated of the new arrivals by the librarian to draw attention of stake holders/readers.
- A general instruction is given in the assembly.
- Sometimes book review is also presented in the assembly.
- The faculty recommends the books for reference to student teachers during curricular transaction.

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

- No, the institution has not a book bank. Due to frequent changes in curriculum leads to increase in outdated books which make it difficult to enrich the book bank collection. Our college had a book bank facility in the past but due to frequent change in curriculum, each book does not cover the whole syllabus of a

required paper. So we have started issuing more than one book for more than 15 days to each student teacher, and more books are also given for more than 15 days in the case of more requirements of them.

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

- Most of the visually challenged student teachers get special learning resources through external agencies. The library works as a mediator for them in exchanging the special learning resources like audio aids. However, facilities in exchange of books and seating arrangement are also given to them.
- The library is on the first floor and the number of physically challenged students in the institution is not more than 1% so they are helped if they want to visit library by all the staff and non teaching staff and by the student teachers too.

4.4 ICT as Learning Resource

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

- A.G.Teachers College has a fully equipped computer lab with qualified computer instructor/ teacher to meet the ICT needs of the institution as well as the student teachers.
- The computer lab with 23 PCs and 1 Multi function printer.
- Computer lab: our computer lab is spacious. It has broad band internet connectivity. It helps the student teachers to enrich knowledge and keep pace with academic growth.

- No. of computer with internet connectivity: 23
- No of seating arrangement at a time:23
- No. of computer lab instructor: 1
- Instructor is always present in the lab during teaching sessions.
- Educational technology: VCR, OHP, Video cameras, digital camera, colour TV, tape recorder, CD, DVD player, VCR, Video cassettes are used to enable effective teaching learning activities.
- Student teachers are given the opportunities to access of the internet for lesson planning and research work.

ICT facilities: 2014-2015

Sr. no.	Item	Nos.
1	laptop	4
2	Computers	32
3	Projector	2
4	VCR	1
5	OHP	1
6	Video camera	1
7	Digital camera	1
8	Colour TV	1
9	Tape recorder	1
10	CDs/DVDs	Available
11	DVD player	1
12	Video cassettes	Available
13	Printers	4
14	Xerox copier	1

- Software; recorded educational videos and audio cassettes, film strips, film slides and transparencies are available in the institution.

Sr. no.	Software
1	MS-Office package
2	Library office

- Teaching aids: teaching aids are either purchased or prepared by student teachers in different method subjects pictures, charts, models, outline, maps, maps of different countries (political/physical) are of prime importance in the teaching learning process.
- We do have DTH with TV connection through which, we give information about telecast of BISAG lectures to teacher educators and student teachers.
- Computer lab. DELL lab, SCOPE, library with internet connection facility gives opportunities for surfing, material preparation and down loading of lectures etc.

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

- Yes, in the B.Ed. program curriculum of Gujarat university “basic computer” as a subject is included in it.
- This is also preferred by all student teachers in most of the colleges we give them option for choice but our student teachers also go for it looking to the importance of the skill.
- Student teachers prepare computer assisted instructions or project based learning on MS power point presentation. They also learn such software skills to design instructional processes.

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

- Faculty makes use of OHP, PPT, transparency, materials and audio visual aids in teaching learning process. Student teachers are trained and encouraged to use PPT. student teachers also make the use of LCD projector for their lesson delivery. Internet surfing is also done for their academic up gradation.

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

- The student teachers are motivated, encouraged and trained for making use of the modern technology for teaching. Most of our student teachers try to adopt ICT in their practice teaching. The student teachers take the help of the educational technology lab/ computer lab for preparing their practice teaching lessons.
- The major areas in which the student teachers use technology in practice teaching are:
 - In the preparation of lesson plans: the student teachers are encouraged to refer to educational websites for reference in terms of the content like information, pictures, maps, charts, video and audio etc.
 - Classroom transaction: some of the student teachers use the power point and OHP for their lessons.
 - Preparation of teaching aids: student teachers use ICT for the preparation of teaching aids in the form of information, pictures, maps, charts, video and audio etc. are downloaded

from the internet and taken in the CDs which are used to build the topic and make the topic interesting and attractive in the class room.

- Student teachers download the audio tracks in mobile and use while teaching.
- Video chips are downloaded and shown to student teachers through the use of laptop.

4.5 Other Facilities

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

- The instructional infrastructure of the college is optimally used by student teachers, staff members along with principal and administrative staff as well as by researchers, alumni and sharing institutes.
- ICT lab is used to train the teachers in the training programs conducted by CTE of the college.
- LCD projector with laptop and digital video camera is used in various programs conducted by other institutions of the management.
- Some instructional facilities like OHP, LCD projector and furniture (podium and benches) etc. are sometimes shared with campus institutions on their request.

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

- Various audio visual facilities/ materials, CDs and audio and video cassettes are used for learning and teaching practice by the student teachers.
- The video resources prepared by the faculty are useful models of micro lessons and class room teaching of various demonstrated lessons provided by faculties.
- Tape recorders and audio cassettes based on school texts for English are used by student teachers for the correct pronunciation, reading and diction. The tape recorder is also used during practice teaching to conduct listening activity.
- The student teachers encouraged to make optimal use of various audio visual facility and material for teaching, research and practice teaching recording lessons, poems, interviews etc.
- The equipments of ICT facilities (LCD, DVD player, sound system etc) are used by the student teachers.
- The following audio visual facility and material are available with the institution.

Sr.No.	Teaching Aids	Numbers
1	CD	50
2	Video Cassettes	--
3	Teaching Aids	67

- The student teachers are encouraged to use audio visual materials to develop lesson plans, teaching aids, instructional strategies etc.
- In addition to this, DTH connection is taken for the educational programs which are telecast by the leading TV channels like BISAG, Gyandarshan, Doordarshan etc.

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

The following laboratories are available with the institution to conduct various practicals and learning topics in the college for B.Ed. program. The details are as under.

- Computer lab: we have computer lab facility on sharing base with H.K. PTC College.
- DELL lab: DELL lab is well equipped with 23 Computers, UPS, computer speakers, LED TV, one multi functioned printer, internet connection and well furniture is available. The same laboratory is to used as language laboratory of the institution.
- Science lab with appropriate instruments and chemicals is available in the college. Student teachers use the instruments and chemical during practice teaching.
- Educational technology lab: OHP, VCR, video camera, digital camera, photo camera, colour TV, tape recorder, audio cassettes, video cassettes are available in the E.T. lab for educational purpose.

- Psychology lab: the college has a psychology lab. It is equipped with psychological tests. The list of equipments and different psychological tests is given below:

Sr. no.	Equipment	Sr. no.	Psychological test
1	Maze-sylus	1	Numerical ability test: Dr. K.H.Yadav
2	Whole v/s Part method	2	Proficiency test in English language : Dr. S.L.Solanki
3	Free association : list of Jung	3	Anxiety test : Dr. K.G.Desai
4	Free association: List of Kent and Rosaroff	4	Personality inventory: Dr.K.G. Desai
5	Concept formation	5	Group intelligence test: Dr.K.G.Desai
6	Draw a man	6	Meta cognition test : Dr. V.B.Jadav
		7	National values: Dr. Nitinbhai Shah

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

- Multipurpose hall is used for CTE training for secondary school teachers as well as for other academical programs.
- Conference hall is equipped with round table, LCD projector, black board and table with mike system.
- For music: we have a pair of tablas, a harmonium, a dholak, as traditional instrument and also an electronic casio.

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

- Yes, the general lecture room, we have the provision to use latest equipments for teaching and learning. There are laptop and LCD projector used for effective teaching in the course. The LCD projector is regularly used for micro teaching lessons too. The teacher educators also use collar mike and cordless mike in the class room. Student teachers use them in seminars and cultural programs too.
- Method room has LCD facility.
- Institutes plans too modernize each method room by providing the facility of LCD very soon.

4.6 Best Practices in Infrastructure and Learning Resources

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

- Faculty makes use of facilities available in the educational technology lab like computers, television, DVD player, OHP, class room environment is made conducive through the use of teaching aids and activity based teaching in corporative technology. The teacher educators and student teachers adopt different methods of teaching and deploy different techniques in teaching learning activities.
- The teacher educators of our college use the ICT facilities available in the college for presentations in the class room, university seminar, work shops etc. this makes their

communication very clear and helps to cater to diverse need of learners.

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

Following are the list of the practices related to the use of ICT, which contributed to quality enhancement.

- College has online feedback mechanism.
- Variety of ICT based assignments
- Make power point presentation on the given topic.
- Search e-learning material and submit soft copy.
- Entire micro teaching package is created in vernacular language comprising of explanation of different skills, teacher educators' demo lessons and method wise student teachers' demo lessons.
- Self managed dynamic college website.

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

- Optimum use of infrastructure is done along with the sharing institution.
- DELL lab is functioning as per its objectives. It serves as language lab, e-resource hub.
- Student teachers generally have their laptops which are used to demonstrate video clippings during practice teaching as schools may not be equipped by LCD and to carry LCD from institute becomes hassle some.
- Much emphasis is given to use computers while developing teaching aids.
-

**Additional Information to be provided by Institutions opting for Re-
accreditation / Re-assessment**

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

Recommendations of previous team:

Observation- 1

Equipment could be purchased for conducting psychological experiments.

Compliance no.1

We have purchased required equipments along with some tests for conducting psychological experiments.

Observation- 2

Campus interviews could be organized

Compliance no.2

Career guidance/ placement cell has been established under the provision of UDISHA, the initiative of Gujarat state KCG. UDISHA activities are looked after by Dr. K.H. Yadav.

Observation- 3

Latest computers with scanning facilities may be added to the IT laboratory.

Compliance no.3

Our college purchased latest computers with scanning facilities there in computer lab/IT laboratory.

Observation- 4

Career guidance/placement cell be established-Udisha

Compliance no.4

Career guidance placement cell has been established under the provision of UDISHA, the initiative of Gujarat state KCG(Knowledge Consortium of Gujarat).

Observation- 5

Though there is a mobile canteen coming regularly to the college it is felt that a regular canteen and a co operative store be established in the college campus.

Compliance no.5

The Ahmedabad education society, our management has already established a regular canteen in the college campus for our student teachers.

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

- Developing learning resources was the main concern of institute for quality sustenance and enhancement. As there was frequent change in the course of B.Ed., with the use of web resources and ICT mainly power point presentation were created by all teacher educators and used in the teaching. Handouts of PPT were given to student teachers on demand. Sometimes PPTs were uploaded for ease in access. As college admits few English medium student teachers, study material for core papers was prepared and is given to them.

CRITERION-V

STUDENT SUPPORT AND PROGRESSION

Criterion V: Student Support and Progression

5.1 Student Progression

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

- Our institution is one of the oldest institutions in the state of Gujarat, which is known for its excellence. The institute is famous for its disciplined work, educationally qualified and experienced staff, rich library, laboratory, infrastructure, research guidance and CTE based training programs etc. The student teachers strive hard for getting admission to our institution because of its best practices and proficiency in work.
- The institution assesses the students' preparedness for the program at the beginning of the year by their self introduction program. Each trainee tries to introduce oneself in the assembly, in the self introduction program. The student teachers are asked to tell about hobbies, specialties and achievements and their education and about their experience if any. This program enables the teacher educators to assess the skills, communication, confidence, talents, experience and keen interests of learners. The collected information is kept in mind while framing various groups, for the organization of various co curricular activities. The following procedure ensures the

assessment of preparedness and the student teachers are counseled accordingly.

A. Commencement of B.Ed. course

B. Orientation of B.Ed. program- orientation of second method -orientation of elective subjects - orientation of co-curricular activities -self introduction (oral)

C. Content test at the beginning of the program.

D. Mentoring – mentoring by teacher educator, – mentoring by method master

- A content test is conducted in their subject of specialization to test the content knowledge. Attempts are made to enhance their content knowledge through assignments and seminars.
- Curriculum orientation program accompanied with the information about CBCS, working hours, assignments, courses, practicum, Saptadhara activities and scheme of assessment is arranged. The college also ascertains student teachers' preference for inclusion in any particular group and their choice of hobbies and specific games for grouping them into different bands SAPTADHARA.
- We run three tier mentoring for of some of the student teachers who remain nervous, anxious, worried at the beginning. The mentoring process starts in the induction period just after admission process is over. Method groups are small groups suitable for ice breaking process.
- The teacher educators provide support and guidance to boost their confidence to make them comfortable.

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

The college makes all efforts to nurture a learner friendly environment to promote motivation, satisfaction and development and performance improvement of the student teachers.

The activities carried out for the same are mentioned below:

- Our college organized a seminar on “Information about Astrology” to promote motivation among the student teachers on 10/09/2012.
- The institution held a seminar on “organ donation awareness” program in collaboration with Shatayu and A.G. Teachers College to promote welfare activities and satisfaction among the student teachers on 12/10/2012.
- Drama workshop for performance improvement on 19/12/2012.
- Yoga as life skill for development and performance empowerment of the student teachers on 19/01/2013.
- How to face interview by Dr. Shailendra Gupta on 04/03/2013.
- Placement program Sharda Education Trust on 07/03/2013.
- The program on “solid waste management” was organized to ensure and promote environment awareness among the student teachers on 08/09/2013.
- Hobby Ideas Workshop on 18/09/2013.
- “AIDS Awareness” by Dr. Gaurangbhai Jani on 04/03/14.
- “Know the Gujarati Lexicon” on 03/07/14.
- Celebration of “Guru Purnima” day on 12/07/14.

- Cancer awareness seminar on 17/07/2014.
- All India Essay writing event 2014- participated.
- Celebrated “Women Empowerment week from 08/08/14 to 15/08/2014.
- A lecture was delivered on “Shaping Teacher for future by Mr. R.P.Soni (A Blind English subject teacher) on 02/01/2015.
- “Soft skill in Education” was delivered by Dr. Shailaben Trivedi on 02/01/2015.
- Celebration of different specific days was done from 08/01/2015 to 12/01/2015.
- Orientation to trekking program was organized on 06/02/2015.
- The campus is eco friendly and conducive to teaching and learning.
- Faculty follows the VASARIKA (the academic year plan time table) for curricular and co-curricular activities.
- Extra attention, counseling and guidance is given to under achievers.
- The student teachers hail from different cultural backgrounds so the college has an accommodative spirit and multi-culturist inclusive approach towards them.
- The student-teachers come to realize that college is a zero-tolerance area for things like ragging, discrimination and etc.
- Special attention is paid to female student-teachers. It is noteworthy for the female student-teachers that they feel safe and secure during their stay in the college.
- The college renders the placement, monitoring the progression serves to the student teachers for jobs and higher education. The placement cell works for ensuring recruitment of its student

teachers after completion of the course. Many student teachers of our previous batches have got good placements in various schools of Gujarat state.

- In order to ensure a life long bonding with the student teachers, the college has established alumni association to motivate them to participate in developmental activities. This facilitates active relationship with the teaching community and to get feedback about the educational program provided in the college and how better we can improve our educational process, practices and products.
- The college provides advanced technological learning promoting classroom environment.
- Library gives them many resources of knowledge.
- There is hostel facility for female and male students made available very near to the A.G. Teachers College campus which gives them comfort to study.
- The college runs ‘a poor student-teachers welfare fund’ for the students who are economically backward. Such students are provided economical help for pursuing this course.
- The college provides special guidance to the lately admitted student-teachers and if theory lectures to be required some special classes are arranged to help them cover the course.
- Institute motivates student-teachers for SCOPE which improves their language abilities. They are informed and guided to appear for SCOPE examination. DELL lab has been installed.
- All the staff members are well qualified. They play a vital role in the creation of knowledge and also in motivating student

teachers. They grow personally and professionally. Academic excellence is remarkable.

- Activities like samuha safai, literacy mission and many others are conducted for community development.
- Saptadhara activities develop student's special skills in different arts like drawing, drama, music. Through these activities, college serves for holistic development of the student teachers.
- Interaction between the staff and student teachers as well as non-teaching staff and relationship are very cordial and conducive. We always take good care of our stake holders. Grievance redressal committee works for it resolving problems if any.

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

Year	Drop out rate		Total dropout	Remains	Total strength
	male	female			
2010-2011	00	05	05	89	94
2011-2012	05	07	12	88	100
2012-2013	03	03	06	94	100
2013-2014	02	02	04	96	100
2014-2015	02	02	04	96	100

- The student teachers enrolling for the B.Ed. course are oriented at the entry point itself about the same, the expectations and commitment required. Never the less, they do come in their own set of personal and family commitments. Thus at times they find it difficult to cope with the hectic schedule of B.Ed. course and opt to withdraw. However this withdrawal rate is minimized

through individual counseling given by the teacher educators. In certain cases the principal also intervenes to find solutions. However, in a few stray cases as seen in the table, the reasons are genuine enough and the student teachers drop out of the course. The reasons for drop out can be trailed as,

- For further studies
- Getting government service
- Marriage
- Social problems/parental/family problems
- College far and away(unsuitable)

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

- Institution provides career guidance and counseling services and training program through organizing lectures, seminars and workshops. The students appearing for TAT and TET examinations are oriented and guided properly through the delivery of expert lectures. Most probable questions to be asked in such exams are acknowledged to them through asking questions in the assembly session by the students every day. Reference books, very much useful for such examinations are purchased (to be helpful to them) as library resources. Each student is issued the required reference books for about a week and it may be reissued if required more.

Exams	2013-14	2014-15
NET	-	-
SLET/SET	01	-
TET/ TAT	10	-
CTET	01	01
Central govt. based competitive exams (services)	01	-
State level govt. based competitive exams (services)	02	01

Additional services (financial assistance) given to poor students during the past three years by the institution in addition to scholarship provided by the government. The institution has made mechanism to generate money from the student teachers. The institution has constituted a welfare committee of principal and all the staff members. The institution wishes birthday of each student teacher of the college in the assembly hall and they are requested to donate some amount of money as a token amount in respect to their birthday in a 'poor student's welfare' box placed in the assembly. The financially poor and needy students are surveyed and the financial assistant is provided by the committee every year. The students receiving the financial assistance for the last three years are listed as below.

Financial assistance/ aid	2012-13	2013-14	2014-15
Monitory fund was provided	Rs. 2690	Rs. 2150	Rs. 160

- Additional services provided in the form of facilities are:
 - Access to internet
 - Providing required references/reading material from the college library.
 - Extra coaching
 - Experts lectures
 - Information about jobs and competitive exams by placement cell.

5.1.5. What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

- After passing the B.Ed. course, the student teachers go for post graduate studies like M.A., M.Com., M.Sc. and M.Ed. some of the student teachers choose the teaching as a career in schools, colleges, private classes and also start their own coaching classes. The details are as under. The following table illustrates the approximate percentage of student teachers who choose teaching as a career over percentage student teachers go for higher education in different disciplines.

Year	Percentage of student teachers going for further studies.		Percentage of student teachers who chose teaching as career	Percentage of student teachers who chose other services	neither
	Education	Other stream			
2012-13	10	25	20	25	20
2013-14	12	30	17	26	25
2014-15	B.Ed. exam result is awaited.				

- All most all the student teachers continue their career as teachers except some student teachers who have avenues to get the government sector.

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

- Yes, we provide training and access to library and other education related electronic information, audio/video resources available to the student teachers after graduating from the institution. Our student teachers are enrolled to the (N-list) Infilbnet free of cost. They use our electronic gadgets. ICT, LCD, projector, Wi-Fi internet facility etc. they also come to our library to consult books on career planning and development as and when they organize meeting, seminar etc.
- The alumni also access these resources very often for their professional enhancement resource persons are also limited for the same. Alumni use knowledge of our human resources for M.Phil., M.Ed. and Ph.D. guidance.
- The CTE centre of the college arranges training program in various subjects, the participants attending such training programs are mostly the alumni of the college.
- The literary and ICT-laboratory is open for the alumina.
- We provide grant for research to our alumnus under the banner of CTE.

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

- The career guidance committee and the placement cell of A.G. Teachers College understand the intricacies of human resource

management and therefore co ordinate with different educational institutional and try to provide placement for student teachers. The placement centre works towards bridging the gap between the requirements in various schools and the career aspirations of the student teachers.

List of Schools invited for Campus Interviews:

Sr. No.	Name of Institution
1	SHARADA Education Trust
2	Kameshwar School
3	A.G. High School and G & D Parikh Higher Secondary School
4	Swaminarayan High School
5	BAPS School, Gandhinagar
6	Pranavanand Vidyamandir, Ahmedabad
7	Rajashthan English School, Shahibag, Ahmedabad
8	Red Bricks Foundation, Ahmedabad

Certain schools invite applications from student teachers through the institute. On demand, student teachers list is provided to the schools. Temporary services and Adhoc experience is also provided to the student teachers.

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

- The placement cell under the wings of the career and guidance committee functions actively and has benefited many student teachers over the years. The placement cell is functioning well but not to 100% satisfaction due to some difficulties / obstacles

in placements. Some of the difficulties faced by placement cell are as follows:

- Jobs are limited to the private sector.
- The Government aided schools have to strictly follow government rule to recruit the teachers therefore the participation of the aided schools is very less.
- Placement cell does not have sufficient information about requirements and vacancies.
- The funds of Placement cell is limited to undertake the activities related to development of personality, preparation of profile and arrangement of interviews.
- Difficulties faced by the student teachers.
 - a) At times student teachers of Gujarati medium do not take part in placement services due to TET/TAT.
 - b) The student teachers are very much interested in government services so they remain passive in the placement.
 - c) The government aided schools do not take part in placement.
 - d) Student teachers are not interested in working in different districts other than home districts.
 - e) Student teachers who belong to the vernacular medium of the B.Ed., program are not able to get job in English medium schools.
- To overcome these difficulties the institute does as below:
 - a) College has UDISHA as initiative run by government of Gujarat. UDISHA takes care of the entire career guidance and placement task.

- b) Various lectures to motivate student teachers are organized.
- c) Exposure about placement of B.Ed. candidates apart from school sector is given.
- d) Personal counseling is done in this direction.

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

- Yes, some practicing schools are Grant in aid which comes under government sector. Self finance practice teaching schools work in tandem with respect to placements of the student teachers. Schools other than our practice teaching schools also come for campus interviews
- The teachers in various practice teaching schools in Ahmedabad are the pass out Student teachers of our institute. Some of the Schools identified are as follows:
 - Vidyanagar School, Usmanpura, Ahmedabad.
 - Vijaynagar School, Ankur, Ahmedabad.
 - A.G. Higher Secondary School, Navranpgura, Ahmedabad.
 - Sarvajanic High School, Sarkhej, Ahmedabad.
 - Shayona High School, Meghaninagar, Ahmedabad.
 - R.C. Patel High School, Vasna, Ahmedabad.
 - Kameshwar School, Ahmedabad
 - S.H.Kharawala Primary School Ahmedabad.
- Yes, practice teaching schools do contact institution whenever school has a vacancy. Institution student teachers are given first preference in selection.

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

- Placement in-charge faculty is provided with Laptop and internet facility etc. The office staff helps in the placement activity. The placement cell carries its operations efficiently with co-ordination of all the staff-members and under the guidance of the principal. The institution maintains a separate notice board for display of Placement related information.
- For the campus orientation and interviews the institution provides resources like our teacher educators on the panel to help in interviews, rooms for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools.
- College runs UDISHA program which is an initiative of government of Gujarat for placement, guidance and counseling. Institution receives Rs. 5000 grant annually.

5.2 Student Support

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

- Every year the institution prepares ‘VASARIKA’; the annual plan, academic calendar and plans all activities for -the whole year as per the university academic calendar. This responsibility is assigned to Dr. K.H.Yadav and Dr. R.M.Patel. The following steps about the same are followed:
- At the end of the year feedback is collected.

- The work is reviewed and feedback is taken from the teacher educators, student teachers, management and also from the practice teaching schools.
- Suggestions provided are discussed and possible changes are made.
- An academic calendar is drawn.
- The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios 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 execution of the same.
- The academic calendar is published on the notice board.
- Each student teacher gets a copy of VASARIKA. It is also displayed on website.
- Flexibility in implementation the activities are undertaken as according to the plan. The timetable is prepared accordingly however due to some unforeseen circumstances; the plan is changed up to some extent as according to the need. The causes of change are, delay in the admission by the university, the change in the school programs due to exams and other programs availability of the dates of the guests. Change in the dates of the Diwali vacations etc.
- Academic calendar comprises of micro teaching, simulation, stray lesson, internship, block-teaching, practical seminar, submission of assignment, workshop, blue print in their method.

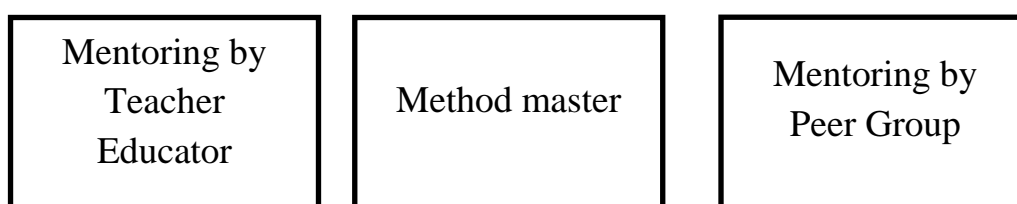
A copy of academic calendar (VASARIKA) is given in Appendix no -5.1. (Page No-333-332)

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

- The admission of the physically challenged *student teachers* is given by the university, following the rules of quota strictly.
- Institute remains prepared for planning curricular activities differently for physically challenged student teachers. Necessary changes are made within the purview of the main plan.
- Extra guidance for preparation of the lessons.
- Extra time for teaching activities, lesson preparation.
- Providing teaching aids like laptops and projector for lesson execution.
- Facility of writer to low vision student teachers.
- They are placed in practice teaching group nearby their residence if possible.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organized?

- Mentoring arrangement is done with the help of three tier mentoring.



- Benefits Mentoring process is/as follows:

At the starting of academic year mentor makes efforts for acclimatization of the student teachers. Mentor student teachers to solve problems pertaining to personal, family and academic life. Student teacher meets the mentor at prescribed time and also on telephone if required. If a student is not up to the level;

in a particular theory, skill, lesson, tutorial or has low attendance, it is immediately informed to the in charge of the related matter. Each teacher educator updates the Principal and the rest of the teacher educator about any student teacher requiring special help, so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive beneficial manner. The mentors provide expertise to individuals to help them advance their careers, and enhance their education besides helping student teachers to complete their studies successfully.

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?

- Strong hardware facilities escalate the effectiveness of faculty. Faculty members have been provided with the laptop, display board, Audio-Visual aids, LCD projector, OHP etc through which teaching is made effective & efficient.
- There is a provision for attending various faculty development programs.
- The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.
- They are motivated to attend the orientation, refresher courses, various International /National/ State level Seminars/Conferences, present and publish conceptual and experiential Papers. Detail is given in criteria 3.

- As institute has CTE centre, many training programs, material development, research are arranged every year. Because of these programs, faculties enrich their knowledge frequently.
- The teachers are free for establishing direct rapport with the needy student teachers'. They are free to suggest steps which enable the college to try its level best to translate into material success.

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?

Yes, College has website – www.agteacherscollege.ac.in . it is a dynamic website and regular updation is done by the staff members itself as and when needed.

The information of the institution posted on the website is :

- 1) Mission, Vision, Objectives
- 2) Staff profile
- 3) Management information
- 4) Infrastructure
- 5) Admission process
- 6) Academic syllabus
- 7) Activities/events
- 8) News
- 9) IQAC activities
- 10) CTE activities
- 11) Photo gallery
- 12) Publication
- 13) e-alumni form
- 14) Contact us

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

- At the starting of academic year weak student teachers are found out by giving pre test based on content. Thus student teachers at risk are identified. On the basis of the score teaching is planned and started.
- The following measures are adopted to improve the performance of academically low achievers.
 - **Monitor System – Peer Mentoring**
 - Weak student teachers are adopted by high achiever student teachers. The peer mentors work in the guidance of teacher educators.
 - **Extra Lectures**
 - For late admitted student teachers, some extra lectures are arranged to bring them in main stream.
 - **Counseling**
 - During the mentoring of the student teachers, mentor personally guides student teachers for their difficulties.
 - **Prepared Content**
 - Content prepared by the faculty and other collection of the content is given to the student teachers who are weak so that they can practice in free time.

5.2.7. What specific teaching strategies are adopted for teaching a) Advanced learners and (b) Slow Learners?

- The teaching strategies adopted for teaching:
- Advanced learners. The advanced learners are identified and are given following facilities along with activities.

- Internet access/searches for accessing more information on the topics
- Motivation for reading additional reference books
- **High order questions, assignments.**
- Supply of enrichment material
- Old question papers of our university.
- Question bank preparation
- More challenging task in field work and assignment
- Slow learners. The slow learners are identified and are given following facilities along with guidance
- Extra- time for practicing and studies
- Additional learning material
- More exemplification and explanation
- Remedial Teaching during method lectures
- Revision
- Supply of old question papers with solutions
- Question Bank
- More time to complete internal work

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

- Academic guidance and counseling on matters like effective habits, concentration, note making, motivation, memory tips etc. are offered to student teachers on various occasions. Personal guidance and counseling on problems like lack confidence, emotional disturbance and various kinds of trauma is also done. Career counseling regarding the vocational guidance and vocational career based on the aptitude and

competence of the individual and also job availability is provided.

- Guidance is also provided for –
 - Teaching skill development
 - Developing research attitude
 - Guidance and motivation for appearing for TET / TAT examinations.
 - Competitive examinations.

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?

Grievance Redressal System:

- The student teachers make their grievances known to the institution through:
 - The Mentor, Teacher educator or peer mentor
 - The student union.
 - Directly approach the principal
 - The Suggestion box
- The Grievance Redressal Cell resolves student teachers complaints in discussion with member.
- The student teachers also drop their complaint, suggestions in a suggestion box.
- Major grievances redressed in the last two years:
 - Insufficiency in the number of books in the library was brought to the notice. On searching it was found that the curriculum had changed. New books were not prepared. So when the publisher published the new books, they were purchased and issued.

- Library timings were made flexible as per the requirement of the student.
- There was complaint regarding drinking water blocks near gents toilet block. It was shifted to a different place with new cooler and R.O. facility.

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

- The B.Ed., program is of one year duration having two semesters. The progress of the student teachers is monitored after completion of every activity i.e. micro- teaching, practice teaching lessons, internal exams, conclusion of various workshops etc. Performance of student teachers in every activity is assessed, evaluated and the student teacher is guided for improving by Peer mentor and the teacher educator.
- The progress of the student teacher is monitored and advised by the teacher educator's in-charge of different portfolios.
- The attendance records are maintained by teachers in-charge of conducting the assembly and a report is given to the principal and the concerned tutorial if a student teacher is absent on a regular basis.
- The performance of student teachers at practice teaching is monitored by the in-charge of Practice Teaching with the help of critical corrective comments, supervisory remarks along with personal interaction.
- Feedback at length is given to the student teachers section wise with respect to Physical facilities, Teaching Methods and Teachers. After evaluation of terminal examination answer sheets and assignments, feedback is provided in general assembly as corrective measure. The student teachers are

provided guidance, motivation and conducive environment for participating in various activities to develop their full potential. They are promoted in the form of awards and grades.

- Guidance on how to improve upon answers is given on an individual basis.

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?

- A.G.Teachers College ensures that the student teachers are well prepared before they are sent to the practice teaching schools and their progress be continuously monitored.
- The competency of student teacher to teach in schools is developed through the following Pre-Practice preparations:
 - Orientation to practice teaching is given.
 - Orientation program on micro teaching for conceptual and perceptual information of micro teaching is conducted. Micro teaching demonstration; workshop on four teaching skills is conducted.
 - Orientation to various Micro-Teaching skills is provided.
 - Demonstrations to the various skills are given by teacher educators along with the printed model lesson plan.
 - The student teachers are divided into small micro teaching groups with teacher educator and skills are practiced by student teachers in the peer group.
 - College conducts the orientation program on conceptual and perceptual information about simulation theory.
 - A workshop is conducted on how to draw lesson plan. This is followed by group work.

- Demonstration lessons are given by teacher educators using different methods.
- Feedback mechanism is applied to improve and discuss on the lesson.
- The practice teaching in charge forms groups of B.Ed. student teachers for practice teaching with teacher educator,
- Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools. Student teachers prepare the rough lesson plan and seek for guidance and after guidance prepare final lesson plans.
- While framing the groups care is taken that student teachers get the exposure of working with maximum teacher educators.
- Student teachers conduct the practice teaching in schools and observe the practice teaching lessons conducted by other student teachers in each school.
- After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.
- Student teachers observe the lessons taught by their peer and record the observations in the Observation Book. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning.
- Every time, new task of practice teaching introduction is supported by orientation program. This gives student teachers a lot clarity about all aspects like numbers of lessons, lesson planning, methodology, observation etc.

- All practice teaching tasks are accompanied by feedback.
- As a part of preparation various workshops based on preparation of unit plan, blue print, question paper, teaching aid etc. are arranged.
- For uniform functioning and quality, all the above aspects are first discussed in general lectures followed by pinpoint discussions in method periods on same day.

5.2 Student Activities

5.3.1. Does the institution have an Alumni Association? If Yes give details- Yes

(i) List the current office bearers

Sr No.	Name of the office bearer	Designation
1	Dr. C.P.Patel	President
2	Dr. Manubhai Patel	Vice president
3	Dr. Natubhai Patel	Secretary
4	Dr. G.S.Patel	Treasurer
5	Shri.V.M.Bhatt(Ex.Principal (AGTC) Dr. Chirag Shah Dr. Shailjaben Nair Dr. Kalpesh Pathak Mr. Rafiq Kotharia Mr. Mayank Soni Mr. Dharmendra Patel	Committee members

(ii) Give the year of the last election

We don't have elections. We have selection in general body meeting.

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

Activities of the last two years conducted by the Alumni Association were.

- Participation in the orientation program for new student teachers as mentor. Advising them to use infrastructure and learning environment of the college.
- Giving feedback on the existing curriculum and input for change in curricular and co curricular activities of the college.
- Felicitating outstanding student teachers and teacher educators.

- Helping the college in placement activities. Inviting, recommending names, preparing student teachers for interview.
- Sharing of experiences-education in India and abroad.(Dr. Ravindra Dave).

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

Sr no.	Name of the Alumni	Position occupied
1	Dr. R.S.Patel	Director and professor of education of Gujarat University
2	Dr. V.M.Bhatt	Ex principal of A.G. Teachers College
3	Dr. Kalpesh Pathak	Dean and principal of IITE, Gandhinagar
4	Dr. Shailja Nair	Principal of Rajashthan High School, Ahmedabad
5	Dr. Manubhai Patel	Principal of Sarkhej High School, Ahmedabad
6	Mr. Natubhai Patel	Principal Shayona High School, Ahmedabad
7	Mr. Rafiq Kotharia	Principal of Republic High School , Ahmedabad
8	Mr. Mayank Soni	Asst. Professor, BAOU Ahmedabad
9	Mr. Dharmendra Patel	Director of Kameshwar school campus, Ahemdabad
10	Mr. Hitarth Panchal	Teacher, Canada

(v) Give details on the contribution of alumni to the growth and development of the institution.

- Our alumni frequently visits and interacts with us about latest trends in school education. Their suggestions help us in formatting and adopting new approaches of teacher education.
- Campus interviews are held with the help of our alumni.

- Our alumni having different talents help in various educational as well as co curricular activities. They help and participate in our cultural programs etc.
- They help to update with information about their employment, their employers and nature of their present work, contact addresses, phone numbers and e mail ids. Such information helps the present student teachers to contact the alumni for personal guidance.
- Help the college to conduct the practice teaching activities properly.
- The alumni association helps the college in branding the name of the college.

5.3.2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

- A.G.Teachers College conducts talent search program of the newly admitted student teachers in the beginning of the academic year during orientation session to identify the various talent, interest, competencies and their achievements.
- College forms various committees of student teaches and teacher educators to conduct the curricular and co curricular activities during the academic year. The committees prepare action plans with discussion and guidance form principal and display the schedule of program of the concern committees for specific curricular and co curricular activities in college and other places.
- College displays every circular regarding curricular, co curricular, sports and games conducted by various authorities on

the notice board and is circulated for the teaching and non teaching staff.

- The concern committee select the student teachers for the various competition and are asked to undergo for practice before the competition and tournaments guided by teacher educators.
- The concerned committee head prepares the suitable, required documents for participation in the various games, sports and competitions duly verified by the principal.
- The institution encourages student teachers to participate in extra curricular activities.
- Each student teacher participates in activities of two Dharas of Saptadhara.
- During internship, as a part of our extension activities, student teachers organize cultural and sport activities, awareness programs under the guidance of group guide in different schools of Ahmedabad.
- Though there is a very hectic, tight schedule during the university youth festival there in the college even though we motivate our student teachers for participating the same.
- We have a huge ground for practice of sports. We organize various kinds of sports competitions for boys and girls student teachers every year. Winners of these sports competitions are felicities with the certificates on annual day.
- During assembly, each student teacher takes part, in presenting talk, singing a song, TET/TAT G.K. based oral test, for book-review, independence and other activities. Time table of assembly arranged by in charge professor and declared in advance. **Detailed event list of last four years is given in Appendix no-5.2 . (Page No-333-336).**

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

- The institution always encourages and motivates the student teachers for their involvement in publishing/displaying their material like painting, greeting cards, handicrafts and different articles on the bulletin boards. They are also encouraged to publish their thoughts and articles in the institution's annual 'Again Akshar' magazine every year.
- We publish news letter of our college in which our student teachers publish their articles, poems and other creations. We upload this news letter bimonthly on our website.
- List of publications:
- Vasarika (Annual Planner)
- 'Agian Akshar' magazine-annual volume
- News letter-bimonthly
- Wall papers

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

- Yes, the institution has a student council. The selection of the members of this council is done by the teacher educators only. Their selection as a member is made keeping their academical and managerial soundness in mind. High meritorious student teachers and having good managerial skill student teachers form all methods are selected. The principal holds meeting with these selected student teachers, staff and the student council-in-charge

teacher educator. Final selection for the student council is done after this meeting. The student teachers representative, a general secretary coordinates and acts as a link between student teachers and the faculty members and the college. They provide feedback about how the decisions of college authorities are received by the student teachers.

- Institution receives SAPTDHARA, Red ribbon, UDISHA grant from the government. These grants are utilized as per the needs. Rest of the funding for other activities is managed by the institution. Funding of various activities is under taken by the college.
- The student teachers council works with all committees for fulfillment of the objective of our institution.
- The student teachers council plays an active role in organizing all the educational activities throughout the year.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The various committees which have students representation on it are.....

Sr. no.	committees	
1	Co curricular activities committee <ul style="list-style-type: none"> - Prayer/assembly portfolio - Gyandhara (knowledge wing) - Geet sangeet dhara(song-music wing) - Natya dhara (drama wing) - Sarjanatmak dhara (creative wing) - Rang kala kaushalya dhara (colours-arts-skill wing) - Ramat gamat dhara (sport wing) - Samudayik seva dhara (social service wing) - Student council committee 	Responsibilities planning and implementation of various activities at college level, practicing schools cluster and district level and university level, organization of annual day.
2	Discipline committee <ul style="list-style-type: none"> - Attendance port folio - CWDC - Grievance redressal cell - Suggestion box port folio 	Maintain attendance record Receive feedback and solve the issue
3	Publication committee <ul style="list-style-type: none"> - Vasarika - Akshar magazine - News letter - Wall paper port folio 	Compilation, editing and preparation of Vasarika, Akshar , News letter and wallpaper
4	Guidance and counseling committee <ul style="list-style-type: none"> - UDISHA (placement cell) port folio - Competitive examination port folio - Remedial teaching portfolio 	Planning and implementation of activities career guidance and placement and other competitive examinations like TET, TAT and HTAT

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 program and the growth and development of the institution?

- The institution has developed an online feedback mechanism which is filled by the student teachers in reference to their views towards teaching staff and the academic program. These forms are created in Gujarati and English languages. It is compulsory for each trainee to give their feedback. Collected data is then analyzed automatically and report is generated. This entire mechanism is created with the help of Google doc.
- Feedback is also obtained by the examiners of annual lessons.
- All feedback inputs are taken into consideration while preparing the academic calendar of next year and at times to revise the curriculum if possible.
- *Details of feedback forms and analyzed report is in appendix-5.3 (Page No-337-351).*

5.4. Best Practices in Student Support and Progression

5.4.1. Give details of institutional best practices in Student Support and Progression?

The college has many good practices as.....

- **Student appreciation**

Student teachers who achieve are appreciated in the assembly as well as on the annual celebration day.

- **Student placement**

Student teacher placement support service helps to provide them ample chances to serve as teachers in different schools of Ahmedabad.

A.G. Teacher College has established grievance redressal cell to help student teachers.

- **Poor welfare fund**

We help economically backward student teachers by providing them monetary help to be required for their B.Ed. course. They pay back after receiving scholarship. Fees of educational picnic of some student teachers are borne also.

- **Mentorship**

We take personal care of our student teachers. Alumni, teacher educator and peer group student teachers make efforts to put them at par with the others.

**Additional Information to be provided by Institutions opting for
Re-accreditation / Re-assessment**

1. *What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?*

Observation- 1

Equipment available in the ET laboratory could be placed in a large common room for frequent use in the class.

Compliance no. 1

Due to advancement in technology, more students teachers use laptops and smart phones in compare to OHP and slide projectors. But still they are informed about ET resources.

Observation-2

Language laboratory could be established to improved the communicative skill of the teacher student teachers.

Compliance no.2

The fully furnished language laboratory has been established to improve the communicative skill of the student teachers. The student teachers are encouraged to appear in the different levels of English proficiency tests taken by SCOPE.

Observation- 3

Rest room facilities for student teachers may be strengthened.

Compliance no.3

The college room facilities for student teachers have been strengthened.

Observation- 4

Photocopying facility be made available to student teachers.

Compliance no.4

The photocopying facility has been made available for student teachers to save their time.

Observation-5

Activities of alumni association are to be strengthened.

Compliance no.5

Alumnus are invited as guest speakers and judges in activities.

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?*

- Various co curricular activities are carried out round the year in the direction of holistic development of student teachers. To seek maximum participation in these activities proper note keeping is maintained to keep a check on which student teacher has participated and who are left out. To develop the leadership quality among student teachers major programs are entirely conducted by them under the guidance of in charge teacher educator.
- Alumnis are involved in the institution by delivering motivational lectures, helping in placement, guiding student teachers, providing schools for practice teaching, examiners for practice teaching etc. As alumnis are well aware about the culture of the institution they can give proper feedback for quality enhancement.
- Aluminis who are school principals become torchlight to quality sustenance and enhancement during practice teaching. They extend their support by providing schools and guiding student teachers in the schools as and when needed.

CRITERION-VI

GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

6.1. Institutional Vision and Leadership

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

- Purpose – to provide teacher training courses mainly for Gujarat region. (for upper primary, secondary and higher secondary teachers of all subjects.)
- Vision - Qualitative contribution through teaching-learning process for the empowerment of the nation.
- Mission - To contribute highly professional, highly challengeable, highly ethical teachers through rigorous training for comprehensive development of the nation.
- Values- the institute aims to develop the following values among the student teachers.
 - Increasing competency through the use of technology in class room teaching.
 - Inculcating social, disciplinary, aesthetic, cultural, moral, nationalistic and humanitarian values among students.
 - Progressing towards excellence in education.
 - Realization of the theme of a global family, “world is our family.”
- They are made known through flex banners and college web site to the stake holders.

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?

Yes

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, BOG, etc.)

- As the institution is a grant-in-aid one, it functions strictly according to rules and regulations of Gujarat University so as such, the top management does not play a direct role in the effective and efficient transaction of teaching and learning process. As the grant received is very meager, the top management provides for all the expenses incurred in the smooth running of the institution. Whenever needed the top management takes decisions for effective and efficient transaction of teaching and learning processes.

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?

- Management does not play any role in defining and communicating responsibilities for the staff. The college principal decides the responsibilities of individual staff member for different tasks. Generally distribution of work is decided in meetings between the head and the staff. All the decisions are taken with everyone's consent.
- For availing valid information the management holds regular meeting with the principals of the college and gets feed back. Management authorities are invited occasionally to the college as guests in different function. The principal sends semester result reports to the management to inform them about academic growth. If required, management authorities visit college and meet the staff.

6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- Management holds regular meeting with principal of the college and gets the feedback.
- Management personnel occasionally invited in various functions in the college as guests.
- Management is kept informed about academic growth by sending Gujarat university exam results report, college magazine, annual report of the academic year.
- On its part the management visits the college and meets the staff whenever necessary.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

- Achievements of the institution as well as the hurdles faced in the fulfillment of vision, mission and goals are reported to the top management by the principal in various meetings. This helps the management at different level to understand our needs and how to address them. It greatly helps in the achievement of the decided vision, mission and goals.

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?

- The management tries it's best to fulfill the requirements, thereby supporting and encouraging the staff for improvement of the effectiveness and efficiency of the institutional processes.

- Frequent visits by the management
- Studying the result reports, college magazine, annual report of the academic year.
- Providing promptly the facilities required for co curricular activities.
- Suggestions are made on part of the management to the principal, staff
- Attending annual function, thereby providing encouragement and motivation.
- College website also reflects such information which is visited by management.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

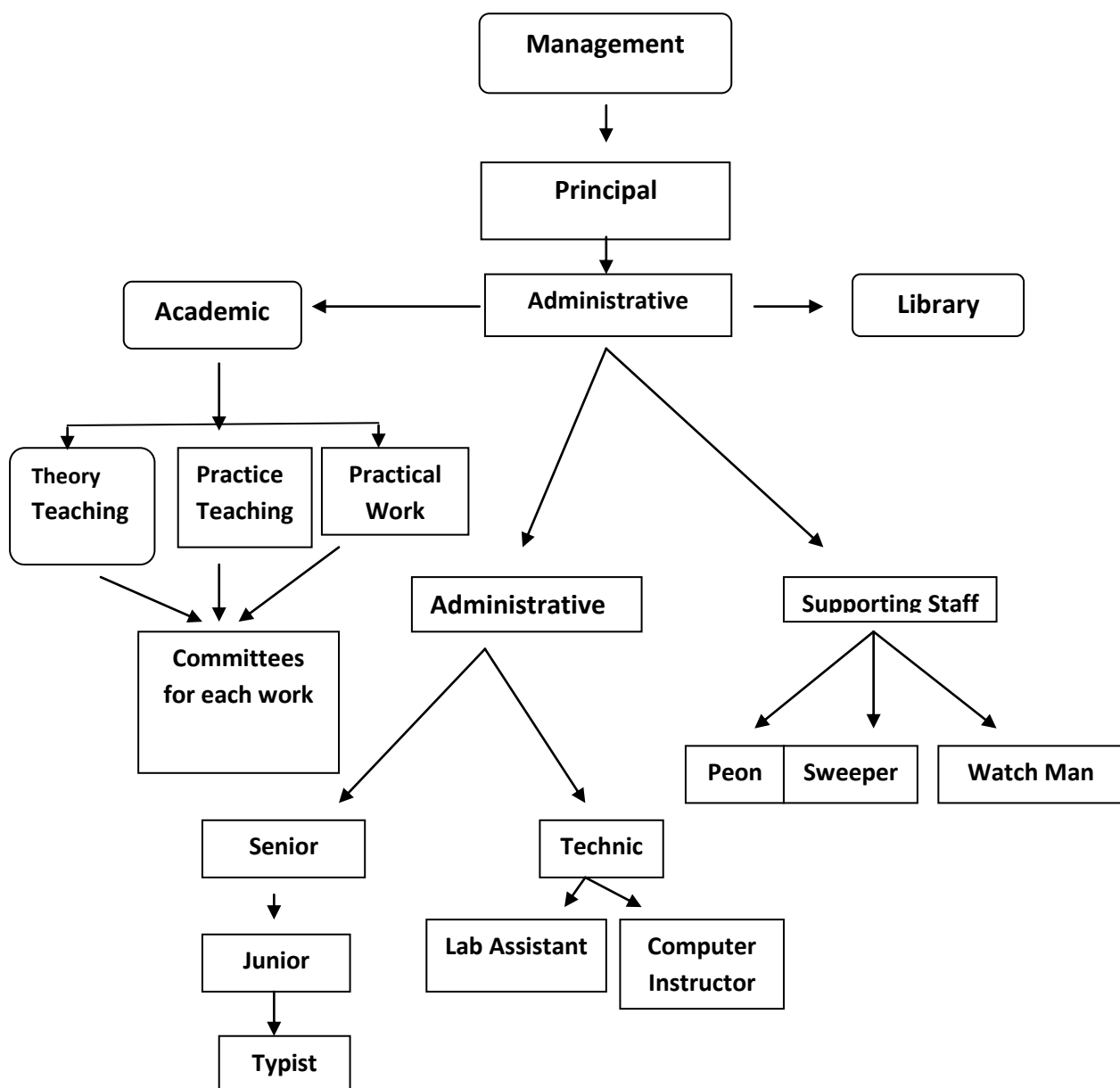
- The college principal assigns various tasks, keeping in view special abilities, interests and qualifications of individual staff members. The same is true for administration, allocation and utilization of resources for the students training. The principal shows best leadership qualities in administration as the institute is very much short of teaching and non-teaching staff.
- Student teachers are given birthday wish cards by the principal in the assembly.
- Student teachers making special achievements are congratulated and appreciated in the prayer assembly.
- Staff members are also motivated and appreciated for their achievements.

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.

- Meetings – union, exams, practical work, other work distribution
- Regular meetings are held whenever needed and decisions are taken with regard to the formation of college union, holding examinations, practical work distribution, time table etc. *Detail of students Union Committee is given in Appendix-6.1. (Page No-352-353).*

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.



6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

➤ Principal → Sr. Clerk → Asst. Clerk → AES supported peon
+ AES supported sweeper

6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

- Organize extracurricular activities, lectures by school principals
- Verbal feedback from schools, principals and teachers
- Institution invites principals of different schools and has formal discussion with college principals and staff.
- Teachers take part in faculty exchange programs and occasionally give guidance for new trends to other.
- CTE programs cater for school sector.
- IQAC- collaboration with renowned academicians.

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.

Yes- improvising academic processes base on feedback.

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).

- Communicating sharing and discussing new information, ideas, strategies among the principal and the teaching staff.

- All the professors attended the IQAC brain storming session held in our college.
- All the professors work as a team in the theory classes of practice teaching i.e. micro and stray lessons, block teaching. They share their skills for effective transaction.

6.3. Strategy Development and Deployment

6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, details of various databases are

1. Alumni
2. Information about individual students such as phone, mobile numbers, email addresses, birthdays
3. Result
4. Participation in activities
5. Achievements in competitions, extra curricular activities, teaching aids, teaching learning material in ppt form
6. Attendance
7. Reports and photos of activities
8. Magazine
9. CTE- participant teachers.

As and when any program is organized in the college, MIS of the invitees is prepared.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

- As per the POA (plan of action) human and financial resources are allocated.
- Workload is justified during the allocation of human resources and expertise of the personal.
- Coordination is set up between POA and grant received. Each function of POA is allocated finances from the grant received as per individual financial need.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

- The AES, our management provides staff by recruiting them on Adhoc basis, in the cases of sacristy of staff.
- The implementation of the mission and goals, planned and obtained by utilizing regular grants provided by various agencies.
- Planning for the human and financial resources is done for the next academic year at the end of the current year. The needs are distributed as per the availability from management, govt. and UGC.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

- There is no direct role of school teachers or any other bodies from schools in the institutions academic planning, but the practice teaching and internship schedule is arranged in consultation with the school principals and school teachers.
- The principal and staff hold meetings at the end of the academic year for the planning of academic calendar of the next academic year. This is based on the feedback from various stake holders as well as the strong and weak points faced during the year. The final second round of discussion is held in the beginning of the term. As semester system is in practice since the year 2012, academic plan is finalized in this meetings for the 1st semester, and a provisional plan is prepared for the 2nd semester.
- Vasarika- publishing academic plan for the year

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

- Vasarika- is given to all the students and the staff to inform the academic activities to be carried out during the year.
- Through meetings held for various functions and activities.
- Occasionally through circulars received from GU, AES managements, difference governing bodies.

6.3.6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

- Monitoring academic planning, evaluating, revised- academic planning is almost strictly followed.
- Individual staff member holding charge of particular activity discusses about the implementation/ working out phase for smooth running.
- Progress is discussed during the performance to evaluate, if there are any short comings, they are rectified during the process.
- The activity is also evaluated after the completion to know the exact outcome-qualitative measure- strengths and weaknesses are identified- strengths are emphasized more in next activities- weaknesses are rectified so that they do not occur again.
- This whole process is put into practice as and when required.

6.3.7. How does the institution plan and deploy the new technology?

- Each staff member constantly makes efforts for the use of new technology for teaching and the students are also motivated to use technology in their practice teaching and practical work.
- Staff members of administration make the use of the technology in their routine office work.
- Almost all the teacher educators do classroom teaching with the use of PPT.
- Evaluation and feedback are carried out with the help of technology.
- Workshops and seminars are organized with the proper use of technology.

6.4. Human Resource Management

6.4.1. How do you identify the faculty development needs and career progression of the staff?

- Staff members are encouraged to take part in career development activities such as attending seminars, workshops, presenting research papers, teaching or guiding dissertations at PG level.

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?

- Self appraisal through introspection by each staff member.
- Comprehensive evaluation through feed back from students-an online system of providing feed back by students at the end of the academic year.
- Yes, results are used for further development/progress-improvising on short comings.
- Faculty is encouraged to take up research by availing small research grants provided by UGC and CTE.

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)

- No, credit society was planned by the institution. It could not be formed as the institute is very much short of staff- could not fulfill bank rules and regulations for the formation of credit society.

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.

- One day seminar on best practices was organized for staff of grant in aid colleges by the institution in which all staff members actively participated.
- Teaching and non teaching staff attends staff development programs periodically
- Whenever needed informal activities are held for the staff development- eg AGTC website launch
- Computer literacy program was attended by staff members
- IQAC based brainstorming seminar was organized for all the grant in aid education colleges in which all staff members actively participated.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

N.A.

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, specializations).

- The AES finances for recruitment of the fixed salaried employees on a temporary base, A faculty for account commerce, office , library and sweeper no part time staff.
- Only the salary structure is different, work load remains the same as regular teachers.

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).

- Budget allocation – no specific budget but grants received for small research projects which are availed by desiring staff members.
- Advance study is not sponsored but study leave would be granted if and when required.
- Seminar, conference, workshop registration fees are reimbursed
- Grants received from UGC, CTE, IQAC, CWDC are utilized judiciously for the professional development of faculty members.
- College has a policy to provide equal opportunity to the entire staff.
- Necessary paper work is done from the administrative side by the college.
- University of Riverside- California-our staff member Dr. G.S. Patel participated on 14th to 16th November, 2014 in a International Conference.

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).

- Each staff member is allotted a place (table-cup board) with personal computer with internet connection, class room for method periods, library.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

- College magazine, website, vasarika- Information is available through- college magazine, vasarika, website, Inquiry at the office counter
- Grievance redressal cell takes care of the complaints.

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.

- As the institute does not have the full strength of staff teaching and nonteaching due to government policies, individual staff member is given wide range of teaching and administrative duties. They are mentioned wherever applicable in this report.
- The college strictly follows the workload policy as per UGS rules.
- Equal opportunity is given to encourage faculty to get engaged in wide range of professional and administrative activities.

6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

No

6.5. Financial Management and Resource Mobilization

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

- The institution gets financial support from state government of Gujarat and CTE from GCERT and Gujarat State Aid Control society and grant from UGC.

(a) State government of Gujarat

Grant	2011-12	2012-13	2013-14
Maintenance Grant	48,530.00	1,72,282.00	72,800.00
Salary Grant	72,89,753.00	82,59,165.00	1,02,59,050.00
Leave Encashment Grant	1,16,495.00	--	--
Swarnim Gujarat Grant	20000.00	--	--

(b) CTE Grant from GCERT

<i>Grant</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
GCERT	3,00,000.00	2,00,000.00	3,00,000.00

(c) Gujarat state aids control society

<i>Grant</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
<i>Grant release programme for : Red Ribbon Club</i>	--	5,000.00	4,000.00

(d) UGC Grant

<i>Grant</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
<i>UGC 12th plan IQAC Grant</i>	--	--	3,00,000.00

6.5.2. What is the quantum of resources mobilized through donations?

Give information for the last three years.

No.

6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

- The operational Budget of the institution is not adequate to cover the day-to-day expenses. The deficit is met by management.

6.5.4. 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 is not 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.

6.5.5. 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).

- Yes, the accounts are audited regularly. The internal audit is done by the Gaurav Sheth & co. by checking cash receipt and bank reconciliation. The external audit is done by the Sorab S. Engg. & Co. Check cash receipt, cash payment, bank payment, bank receipt, journal voucher and ledger verifying and finalize the account.

During the audit there is no such kind of objection or dropped raised during the year.

6.5.6. *Has the institution computerized its finance management systems? If yes, give details.*

- 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 best practices in Governance and Leadership carried out by the institution?*

- Entire finance management system is computerized which leads to e-governance.
- Principle of participation of all resources and transparency is at par.
- Internal audit mechanism is very strong. Accounts are audited by AES and government.
- Online feedback by students
- Method wise whats app groups are formed for fast communication of instruction and events.
- College web site is launched for giving different information and latest academic activities and events are uploaded.
- A face book page is maintained to display extra curricular activities.

**Additional Information to be provided by Institutions opting for Re-
accreditation / Re-assessment**

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

Observation -1.

The college may apply to the UGC for more funds other than the plan grants.

Compliance-1

- The college has applied for RUSA grant in the year 2014.
- Dr. G.S.Patel has availed a UGC minor research project grant.
- Dr. G.S.Patel received travel grant from the UGC to present research paper in U.S.
- Dr. K.H.Yadav has received a minor research project grant from the UGC.

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

- Preparing students for TAT, TET and HTAT exams
- Writing reports and digitalizing with photos of each activity.
- College web site, magazine
- Students practical work submission made more meaningful by providing more guidance.
- Accounts are quarterly audited.

CRITERION-VII

INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

- Yes, college has established IQAC.
- Year of establishment: 2008

Composition:

<i>Post</i>	<i>Nos.</i>
Chair person (Head of the institution)	1
Administrative officer	1
Senior teachers	2
Member from the management	1
Nominees from local society	1
Nominees from alumni	1
Nominees from students	2
Coordinator of IQAC	1

- **Major activities:**
- As education is in turbulent stage, rapid reforms are experienced. IQAC focuses on framing necessary policies at administration, teaching and functioning level to cope up with the reforms.

- Uniform pattern of functioning is the key to quality. As in B.Ed. syllabus, most of the teaching has to be practiced in groups. IQAC puts streamlined efforts for uniform functioning of all groups. To maintain quality benchmarks, core theme of practices is discussed in general class and then method master further discusses in context of specific subject methods for further clarity.
- IQAC was very cautious related to fostering ICT independency among faculty members. In this direction various training programs were organized and attended by the faculty and ultimate objective was achieved.
- IQAC directed for maximum use of ICT by all stake holders. At the same time IQAC motivated all in house stake holders to become eco friendly and drive towards “paperless office”. Timetable, circular, manuals, groups were not printed but e-mailed to faculty members.
- Effort for better record maintenance and photographs maintenance was a continuous effort.
- Research activities were promoted, under CTE and UGC grants.
- IQAC was directly linked with the grants utilization committee for better flow of finance.
- A workshop for “Best practices of teacher education colleges of Gujarat University” was conducted and document of the same is to be published in second phase of workshop.
- IQAC was also focused on effective functioning of various parameters of CTE. Programs of CTE were linked with pre service program and so student teachers were also benefited by CTE centre.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

- Various activities are organized in the institution. Activities are very much objective based. Objective behind each activity is identified.
- Feedback plays a vital role in evaluating goals and objectives. Regular feedbacks are obtained from student teachers, practice teaching school principals and external examiners.
- CTE programs are evaluated through the feedback of participants.
- Regular interaction with management is very guiding for the evaluation of objectives.
- Students' union members give the first hand evaluation of activities and B.Ed. program which directs us about the achievement of goals and objectives.
- All activities are monitored by staff members, so that to see the achievement of goals and objectives.

7.1.3. How does the institution ensure the quality of its academic programmes?

Institution ensures quality of its academic program by following practices:

- Academic calendar is prepared in the beginning of the academic year, which ensures time management. Proper planning of teaching, practice teaching and practical work can be done, in the hectic schedule. Proper co-ordination with the school schedule is also done while preparing the academic calendar.

All sincere efforts are put to execute as per the planning given in academic calendar.

- Continuous and comprehensive evaluation is carried out regarding to practice teaching, practical work and teaching.
- IQAC prepared a common frame for all tasks. After staff meeting, system of process is devised and implemented. This is the biggest key factor leading towards quality.
- Professional development is fostered in the institution in all spheres. Student teachers are directly benefited due to this.
- CTE centre shapes the execution of B.Ed. program in a very qualitative manner. Due to various programs and activities organized by CTE centre, pre service student teachers are benefited a lot.
- Continuous feedback formally or informally is obtained from various stake holders.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

- As institution receives various grants like UGC plan, IQAC grant, state govt. grant GCERT grant, CWDC grant, Udisha grant, Saptadhara grant, it is very essential that financial flow is administrated properly.
- College has a grant utilization committee which distributes the received grant amount as per the need and heads available in bifurcation. This process ensures timely and proper utilization.
- Procurement has a fix SOP: need in the college → need analyzed → minimum three quotations are collected → demo is seen → final quotation is sent to management → after sanction purchase is done.

- Institution internal audit mechanism is very transparent. We have every quarter financial audit by the management.
- Paper work and filing is very effectively done.
- As and when some huge amount of grant is to be seek, the proposal is being prepared under the guidance of experience experts.
- To maintained the quality of administration process management has recruited clerical staff.

7.1.5. How does the institution identify and share good practices with various constituents of the institution?

- Since last two years college is organizing IQAC meet with the IQAC coordinators of different colleges, sharing of thoughts is the main motto for organizing the meet. This brain storming helps in identifying good practices of ours and others.
- Invited guest gives us feedback, which also helps us to identify how we are functioning differently.
- Student teachers' feedback also helps us in the identification of good practices.
- We share our good practices in meetings and discussions with other faculty members.
- In house sharing of good practices is done through appreciation in general assembly.
- Annual report reading in annual day is also a big event for sharing good practices for the institution.
- Website is a big source for to share good practices with various stake holders.
- College magazine reflects good practices of the institution and magazine is distributed to various stake holders of the society.

7.2. Inclusive Practices

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

- Institution is very much aware regarding to the inclusion and focus given to various policies due to its CTE centre. Regular meetings are held at GCERT and college participates due to its CTE centre. This gives the information about various policies and changes in school curriculum.
- Meetings with school principals also help in the same direction.
- Institution invites various guest speakers to throw light on the same.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- Guest speakers are invited to deliver lectures; workshops are arranged based on these topics.
- CWDC (college women development cell) arranges activities addressing gender equity.
- College appreciates women empowerment by awarding exclusively female student teachers for their best academic performance.

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.

- A three day workshop “Peace education program” was organized to promote self motivation.

- “Literacy mission” program helps student teachers to interact in social environment.
- College visited a cancer hospital and its rehabilitation centre to foster positive social interaction.
- To promote sensitivity towards physically challenged citizens, student teachers bought Diwali candles from “Blind Men Association”.
- Internship, action research and seminar conducted fosters active engagement in learning.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- Institution is very vigilant about developing necessary skills among student teachers for working with diverse back ground and exceptionalities. Care is taken while forming groups for practice teaching. Student teachers are grouped in such a way that they aren’t repeated with the group master. This gives them to give lessons in different schools. So they can experience the diversity present in class room.

7.2.5. How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution?

- Writers are provided to visually impair during exams. Certain video lectures are showed so they get different experience. Seating arrangement for physically challenged is arranged on ground floor. Ramp is to be built for handicapped student teachers.

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)?*

- College has well functioning CWDC cell. Various activities like poster making, debate, women empowerment are conducted. A program on women health and hygiene “Owomaniya” was organized reflecting idea about a website throwing light on the same. Soft skill development program was arranged by guest speaker. College participates as and when invited by CWDC cells of other colleges. “Women Empowerment” week was celebrated having different themes everyday in the college.
- “AIDS awareness” inter active session was organized to sensitize student teachers under the banner of Red Ribbon Club.

7.3. Stakeholder Relationships

7.3.1 *.How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?*

- Website is the biggest resource of access to information about college to other stake holders. Management members are invited for meetings as well as guests and have access to information. Appreciating news, events are published in newspapers, which also spread the information. Annual magazine and reports published yearly also ensure the access to organizational performance.

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 stakeholders for bringing qualitative improvement?

- Open forum discussion with stakeholders, feedbacks received formally and informally, annual meetings, viva of student teachers are the occasions when institution share and use the data for qualitative improvement.

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

- Online feedback of student teachers and e-alumni group is obtained. External examiners view in the form of feedback is collected. To obtain very focused feedback, question like “The program I liked the most” and “The program I disliked” were placed.
- In order to utilize this information for quality improvement, feedbacks are analyzed and staff meeting is conducted. Future programs are planned keeping feedback views in mind.
- While planning for in service training program under CTE, feedbacks are kept in mind. Meetings with DEO are held and central theme is decided. In service training programs are also framed keeping in mind current needs of teachers and principals.

**Additional Information to be provided by Institutions opting for Re-
accreditation**

How are the core values of NAAC reflected in the various functions of the institution?

Core values suggested NAAC are to be part and parcel of the teaching program. College is very much conscious about interweaving these core values during its practice. Following are the humble efforts of institute to justify NAAC suggested core values.

1. *Contributing to national development*

Access, equity and quality are the pillars towards contributions in National Development.

- ***Access:***

All students of Gujarat state and other states of India can apply for the admission as college is a grant-in-aid college and affiliated to Gujarat University which follows all the reservation norms. This promotes caste free, creed free, low cost education to all. Gujarat University publishes the advertisement in major news papers across the state for better access website is the other source for accessibility.

- ***Equity:***

Admission is given merit wise by the central admission cell and so there are no gender bias as well as caste bias seen. Equal opportunity is given to all the applied candidates.

- ***Quality:***

College is very much concerned with the quality aspect. Human resource development, capacity building of individuals, quality

based teaching, quality based out put etc. are at the most priority for the college. More is high lighted in the core value 5-quest for excellence.

- ***Human resource development and capacity building:***

College is very supporting and motivating to the faculty and student teachers for their capacity building. Various grants like UGC, IQAC, CTE, CWDC etc. are properly utilized for faculty development as well as for non teaching staff. From these grants and by personal contacts college organizes various cognitive programs which fosters human resource development. As this is a teacher education institute and student teachers have to pass out various competitive exams before seeking the job college is very much aware in organizing guidance programs for exams like TAT, TET, HTAT etc.

- ***Community services:***

As college has “saptdhara” program social work is justified. During internship program literacy program is carried out. Apart from that college is linked with blind men association, cancer society, which is a kind effort to sensitize future teachers towards our diverse society. Solid waste management and e waste management awareness is also a part of community service.

2. Fostering global competences

- Foremost global competency- high order cognition and skill development is the most concerned aspect of the institute. Teaching faculty is all time conscious to enlighten students in this direction. College had organized a soft skill development program. To give a best teacher to the society college has a very rigorous practice teaching program. Practical work is made

innovative every year by a lot of brain storming by teaching faculty. All work is supported by ICT resources which directly satisfies the need of placing the institute at a global platform. Not only giving student teachers the exposure of curricular subjects but making them aware of other concerned issues and trends of the school sector, college invites guest speakers.

- To develop entrepreneurship among student teachers NGO and firms associated with educational CSR activities are invited.
- Institution is extending its services to Cloremont Graduate University, Callifornia in research. College organized an interaction session with a foreign researcher which gave students the exposure of global education.
- As English language is becoming a global language college has implemented the certificate course-SCOPE for improving proficiency in English language.
- College frames students union which is very essential in fostering leadership.
- Practice teaching groups are multidisciplinary. This enhances multidisciplinary approach among student teachers.
- The institution has linkage with UGC, GCERT, KCG and BISAG which are managed by central and state government. This linkage helps to carry out quality research, consultancy and extension services.

3. Inculcating value system among student teachers

- “saptdhara” program addresses major social and cultural pluralities. Under the umbrella of saptdhara, college organizes activities like cultural program, art and craft activities, community development, drama, creative writing, peace education program, independence day celebration which helps in inculcating moral, social, aesthetic and national values.

- Woman empowerment week is celebrated by organizing various activities.
- To respect our national language, Hindi divas is celebrated.
- Environment is a global concern. College has put very sincere efforts towards clean environment. College requested student teachers not to use plastic bags.
- E-waste management program was organized.
- Environment day was celebrated having activities like, slogan writing, speech in assembly, drawing activities, tree plantation (Swatch Bharat Abhiyaan).
- “Guru purnima” celebration is conducted by student teachers.
- “Shatayu” foundation organized “organ donation awareness” presentation session in the college.

4. Promoting use of technology

- Teaching learning and governance of the institute is fully technology based.
- ICT literacy to the campus community is fully achieved.
- College has well developed regularly updating website.
- Interactive teaching learning process with the help of digital tools is a regular practice. All teaching faculty have separate PC with internet connection to explore ICT resources. Teaching faculty is given personal user id of INFLIBNET to enrich.
- Teaching staff regularly updates on NCTE teacher educator portals.
- College library and general lecture room has internet connection which is used to show live websites during teaching.
- During method periods teacher educator takes help of lap tops as the group is small.

- College has well equipped functioning digital education learning laboratory-DELL where students are free for open access.
- Student teachers have to opt for “basic computer education” as a part of curriculum.
- E-governance is promoted by keeping all accounts using software, MIS is ICT enabled.
- Data of CTE centre is also computerized.
- Use of ICT is promoted by online feedback mechanism.
- As Gujarati is a state language and maximum students in the college opt for Gujarati as medium of instruction institution organizes an Inter active sessions to use “Gujarati Lexicon” website. During the inter active session itself student teachers having smart phones downloaded the app of the same.

5. *Quest for excellence*

- ***Formation of IQAC and committees:*** IQAC is the key towards quest for excellence. Planning, implementation and reflection of over all practices of the college are well analyzed by IQAC. For proper distribution of work and time various committees are framed. Program list is prepared by each and semester wise monthly mapping of the activities is done which is the key to success for smooth administration in the college.
- ***Personal and professional development of human resource:*** college provides an over all conducive environment to all its human resources to grow and develop. This helps in creating a healthy peaceful environment in the college and all can perform at their best.

- **Research:** teacher educators take the advantages of UGC schemes, CTE fund in conducting research.
- **Publication:** college motivates teacher educators to write research articles, research papers which are published in reputed journals and e-journals. Major teacher educators are authors of curriculum books. College becomes a resource centre for school sector by publishing study material. College publishes annual educational magazine “Agian Akshar”.
- **Teaching learning resources:** College has created a digital repository for development of teaching skills which is helpful to school sector and other institutes. Student teachers, alumni, practice teaching school staff etc. are permitted to use the library resources. CTE centre organizes various in service teaching programs and act as a resource centre.
- **Consultancy and collaboration:** college has linkages with UGC, GCERT, KCG, BISAG which promotes quest for excellence in the area of cognition, teaching, research and informally consultancy. Teacher educators visit practicing school during practice teaching and provide consultancy as and when needed. Visit to IASE and inter state CTE centres is the major path way for consultancy. Consultancy was provided to IL&FS co. which was undertaking education as major CSR activity.
- **SWOC analysis:** institution is pro active in the direction of SWOC analysis. Teacher educators do their own SWOC analysis and put efforts to overcome the weaknesses and turn the challenges into opportunities.

Teacher Educator scenario in Gujarat state

Gujarat is recognized as a vibrant state for its social, economical, political and cultural pattern all over the world. Even since its inception in 1960, Gujarat has been showing a new direction to the nation. The Gujarat government has taken various constructive steps to enhance education in the state.

The centrally sponsored scheme on teacher education, 2012 has been prioritized as national quality teacher education both pre service and in service. It is therefore imperative to integrate the planning for teacher education institutions across the country to address issues in a manner to address shortage of trained teachers, ongoing capacity development of in service teachers, infrastructure up gradation of teacher education institutions and functional diversification. The states may also prioritize in a way to rationalize the human resources across institutions based on their current capacity, demand and deployment indices.

The teacher education has been planned in Gujarat as mentioned below.

- A state plan coordinating centre or secretarial functions, to plan and inform to all the district and respective institutions.
- The state government plans different activities on professional development and use of technology which cuts across institutions as well as geography.
- Professional development at the state level is planned after reading through the different institutions' plans in a way that the state level program or activity complements the field plans. Largely the state level activity facilitates the institution level activity.
- Technology in teacher education is planned at the state level keeping in mind the needs of the institutions.

- The state government devises a plan to continuously monitor the activities of different institutions. It devises a system of timely release of funds, efficient and effective fund utilization and preparing timely program and financial reports and updates to central government.

Education in Gujarat

Education is the key to further development of state. For any society to move ahead, education is its growth engine. Education brings awareness and spreads knowledge among the masses. Gujarat has realized the same and hence started various initiatives to spread education among its residents. The number of universities and colleges in Gujarat has been established during the past decade, with the coming of self-financed colleges. At present there are 36 universities in Gujarat, out of which 18 are state universities and 13 private universities and 3 deemed universities and the Raksha Shakti university. There is also one central university named as Indian Institute of Teachers Education (IITE) situated in Gandhinagar.

There are about 11 government and 345 private (self-financed) B.Ed. colleges and 8 government and 75 private M.Ed. Colleges in Gujarat catering to the needs of teacher education. With the mushrooming of self-financed colleges in the states there is a healthy competition to provide better education and better facilities to the student with adequate infrastructure. There are a number of teacher training colleges in the state with smart class rooms, using latest IT and ET for teacher training which enables the students to keep up with the latest trends and developments in the world. There are number of educational institutions having tie-up with reputed international, educational institutions abroad. This indeed, is a blessing for the student teacher community.

IGNOU and Dr. Baba Saheb Ambedkar Open University have introduced two years B.Ed. course having and intake capacity of 560 and M.A. in Education of two years too. The Indian Institute of Teacher Education (IITE), Gandhinagar was established in 2010 which offers a four year integrated course in Teacher Education. The IITE too provides two year of M.A. in Education as correspondence program too.

Recruitment of teachers in Grant in Aid colleges in Gujarat is regulated by the state government. The state govt. prepares its merit list based on the academic performance of the candidates, their qualifications, as prescribed by the UGC with preference for candidates who have passed NET/SET/SLET or completion of Ph.D. this brings transparency in the process of appointment of teachers.

The teachers have a very important role in molding its citizens and nation building along with future teachers. So it becomes mandatory that the future teachers should be given rigorous and the best possible training. A.G.Teachers college tries to provide highly professional, highly challengeable, highly ethical teachers through rigorous and extensive teacher education training for comprehensive development of the nation. Our college has been provided the CTE status among eight CTE across the Gujarat state. College has upgraded status of CTE since 1989 under which it provides in service training to the teachers of Ahmedabad, Gandhinagar and Surendranagar districts too.

Thus among several initiatives taken by Gujarat, the knowledge consortium of Gujarat established by the Department of Education stands out prominently as a major response to the very theme of the current century, which is being rapidly characterized as a gateway to the future where the human world family will at last come to create the network of relationships through the harmonizing threads of knowledge.

Time-Table of Last Three Years

A.G. Teachers college, Navrangpura ,Ahmedabad-9 For sem-1 Time table of the year: 2012-13

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	08:00 to 8:15	Assembly	Assembly	Assembly	Assembly	Assembly	Assembly
1	08:15to09:10	A-502: DR.JRD	A-502,DR.JRD	A-502: DR.JRD	A-501:DR.RMP	A-503: DR.KHY	A-502: DR.JRD
2	09:10to10:05	A-503: DR.BRC	A-503 Dr.BRC	A-503: DR.KHY	A-502: DR.JRD	A-502: DR.JRD	A-503: DR.KHY
3	10:05to11:00	FOUNDATION PAPER-DR.SLS /DR.GSP	SPECIAL FIELD- DR.SLS/DR.CPP	CCM-2	SPECIAL FIELD- DR.BRC/DR.KHY	FOUNDATION PAPER-DR.SLS /DR.GSP	CCM-2
0	11:00to11:30	Recess	Recess	Recess	RECESS	Recess	Recess
5	11:30to12:20	CCM-1	CCM-1	SPECIAL FIELD- DR.SLS/DR.KHY	CCM-1	CCM-1	SPECIAL FIELD- DR.SLS/DR.KHY
6	12:20to1:30	CCM:2	CCM:3	CCM-3	CCM-2	CCM-2	CCM-3

Compulsory papers: Assembly Hall (08)

CCM-I	CCM- II	CCM-III	Special field	Foundation paper
Maths (Dr.khy) (03)	Eng (Dr.SLS) (06)	Social sciences(GSP)(08)	A-508 Edu.and Ment.Measure.&Edu. statistics Dr.cpp/Dr.khy/Dr.GSP(08)	D-502 Basic computer Education (GSP) (08)
B.O.M(Dr.GSP)(04)	Sci&Tech.(Dr.JRD) (03)	-	A-509 Teacher Education – Dr.BRC/Dr.SLS(04)	D-504 General English(SLS)(04)
Guj (Dr.RMP)(08)	A/C(Dr.BRC)(04)	-	-	-

Dr. S. L. Solanki

Dr. C.P.Patel

In-charge Professor

Principal

A.G . Teachers college,Navrangpura ,Ahmedabad-9 for Sem-2 Time table of the year: 2012-13

period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	08:00 to 8:15	Assembly	Assembly	Assembly	Assembly	Assembly	Assembly
1	08:15to09:10	CCM-2	CCM-2	A-501 Dr.JRD/504-DR.SLS	CCM-2	A-512-DR.GSP/ A-510-DR.JRD	C-501 DR.JRD/ C-504-DR.SLS
2	09:10to10:05	CCM-1	A-504 DR.RMP	CCM-1	CCM-3	CCM-1	A-504 DR.RMP
	10:05to11:00	A-512-DR.CPP/ A-510-DR.JRD	A-512-DR.CPP/ A-510-DR.JRD	CCM-3	A-512-DR.CPP/ 510-DR.JRD	C-501 DR.JRD/ C-504-DR.SLS	CCM-3
3	11:00to11:30	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
5	11:30to12:20	A-504 DR.RMP	A-506-DR.KHY	A-506-DR.KHY	A-504 DR.RMP	A-506-DR.KHY	A-506-DR.KHY
6	12:20to1:30	A-505 DR.SLS	LIBRARY	A-505 DR.BRC	A-505 DR.CPP	LIBRARY	A-505 DR-BRC

Compulsory papers: Assembly Hall (08)

CCM-I	CCM- II	CCM-III	Special field	Elective paper
Maths (Dr.khy) (08)	Eng (Dr.SLS) (08)	Social sciences(GSP) (12)	A-510: Career Guidance &Counseling. (JRD)-(09)	C-501: Environment Studies (GSP/JRD) (09)
B.O.M(Dr.GSP)(12)	Sci&Tech.(Dr.JRD) (09)	-	A-512: Educaion Evaluation (CPP/GSP) (12)	C-504 Yoga Education(SLS)(08)
Guj (Dr.RMP)(09)	A/C(Dr.BRC)(12)	-	-	-

Dr. S. L. Solanki

In-charge Professor

Dr. C.P.Patel

Principal

Time-Table

A.G . Teachers college,Navrangpura ,Ahmedabad-9 Semester-1, Time table of the year: 2013-14

period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	08:00 to 8:15	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence
1	08:15 to 09:10	A-501 Dr.R.M.P	A-501 Dr.R.M.P	A-503 Dr.K.H.Y	A-503 Dr.B.R.C	A-501 Dr.R.M.P	A-501 Dr.R.M.P
2	09:10 to 10:05	A-502 Dr.J.R.D	A-503 Dr.B.R.C	A-502 Dr.J.R.D	D-502 Dr.G.S.P	D-502 Dr.G.S.P	A-503 Dr.K.H.Y
0	10:05 to 10:35	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
3	10:35 to 11:30	A-503 Dr.K.H.Y	A-502 Dr.J.R.D	A-508 Dr.C.P.P A-509 Dr.S.L.S	A-508 Dr.C.P.P A-509 Dr.S.L.S	A-502 Dr.J.R.D	A-508 Dr.C.P.P A-509 Dr.S.L.S
4	11:30 to 12:20	A-508 Dr.C.P.P A-509 Dr.S.L.S	CCM-II	CCM-I	CCM-II	A-503 Dr.K.H.Y	D-502 Dr.G.S.P
5	12:20 to 01:10	CCM-I	CCM-III	CCM-II	CCM-I	CCM-I	CCM-III
6	01:10 to 02.00	CCM-III	D-502 Dr.G.S.P	CCM-III	Activity	CCM-II	Library Work

Compulsory papers: Assembly Hall (12)

CCM-I	CCM- II	CCM-III	Special Field Paper	Foundation Paper
Maths (Dr.KHY) (03)	Eng (Dr.SLS) (08)	Social sciences(GSP) (12)	A-508 Education Mental Measurement & Education Statics Dr.C.P.P (12)	D-502 – Basic Computer Dr.G.S.P (12)
B.O.M(Dr.GSP) (04)	Sci&Tech.(Dr.JRD) (03)	-	A-509 Teacher Education Dr.S.L.S (04)	-
Guj (Dr.RMP) (12)	A/C(Dr.BRC) (04)	-	-	-

Dr. S. L. Solanki

In-charge Professor

Dr. C.P.Patel

Principal

Time-Table

A G . Teachers college, Navrangpura , Ahmedabad-9 Semester-2, Time table of the year: 2013-14

period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	08:00 to 8:15	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence	Assembly & Presence
1	08:15 to 09:10	A-504 DR.RMP	A-504 DR.RMP	A-501 Dr.GSP/ A 504-DR.SLS	A-504 DR.RMP	A-501 Dr.GSP/ A 504-DR.SLS	A-501 Dr.GSP/ A 504-DR.SLS
2	09:10 to 10:05	A-505 DR. GSP	A-506-DR.KHY	A-506-DR.KHY	A-512-DR.CPP/ A-510-DR.JRD	A-506-DR.KHY	A-504 DR.RMP
0	10:05 to 10:35	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
3	10:35 to 11:30	A-512-DR.CPP/ A-510-DR.JRD	A-512-DR.CPP/ A-510-DR.JRD	A-505 DR.SLS	A-505 DR.SLS	A-512-DR.CPP/ A-510-DR.JRD	A-506-DR.KHY
4	11:30 to 12:20	CCM-1	CCM-2	CCM-1	CCM-2	CCM-1	A-505 DR. GSP
5	12:20 to 01:10	CCM-2	CCM-3	CCM-3	CCM-3	CCM-2	CCM-1
6	01:10 to 02.00	CCM-3	Literary Activity	Library Work	Cultural Activity	Social, Health & Hygeience Activity	Sports Activity

Compulsory papers: Assembly Hall (12)

CCM-I	CCM- II	CCM-III	Special field	Elective paper
Maths (Dr.khy) (03)	Eng (Dr.SLS) (08)	Social sciences(GSP) (12)	A-510: Career Guidance & Counseling. (JRD)-(03)	C-501: Environment Studies (GSP) (03)
B.O.M(lGS) (04)	Sci&Tech.(Dr.JRD) (03)	-	A-512: Education Evaluation (CPP) (12)	C-504 Yoga Education(SLS)(12)
Guj (Dr.RMP)(12)	A/C(lGS) (04)	-	-	-

Dr. S.L.Solanki

In-chagre Professor

Dr. C.P.Patel

Principal

A.G. Teachers College, C.T.E, Navrangpura, Ahmedabad-09
Time-Table SEMESTER-I Year-2014-2015

Period no.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	08:00 to 08:20	Assembly	Assembly	Assembly	Assembly		
1	08:20 to 09:10	A 503 Dr.C.P.Patel	A 503 Dr.C.P.Patel	A 503 Dr.C.P.Patel	A 503 Dr.C.P.Patel	A 501 Dr.R.M.Patel	D 502 Dr.G.S.Patel
2	09:10 to 10:00	A 501 Dr.R.M.Patel	A 501 Dr.R.M.Patel	A 502 Dr.S.L.Solanki	A 502 Dr.J.R.Dave	A 508 Dr.G.S.Patel A 509 Dr.S.L.Solanki	A 508 Dr.G.S.Patel A 509 Dr.S.L.Solanki
3	10:00 to 10:50	A 502 Dr.J.R.Dave	A 502 Dr.J.R.Dave	A 501 Dr.R.M.Patel	D 502 Dr.G.S.Patel	D 502 Dr.G.S.Patel	Computer Practical- Batch-A
	10:50 to 11:20	RECESS					
3	11:20 to 12:10	A 503 Dr.K.H.Yadav	A 508/ A 509 Dr.G.S.Patel A 509 Dr.J.R.Dave	D 502 Dr.G.S.Patel	A -508 Dr.G.S.Patel A 509/Dr.S.L.Solanki	A -508 Dr.G.S.Patel A 509/Dr.S.L.Solanki	Computer Practical- Batch-B
4	12:10 to 01:00	CCM-1	CCM-1	CCM-1	CCM-1	CCM-1	Computer Practical- Batch-C
5	01: to 02:00	CCM-2	CCM-2	CCM-2	CCM-2	CCM-2	Computer Practical- Batch-D

CCM-1	CCM-2	Special Field	Foundation Paper
Maths (03) Dr. KHY	Social Science (12) Dr.G.S.P	A 508 : Educational & Mental Meas. & Edu. Stat (Dr.CPP/IGS) (12)	D 502 Basic Computer Education (Dr.GSP) (12)
B.O. & M (04) Mr.IGS	Set & Technology (03) Dr.JRD	A 509 : Teacher Education (Dr.SLS / Dr.JRD) (4)	
Gujarati (12) Dr. RMP	Accountancy (04) Mr. IGS		
English I.L. (09) Dr.SLS			
English H.L.			

A.G.Teachers College, C.T.E, Navrangpura, Ahmedabad-09
Time-Table SEM-II YEAR : 2014-2015

Period no.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0	08:00 to 08:15	Assembly	Assembly	Assembly	Assembly	Assembly	Assembly
1	08:15 to 09:10	A505 Dr.GSP	C 504 Dr.SLS	A 504 Dr.RMP	C 504 Dr.SLS	A 506 Dr.CPP	C 504 Dr.SLS
2	09:10 to 10:05	A 504 Dr.RMP	A 506 Dr.KHY	A 506 Dr.CPP	A 506 KHY	A504 Dr.RMP	A 510/A 512 Dr.JRD/Dr.CPP
3	10:05 to 11:00	A 510/A 512 Dr.JRD/Dr.GSP	A 510/A 512 Dr.JRD/Dr.CPP	A 505 Dr.SLS	A505 Dr.GSP	A 505 Dr.SLS	A 504 Dr.RMP
	11:00 to 11:30	RECESS					
4	11:30 to 12:25	CCM-1	CCM-2	A 510/A 512 Dr.JRD/Dr.GSP	CCM-1	CCM-2	TLM Guidance
5	12:25 to 1:20	CCM-2	CCM-1	C 504 Dr.SLS	CCM-2	CCM-1	Action Research Guidance
6	12:20 to 01:10	Library Work	TLM Guidance	Action Research Guidance	Library Work	TLM Guidance	Library Work
7	01:10 to 02:00	Library Work	TLM Guidance	Action Research Guidance	Library Work	TLM Guidance	Library Work

General Papers : Assembly Hall (12)				
CCM-1	CCM-2	CCM-3	Special Field	Elective Paper
Maths Dr. KHY	English L.L Dr.SLS	Social Science Dr.GSP	A 512 : Educational Evaluation (Dr.CPP/Dr.GSP)	C 504 Yoga Education (Dr.SLS)
B.O. & M Mr.IGS	Sci & Technology Dr.JRD		A 510 : Career Guidance and Counseling (Dr.JRD)	
Gujarati Dr. RMP	Accountancy Mr. IGS	----	----	
English H.L Dr.SLS				

Mapping of Activities (2014-2015)

Mapping of Academic Activities of the Institution

A.G.Teachers College-CTE, Ahmedabad

Semester-1

2014-15

Weeks →	Jun-14		Jul-14				Aug-14				Sep-14				Oct-14		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Admisnon and orientation																	
Theory																	
Tutorials/Seminars																	
Sessional Work-Test & Assignment																	
Practical Work																	
Pre.of Internship:Demo./Obs.of lessons/micro teaching simulations																	
Practice Teaching/Internship																	
Co-curricular Activities																	
Working with community/project work																	
End-Term Examination																	

Mapping of Academic Activities of the Institution

A.G.Teachers College-CTE ,Ahmedabad

Semester-2

2014-15

Weeks →	Nov-14		Dec-14					Jan-15					Feb.15				Mar-15			Apr-15			
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
orientation																							
Theory																							
Tutorials/Seminars																							
Sessional Work-Test & Assignment																							
Practical Work																							
Pre.of Internship:Demo./Obs.of lessons/micro teaching simulations																							
Practice Teaching/Internship																							
Co-curricular Activities																							
Working with community/project work																							
End-Term Examination																							

Best practices

1. Online feed back mechanism

- **Title of the practice-** to develop online feedback mechanism along with analysis.
- **Contexts-** For quality sustenance and enhancement feedback is the back bone. It was very much essential to collect the feedback and do its analysis. Manually this process becomes very time consuming and tedious. Institute also has CTE centre and well functioning IQAC. To collect data from the various stakeholders and record keeping use to become a herculean task.
- **Objectives- Following objective were decided for the practice.**
 - To integrate ICT in feedback mechanism.
 - To encourage prospective teachers in using ICT.
 - To create archives of feedback obtained from various stake holders.
- **Practice-** Feedback form is created with the help of Google forms through college mail id. It is then sent to the target group. Institution has a well equipped DELL lab. At the end of the preliminary exams each trainee has to fill up the feedback forms. Analysis of the feedback is generated by Google itself. Print out is taken and filed properly. Principal and IQAC coordinator held the staff meeting based on the analysis.
- **Obstacles and strategies adopted-** Net connectivity and ICT literacy are very big obstacles. Language barrier is also an obstacle faced. Institution overcame these obstacles by creating feedback forms in vernacular language (Gujarati). DELL instructor remains present when trainees come to fill up the forms so he does the require assistance.
- **Impact of the practice-** very easy and hassle free feedback mechanism is developed. Year wise, program wise achieves are generated which are very effectiveness as MIS. Analysis is done by Google and so it saves time.

- **Resources required-**
 - network connection
 - ICT literate teacher educators
 - Infrastructural facility

2. Preparing for competitive exams

- **Title of practice-** To prepare prospective teachers for competitive exams like TET, TAT, HTAT and CTET.
- **Context-** As per the new government recruitment policy, student teachers have to pass out competitive exams like TET, TAT, HTAT and CTET after completing their B.Ed. course. This scenario created lot of stress for student teachers. From the feedback of student teachers it was decided to run a continuous preparatory program for the preparation of these exams.
- **Practice-** College assembly was selected for this practice. B.Ed. program has a structure where student teachers are majorly divided into groups. Prayer assembly is the only session where all student teachers are present. A group was identified. Format of these examinations and question papers was explained. The common subjects of these papers were identified and question bank was prepared by student teachers in the guidance of teacher educator. Each day in assembly five to seven minutes were allotted to ask the questions. Difficult questions were repeated after some time.
- **Obstacles and strategies adopted-** Trainees preparation and readiness to answer was a big obstacle. But slowly as time passed student teachers started involving. Due to practice teaching continuity in this process was difficult.
- **Impact-** Student teachers started getting familiar with this type of competitive exams. They could succeed well in the examinations.
- **Resources required-**
 - Proper collection of questions as per the subjects.
 - Motivated enthusiastic group to handle this activity.

Appendix -1.1

Dean of Faculty Letter

ફોન : (૦૭૯) ૨૬૩૦૨૬૧૬
ટેલિફોન : ૨૬૩૦૧૩૪૧-૨૬૩૦૦૩૪૨-૪૩,
૨૬૩૦૦૧૨૭
ટેલિગ્રામ : યુનિયુજરાત



ગુજરાત યુનિવર્સિટી
GUJARAT UNIVERSITY
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26300126
Tele : 079(0)26302614

ગુજરાત યુનિવર્સિટી કામગીરી,
પોસ્ટ બોક્સ, નં. ૪૦૧૬
નાવરંગપુરા, અમદાવાદ-૩૮૦ ૦૦૯.

OFFICE OF THE CHIEF CLERK
POST BOX NO. 4016
NAVRANGPURA,
AHMEDABAD-380 009, GUJARAT

નં.એકેડેમિક/બી/ 6272 /૨૦૧૩

તા.૨૫-૮-૧૩

પ્રતિ,
પ્રિ.ચતુરભાઈ પી.પટેલ
ઓ.જી.ટી.ચર્ચ કોલેજ
નાવરંગપુરા, અમદાવાદ-૯

શ્રીમાન,

અમને જણાવતા આનંદ થાય છે કે, શિક્ષણ વિદ્યાશાખાના ડીન તરીકે આથી સ્ટેચ્યુટ-૧૫૨ અનુસાર
આપને બિનહરીફ ચૂંટાયેલા જાહેર કરવામાં આવે છે, આપના બહોળા અનુભવનો લાભ યુનિવર્સિટીને મળશે
જ તેવી શ્રદ્ધા છે, યુનિવર્સિટી પરીવારવતી આપને મારા હાર્દિક અભિનંદન પાઠવું છું, અને આનંદ અને
ગૌરવની લાગણી અનુભવું છું.

આપનો વિશ્વાસુ

કા.કુલેશચંદ્ર વર્મા

ગુજરાત યુનિવર્સિટી

ખાનગી-

ગુજરાત યુનિવર્સિટી

ગુજરાત યુનિવર્સિટીની એકેડેમિક કાઉન્સિલની સભા સોમવાર, તા. ૦૧/૦૬/૨૦૧૪ના રોજ સવારે ૧૦-૦૦ કલાકે યુનિવર્સિટી કાર્યાલયમાં મળી હતી. સભાનું પ્રમુખસ્થાન કુલપતિશ્રી ડૉ. એમ. એન. પટેલે સંભાળ્યું હતું. સભામાં હાજરી નીચે પ્રમાણે હતી:

ક્રમાંક	સભ્યનું નામ	તા. ૦૧/૦૬/૨૦૧૪
૧.	ડૉ. એમ. એન. પટેલ, કુલપતિ	હાજર
૨.	ડૉ. મુકુલભાઈ શાહ, ઉપકુલપતિ	ગેરહાજર
૩.	ડૉ. દેસાઈ ધરમસિંહ બબાભાઈ	હાજર
૪.	ડૉ. નિતીનભાઈ ડાહ્યાભાઈ શાહ	હાજર
૫.	પ્રિ. પટેલ ચતુરભાઈ પ્રભુદાસ	હાજર
૬.	પ્રિ. લક્ષ્મીકાન્ત એસ. પાઠક	હાજર
૭.	ડૉ. મહેશભાઈ બી. પટેલ	ગેરહાજર
૮.	ડૉ. નિશાબેન કે. શાહ	હાજર
૯.	શ્રી નરહરિભાઈ અમીન	હાજર
૧૦.	શ્રી અમિતભાઈ શાહ	હાજર
૧૧.	ડૉ. અર્યના માંકડ	ગેરહાજર
૧૨.	ડૉ. એ. કે. દેસાઈ	હાજર
૧૩.	ડૉ. પી. એન. ગજજર	ગેરહાજર
૧૪.	ડૉ. એમ. વી. રાવ	ગેરહાજર
૧૫.	ડૉ. દિગ્વિજયસિંહ ધનશ્યામસિંહ ગોહિલ	હાજર
૧૬.	ડૉ. એ. બી. શાહ	ગેરહાજર
૧૭.	ડૉ. ડી. એસ. ચારણ	હાજર
૧૮.	પ્રિ. એમ. ડી. ચાવડા	હાજર
૧૯.	પ્રિ. એસ. વી. બ્રહ્મભટ્ટ	હાજર
૨૦.	ડૉ. શ્રીધર જોષી	ગેરહાજર
૨૧.	ડૉ. જયમલ રંગીયા	હાજર
૨૨.	ડૉ. મનુભાઈ મકવાણા	ગેરહાજર
૨૩.	ડૉ. એચ. સી. સરદાર	હાજર
૨૪.	પ્રો. આર. એન. શુક્લા	ગેરહાજર
૨૫.	ડૉ. ડી. એ. ભામણીયા	હાજર
૨૬.	ડૉ. કે. એચ. બક્ષી	હાજર
૨૭.	ડૉ. મયુરીબેન એચ. પંડયા	હાજર

ગુજરાત યુનિવર્સિટી

૨૮.	ડૉ. દિપક જોષી	ગેરહાજર
૨૯.	શ્રીમતી હિન્ના શાહ	ગેરહાજર
૩૦.	ડૉ. જયવંત ઠક્કર	ગેરહાજર
૩૧.	ડૉ. પ્રિ. નિરજા અરૂણ	ગેરહાજર

૧ સભાની શરૂઆતમાં તમામ સભ્યશ્રીઓએ માન.કુલપતિશ્રીની અધ્યક્ષતામાં આ પ્રથમ સભા હોઇ, તેઓનું સ્વાગત કરીને અભિનંદન પાઠવ્યા હતા અને કુલપતિશ્રીએ પણ આભાર વ્યક્ત કરીને સભ્યશ્રીઓને શુભકામનાઓ પાઠવી હતી.

ત્યારબાદ કામકાજની યાદીપરની નીચેની બાબત હાથ ધરવામાં આવી :

બા.ક.૧. તા. ૨૦/૮/૨૦૧૭ના રોજ મળેલ એકેડેમિક કાઉન્સિલની સભાની નોંધ મંજૂર કરવા બાબત..

૬૨૧૪: તા. ૨૦/૮/૨૦૧૭નાં રોજ મળેલ એકેડેમિક કાઉન્સિલની સભાની નોંધ મંજૂર કરવામાં આવી અને તે પર કુલપતિશ્રીએ સહી કરી.

બા.ક.૨. કુલપતિશ્રીએ મંજૂર કરેલા નીચેના કાર્યો (જાણ સારું.)

૨(૧) ગવર્નમેન્ટ (સીએલ એન્ડ એસસી) સ્પાઇન ઇન્સ્ટીટ્યુટ અને ફિઝીયોથેરાપી કોલેજ, અસારવા, અમદાવાદ-૧૬ની શૈ.વર્ષ.૨૦૧૨-૧૩થી કાયમી જોડાણ મેળવવા માટે આવેલી અરજી પરત્વે અત્રેથી મૂકેલી સ્થાનિક તપાસ સમિતિની ભલામણોને આધારે નીચે મુજબનું જોડાણ જાહેરનામુ બહાર પાડયાનું.

વિષયો-અભ્યાસક્રમો	સીટો	જોડાણ પ્રકાર	મુદત
બી.ફિઝીયોથેરાપી (ગ્રાન્ટેબલ ધોરણ)	૧૦૦	કાયમી	તા.૧-૮-૨૦૧૨થી કાયમી

૨(૨) ગવર્નમેન્ટ (સીએલ એન્ડ એસસી)સ્પાઇન ઇન્સ્ટીટ્યુટ ઓફ ફિઝીયોથેરાપી કોલેજ, અસારવા, અમદાવાદ-૧૬ની શૈ.વર્ષ.૨૦૧૨-૧૩થી પ્રોસ્થેટીક અને ઓર્થોટીકનું કાયમી જોડાણ મેળવવા માટે આવેલી અરજી પરત્વે અત્રેથી મૂકેલી સ્થાનિક તપાસ સમિતિની ભલામણોને આધારે નીચે મુજબનું જોડાણ જાહેરનામુ બહાર પાડયાનું.

વિષયો-અભ્યાસક્રમો	સીટો	જોડાણ પ્રકાર	મુદત
પ્રોસ્થેટીક એન્ડ ઓર્થોટીક (ગ્રાન્ટેબલ ધોરણ)	૧૦	કાયમી	તા.૧-૮-૨૦૧૨થી કાયમી

૨(૩) ગુજરાત આર્ટ્સ એન્ડ સાયન્સ કોલેજ,એલીસબ્રીજ,અમદાવાદ-૬ની શૈ.વર્ષ.૨૦૧૨-૧૩થી પ્રથમ,દ્વિતીય,તૃતીય વર્ષ બી.એસસી.માં કોમ્પ્યુટર સાયન્સ (સ્વનિર્ભર) વિષયનું કાયમી જોડાણ મેળવવા માટે આવેલી અરજી પરત્વે અત્રેથી મૂકેલી સ્થાનિક તપાસસમિતિની ભલામણોને આધારે નીચે મુજબનું જોડાણ જાહેરનામુ બહાર પાડયાનું.

વિષયો-અભ્યાસક્રમો	સીટો	જોડાણ પ્રકાર	મુદત
પ્રથમ,દ્વિતીય,તૃતીય વર્ષ બી.એસસી. (કોમ્પ્યુટર સાયન્સ)(સ્વનિર્ભર ધોરણ) (CBCS મુજબ)	૫૦	કાયમી	તા.૧-૭-૨૦૧૨થી કાયમી

Appendix-1.2

Gujarat University Curriculum

Appendix-1.2

Choice Based Credit System (CBCS)

B.Ed. Ordinances, Regulations & Syllabus

Semester - I & II

In force from JUNE 2011

Course Co-ordinator

Dr. R. S. Patel

Professor & Head, Department of Education
Director, School of Psychology, Education and Philosophy



Gujarat University
Navrangpura, Ahmedabad

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CBCS B.Ed. ORDINANCES & REGULATIONS

IN FORCE FROM : NOVEMBER-2011

GUJARAT UNIVERSITY
AHMEDABAD
Choice Based Credit System (CBCS)
Ordinances & Regulations
For the U.G. B.Ed. Programme
(For the candidates to be admitted from the academic year 2011-2012 on wards)

O. B.Ed. 1 : Eligibility :

A candidate seeking admission to B.Ed. Programme must satisfy the following conditions.

1. He/She must be a graduate of Gujarat University or any other University recognized as equivalent for the purpose. He/She must have passed the bachelor degree as a regular student or as a student of distance education at least in the 10 + 2 + 3 or 11 + 4 pattern.
2. He/She must have obtained at-least 50% marks at graduation or at post graduation in relevant subject. Candidate belonging to scheduled cast/ Scheduled tribe must have obtained at least 45% marks at graduation or at the post graduate level.
3. If a candidate is a graduate, he/she should have graduated with one of the secondary school subjects as a major subject and if he/she has a master's degree, he/she should have offered any one of the higher secondary school subjects as a major subject. If a student has offered subjects such as Psychology, Commerce (B.Com.) at graduation level and Philosophy, Sociology, Political Science, Subject Administration, Archaeology, Musicology, Home Science, Persian etc., at graduation as well as post-graduation levels, he/she is not considered to be eligible for admission to the B.Ed. Programme.

The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of one/both method/methods at B.Ed. level.

4. He/she must have offered English as one of the subjects at the higher Secondary/College or University level.
A candidate for the degree of Bachelor of Education (B. Ed.) must have ...
 - (i) kept two Semesters (the First Semester and the Second Semester) of lectures on the theory and practice of education in College affiliated to the Gujarat University for the purpose of the B. Ed. Degree, and
 - (ii) completed a course of practical work extending over two Semesters to the satisfaction of the Head of the College in which the candidate is studying, consisting of-
 - (a) Teaching practice of not less than 15 lessons (5 micro + 5 simulation + 5 stray lessons) for first Semester and 15 lessons (5 Stray lesson + 10 Block lessons) in second semester with the other 10 lesson of internship programme in the two subjects selected by him/her, distributed over Standards V to XII of the recognized Primary/ secondary/ higher secondary schools.
 - (b) Observed 50 directed lessons (25 in first semester and 25 in second semester) given by other candidates and demonstration lessons.
 - (c) Attended the demonstration and discussion lessons.
 - (d) Attended lectures and guidance for the discussion of theory courses, and
 - (e) Completed practical work related to theory portion.

- ❖ The examination for the degree of B. Ed. shall consist of division of marks, credit and allotment of time to each component of syllabus as shown in table-1.

TABLE -1
Part I: Written Examination (Theory)

5.0 (A) The following Eights courses are compulsory for Semester – I & II

Semester –I (Compulsory Paper)							
No.	Subjects/ Curriculum Components	Instr- uctional 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

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	Instr- uctional 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

Semester –I							
No.	Subjects/ Curriculum Components	Instruc- tional 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-1 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

developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

O. B.Ed. 5 : Courses in Programme :

The UG B.Ed. Programme consists of a number of courses. The term ‘Course’ is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the UG B.Ed. Programme.

- Core Course (A 501 to A 506)
- Special Field (A 507 to A 512)
- Optional Paper (Content cum Method), (B 501 to B 513)
- Elective Course (C 501 to C 505)
- Foundation course (D 501 to D 505) as listed in O. B.Ed. 1
- Practical Work (E 501 to E 517)

The Elective Courses and Foundation Courses are meant to develop the students’ communicative skill and Social Awareness at the UG level. Core courses are the basic courses compulsorily required for each of the programme of study.

O. B.Ed. 6 :

The UGC recommended Certificate Course on Environmental Studies is to be offered in the second semester of all the UG programmes as elective course compulsorily. However, the students doing B.Ed. programme have already done the course at B.A/B.com/B.Sc. level; so, they are exempted from doing this course compulsorily.

O. B.Ed. 7 : Extra-Curricular Activities:

These should be carried out outside the class hours, e.g. NSS, NCC, participation in Youth welfare activities/Sports at National or International Level will be assigned two additional credits/year. (May be implemented later)

O. B.Ed. 8 : Semesters :

An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

O. B.Ed. 9 : Credits :

The term ‘Credit’ refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, In case of microteaching & lessons where each student has to deliver 5 lessons having 12 hours will be assigned 1 credit. Simulation lessons carries 1 credit and stray lesson is assigned 2 credits in each semester. The assignment, seminar and Blueprint having 10 to 12 hours will be assigned 2 credits. In all, for practical work for semester-I a total of 16 credits will be assigned and in semester II, for practical work is assigned 16 credits. For the method teaching and compulsory and elective courses, four hour theory course per week is given four credits. Three hour theory course per week, in case of foundation/elective subject elective courses, is given two credits, however, in no instance the credits of a course can be greater than the hour allotted to it.

The total minimum credits, required for completing a UG B.Ed. programme is **60 credits** (semester-I 30 credits and for semester-II 30 credits). The details of credits for individual components and individual courses are given the R. B.Ed. -1 & 2 and Annexure-II.

O. B.Ed. 10 : Course :

Each course is to be designed variously under lectures / lessons/practical work or filed work/ seminar /workshop/ practice teaching / assignment / term paper / Blue print/ Book

Review/ Internship / Literacy Programme/ Psychological Test/Action Research/ Viva etc., to meet effective teaching and learning needs of a would be teacher of B.Ed. Programme.

O. B.Ed. 11 : Examinations :

- (i) There shall be examinations at the end of each semester, for first semester in the month of October/November: for second semester in the month of April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in October/November or April / May.
- (ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are not permitted to move to the next semester. Such candidates shall re-do the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

O. B.Ed. 12 : Condonation :

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

O. B.Ed. 13 : Questions Paper Pattern :

Question Paper shall have four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

O. B.Ed. 14 : Evaluation :

The performance of a student in each course is evaluated in term of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher/Method Master as well as by an end semester examination and will be consolidated at the end of the course. The components for continuous internal assessment are:

One Tests	15 Marks (Second/repeat test for genuine absentees)
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component for continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be a written-type examinations of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

O. B.Ed. 15 : Passing Minimum :

The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal

Assessment marks in the subsequent semester (2 chance will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of B.Ed. Degree.

O. B.Ed. 16 : Grading :

Once the marks the CIA (Continues Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded as per details provided in R. B.Ed. 3 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are Calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where C_i is the Credit earned for the course is in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses passed in that semester.

CGPA = SGPA of all the Courses starting from the first semester to the current semester.

Note : The GPA and CGPA shall be calculated separately for the following three parts:

Part I: (5C); part II: (5D) and Part III (5A, 5B, 5E)

Note : Examples for the calculation of GPA & CGPA are explained in R.B.Ed.17.

O. B.Ed. 17 : Classification of Final Results :

- (i) For each of the three parts, there shall be separate classification on the basis of CGPA as indicated in R. B.Ed. 4.
- (ii) For purpose of declaring a candidate to have qualified for the Degree of B.Ed. in the first class/second class/pass class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided he/she has secured the prescribed passing minimum in Part-I and Part-II. It is further provided that the candidate should have scored the First/Second class separately in both the grand total and end Semester (External) examination.
- (iii) Grade in Part IV Extension and Extra Curricular Activities shall be shown separately and it shall not be taken into account for classification.

O. B.Ed. 18 : Conferment of the B.Ed. Degree :

- (i) A candidate shall be eligible for the conferment of the Degree of B.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 60 Credits).
- (ii) A candidate shall be required to pay Rs. 500/- towards the conferment of the Degree of B.Ed. which shall be enhanced by a 10% increase every three years and rounded off to the next 10/- rupees stage.

O. B.Ed. 19 : Examinations :

- (i) The University shall conduct the External or End semester Examination for the Semester-I and II. The Internal Examination for the Semester I and II shall be conducted by the concerned colleges themselves. However, the common format of question paper suggested and / or prepared by the University has to be followed by all the colleges for Examination of Internal practical the Elective & the Foundation courses

- (ii) The Examination fees for all end semester examination shall be Rs.500/- which shall be enhanced by a 10% increase every three years and rounded off to a next 10 rupees stage.

O. B.Ed. 20 : Self-Financing Stream :

The above Ordinances shall be applicable also for the candidates undergoing the programmes in self-financing stream.

O. B.Ed. 21 : Grievance Redressal Committee :

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievance relating to the Internal Assessment marks of the students.

O. B.Ed. 22 : Transfer of Credits :

In case of Elective courses, students are permitted to transfer their course credits from Center for Distance Education (CDE) of any University to Regular Stream and Vice-Versa. Similarly, they are also permitted to transfer their course credits from other state or central universities after verification of eligibility criteria.

O. B.Ed. 23 : Revision of Ordinance, Regulations and Curriculum :

The University may from time to time revise, amend and change the Ordinances, the Regulations and the Curriculum, if Found necessary.

R.B.Ed. 1 : Division of Marks, Credit and Allotment of time to each Component :

Semester –I (Part-I)							
No.	Subjects/ Curriculum Components	Instructional 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
A	Special Field (A 507 to A 509) Any one	4	2	3	30	70	100
B	Method-I (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
B	Method-II (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
D	Foundation Paper (D 501 to D 506)	4	2	3	100	-	100
Total	8 week x 28 hour / week =	224	14		280	420	700

Semester –I (Part-II)							
No.	Subjects/ Curriculum Components	Instructional Hours/ week	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	Assignment / Content Test	-	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/Practical	-	2	-	50	-	50
E 509	Book Review / Science Practical	-	1	-	25	-	25
Total			16		400		400

* Note: : Total Practical works are 240 hour for B.Ed. Semester-I.

Note: For Semester-I total external marks are 420 and total internal marks are 680.

For each semester, a total of 15 working weeks for teaching are further divided as 8 weeks for theory teaching and 7 weeks for practical work. It is further provided that a total of 288 hours for theory teaching (8 weeks x 6 hours x 6 days = 288) are recommended out of which a total of 224 hours (28 hours/ weeks x 8 weeks) are shown in the above label, the remaining 64 hours are allotted as co-curricular and other activities like prayer and out-side class hours activities. Similarly, for practical work of 252 hours (7 weeks x 6 hours x 6 days = 252), 240 hours are allotted for practical work, the remaining 12 hours are allotted for school related and such other works.

R.B.Ed. 2 : Division of Marks, Credit and Allotment of time to each component :

Semester –II (Part-I)							
No.	Subjects/ Curriculum Components	Instruc- tional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
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	Special Field (A 510 to A 512) Any one	4	2	3	30	70	100
B	Method-I (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
B	Method-II (B 501 to B 519 any one) 70% Method + 30% Content	4	2	3	30	70	100
C	Elective Paper (C 501 to C 509)	4	2	3	100	-	100
Total	8 week x 28 hour / week =	224	14		280	420	700

Semester –II (Part-II)							
No.	Subjects/ Curriculum Components	Instruc- tional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
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 B.Ed. Semester-II.

Note :

- For Semester-II total external marks is 420 + 100 for lesson and total internal marks 580. For each semester, a total of 15 working weeks for teaching are further divided as 8 weeks for theory teaching and 7 weeks for practical work. It is further provided that a total of 288 hours for theory teaching (8 weeks x 6 hours x 6 days = 288) are recommended out of which a total of 224 hours (28 hours/ week x 8 weeks) are shown in the above table, the remaining 64 hours are allotted as co-curricular and other activities like prayer and out-side class hours activities. Similarly, for practical work of 252 hours (7 weeks x 6 hours x 6 days = 252), 240 hours are allotted for practical work, the remaining 12 hours are allotted for school related and such other works.
- The total B.Ed. Programme consists of 60 credits which are distributed as a 30 credits in each semester-I and semester-II.

R. B.Ed. 3 : Grading of the Courses :

Percentage / Marks (Normalized)	Grade Points	Grade	Description
Above 85	8.5 – 10.0	O+	Outstanding
70 – 84.99	7.0 – 8.49	O	Excellent
60 – 69.99	6.0 – 6.99	A	Very good
55 – 59.99	5.5 – 5.99	B+	Good
48 – 54.99	4.8 – 5.49	B	Fair
36 – 47.99	3.6 – 4.79	C	Average
Below 36	0.0	D (Dropped)	Dropped or Fail

R. B.Ed. 4 : Final Result :

CGPA From-to	Letter Grade	Classification of Final Result
8.5-10	O+	First class with Distinction
7.0-84.99	O	
6.0-6.99	A	First Class
5.5-5.99	B+	Higher Second Class
4.8-5.49	B	Second Class
3.6-4.79	C	Pass Class
Below 3.6	D	Dropped or Fail

R. B.Ed. 5 :

The total number of marks for Semester-I/II Examination in Part-I shall be 490 Marks, each paper carrying 70 marks. The paper shall be framed as per R.B.Ed. 15.

Note : Division of marks, credit and allotment of time of each component of syllabus is given in the R.B.Ed.-1 & R.B.Ed.-2 and R.B.Ed. 16.

B.Ed. Part – II

R. B.Ed. 6 :

In Semester I/II for part-II examination, the candidates will be tested for their practical skill, class management and teaching in two subjects of their choice.

The candidates will be required to keep the following for the inspection :

1. A journal / file containing the criticism on the demonstration lessons and at least 50 (25+25 in each semester) lessons of other candidates observed by them during the year.
2. A journal containing note of at least 30 (15+15 in each semester) lessons given during the year and the criticism of the guides therein.
3. The head of the college will be required to keep a record of and evaluation of all lessons given by the students, of the practical work done by them in relation to the theory papers and of the co-curricular activities.
4. The first five stray lessons in practical work must be observed by the method master.

R. B.Ed. 7 :

The practical work to be carried out by the candidates during the year is explained in R.B.Ed.-1 & 2

1. At least 30 lessons as per the following will be given by the candidates. (300 Marks)

- (i) 5 micro-teaching lessons (4 micro-teaching + 1 integrated lessons), each of 36 minutes:
Teach - 6 min., feedback - 6 min., Replan - 12 min., Reteach - 6 min., and Re-feedback - 6 min.
 - (ii) 5 simulations each of 20 minutes.
 - (iii) 10 (5+5 in each semester) Stray lessons in recognised practice teaching schools.
 - (iv) 10 lessons for unit teaching in the recognized practice teaching schools during the block-teaching or pre-internship programme.
 - (v) 10 lessons in internship programme under the supervision of school principal/school supervisor during 10 days programme.
 - (vi) 50 observations of lessons + 2 Demonstration Lesson Observation.
- Note : Block teaching / pre-internship teaching / internship programme should be arranged after completing 5 (Five) stray lessons in second semester.
Not more than two lessons per day will be allowed to be given by a candidate.

2. Periodic Test (semester I & II) (100 Marks)
3. Internship / Literacy Programme in semester-II (25 Marks)
4. Action research in semester-II (25 Marks)
5. Preparation of Blue-print and a question paper relation to two school subjects selected by the candidate in semester-II (25 Marks)
6. Assignment of method / Content Test [each method (25+25)] semester-I (50 Marks)
7. Book Review/ Science Practical – Semester-I (25 Marks)
8. Viva based upon the semesters practical and co-curriculum activity done by the candidate (Sem-II) (25 Marks)
9. Psychological Test / Experiment (1) Semester-I (50 Marks)
10. Teaching aid - Semester-I (25 Marks)
11. Seminar/ workshop in semester – I (50 Marks)
- (Total Internal for Semester – I & II) (700 Marks)
12. Annual lesson (Exam) (One lesson in each school subject selected by the teacher trainee and 50 marks in each lesson) (50+50) (100 Marks)

R.B.Ed. 8 :

The total number of marks in semester-I for Part-I shall be 420. For the practical work done by the candidate and the internal examination marks up to a maximum of 680 shall be given by the head of the college.

In semester-II, for part-I or university or end semester examination there shall be 520 (420 + 100) marks. For internal examination, 580 marks shall be given by the Head of the College in which candidate is studying and will be communicated to the University before the University practical Examination commences and/or as per the instructions of Controller of Examinations of the University for each semester.

Internals marks of semester-I shall be given out of a total of 680 marks, Marks may be revised in case of a candidate who fails to pass the internal evaluation and applied for such revision, provided ...

- (i) He puts in regular attendance for a period of at least one month in the college in which he has studied, and
- (ii) During this period, a candidate gives additional lessons under the supervision of head of the college in teaching practice and does other practical work to the satisfaction of the Head of the college.

The marks obtained out of a total marks. [680 marks in semester-I or 580 marks in semester-II. i.e. marks for practical work and internal examination marks up to maximum of marks by each candidate shall be put on the college notice board (i & ii) internwise after the marks are communicated to the University.]

For the remaining 100 marks, a candidate shall appear for a practical test of one full period lesson in each of the two subjects selected by him for B 501 to B 513.

R.B.Ed. 9 :

To pass the examination in each semester in Part – I, a candidate must obtain not less than 40 % of the total number of marks in each course and 50% marks in aggregate of the seven papers.

R.B.Ed. 10 :

To pass the examination in each semester in Part – II, a candidate must obtain minimum of 50% of the total internal marks and a minimum of 40% in each of the two lessons of the University held by Examination.

R.B.Ed. 11 : Examinations :

- (i) There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May.
- (ii) A candidate should get enrolled/registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are not permitted to move to the next semester. Such candidates shall re-do the semester in the subsequent turn of that semester as a regular student; however, a student of First Semester shall be admitted in the Second Semester, if he/she has successfully kept the term in first semester.

R.B.Ed. 12:

A candidate who fails in Part I Examination shall have to reappear in all such course/s in which he/she has scored less than 40 % of marks. He/she will not be required for that purpose to rejoin the college. A candidate after failing in B.Ed. examinations shall be allowed to reappear for 3 consecutive examinations only.

R. B.Ed. 13 :

Each Course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / assignments / term paper or report writing etc., to meet effective teaching and learning needs.

R. B.Ed. 14 : Assessment and Instructions for implementation of practical work related to Educational Transaction Practice Teaching

14.1 Practice Teaching Lessons

Work	Particulars	Total Lesson
Micro teaching	Orientation and demonstrations of skills be given by lecturers. Lesson planning and teach-re-teach cycles of four microteaching skills per subject should be conducted. Recommended Skills : Questioning, Set-induction, Illustration with examples, Explanation, Stimulus Variation, Making use of Chalk Board. One integration (bridge) lesson – (15 min.) in any one method	05
Simulation	Orientation and demonstration of lessons in simulation. They should be on the basis of methodology and on different techniques of teaching in respective school subject. The components observed in teaching respective subject should be monitored while observing lessons. The core skills should be prioritized in selecting simulation. Students should practice novel methods and models of teaching in these lessons, e.g. learning through group discussion, problem solving, practical, exhibitions; computer aided learning, visit lesson, dramatization, self learning with the help of specially prepared work sheets, using concept attainment model, inductive thinking, synaptic, advance organizer, inquiry training, role play, jurisprudential model, Lessons catering to multiple intelligences. Five lessons in each method should be given.	05
Stray Lessons	One Demonstration Lesson by Method Master in each Method in a real school classroom situation. Five lessons in each method should be given in real classroom. Every lesson should be on different unit and as far as possible on different standards.	10
Block teaching (Unit Planning)	Block teaching including four lessons on one unit, one unit test lesson per subject. The student is supposed to prepare blue print of test and result sheet after assessment of answer sheets.	10
Internship Lesson	10 Lesson without lesson plan under the supervision of school authority.	10
TOTAL PRACTICE TEACHING LESSONS		40

14.2 Lesson Observations : The trainee should observe lessons in both semesters as under

- (i) Demonstration Lesson(Macro) 02
- (ii) Stray Lessons + Block Teaching + Internship 50

Total observations 52

(In aggregate the trainee should observe at least 52 lessons including demonstration lesson given by the method master during the B.Ed. Programme)

The trainee must provide the written feedback on each observation and a copy must be handed over to a trainee whose lesson is observed having signed by the Professor in-charge.

14.3 Internship & Literacy Programme: (A real school life experience)

- Internship 25 marks (5 marks for Literacy programme)
- Following activities are included in internship of 10 days in a school.
- The trainee is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home work/journals, conducting prayer, proxy periods and Teaching work observations of school record etc.
- Student has to deliver 10 lessons during the internship programme under the supervision of school principal/supervisor/senior teacher without lesson plan. The

student has to maintain the index of this lesson during the programme and approved by the authority.

- Study of a school system is expected. The student will collect information about location of school, establishment of a school, management, rules, school records, time table, results, organizations associated with the school, co-curricular and extracurricular activities for student and staff of the school etc.
- The trainee must literate at least five illiterates during the internship programme. The evidences of literacy programme must be attached with the report of internship.

14.4 Action Research: (25 marks)

The trainee must undertake either case study or action research as a part of B.Ed. Part II assessment.

14.5 Seminar/Workshop Presentation (Total Marks: 50)

Every trainee has to participate in at least one seminar. There must be a presentation, one in large group or in small group. The group of students should prepare for a topic related to any subject from current concerns/ new trends. Students should collect information from various sources and present the topic. Other students should ask questions to the presenter.

14.6 Psychological Test/Practical: (Total Marks: 50)

Every trainee is to administer any one psychological test on a small group. The trainee is to submit the report on general details of the test, the group on which it is administered, the procedure of administering test, scoring and general interpretations.

14.7 Assignment/ Content Tests: (Total Marks 50)

There must be submission of six assignments on each four General papers (Paper I, II, III, and IV) and two methods (Paper VI & VII) the institute has an option of taking content examination in lieu of two assignments in methods.

14.8 Teaching Aids: (Total Marks 25)

The trainee is to develop one teaching aid in a method of admission (i.e. Uni. Method) and submit it in the college.

14.9 Blue-print: (Total Marks 25)

The trainee is to prepare a blue-print of the question paper of 50 marks in each method specifically in two days work-shop organized under direct supervision of the method master concerned.

14.10 Book Review/ Science Practical's (Total Marks 25)

The trainee is to review any of the books other than prescribed in syllabi. The trainees of science method have to do ten experiments from the text-books of Std: VIII, IX and X.

14.11 Viva / Co-curricular activities (Total Marks 25)

The participation in co-curricular activities in college programme shall be assessed. The viva-voce will be at the end of the year.

14.12 Annual Lessons: University Exam (Total Marks 100)

There are two annual lessons in each Method at the end of semester-II. There must be one-method related teacher/professor as an examiner in annual examination for the evaluation of each lessons.

The records of 15 lessons of each semester and observation book of lessons must be counter signed by chairman of group of annual examination of lessons.

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

R.B.Ed. 16 : Conversion Table for B.Ed. Course :

Conversion Table of Marks, Grade point & Grade

% of Marks from-to	Grade Point	CGP From-to	Letter Grade	Description	Classification of Final Result
Above 85	8.5 – 10.0	8.5 – 10.0	O+	Outstanding	First class with Distinction
70-84.99	7.0 – 8.49	7.0 – 8.49	O	Excellent	
60 – 69.99	6.0 – 6.99	6.0 – 6.99	A	Very Good	First Class
55 – 59.99	5.5 – 5.99	5.5 – 5.99	B+	Good	Higher Second Class
48. 54.99	4.8 – 5.49	4.8 – 5.49	B	Fair	Second Class
36 – 47.99	3.6 – 4.79	3.6 – 4.79	C	Average	Pass Class
Below 36	0.0	0.0	D	Dropped or Fail	Dropped or Fail

Note : The credit shall be considered only in whole number. Any conversion of the percentage into the credit which is greater than and equal to 0.5 credit shall be considered as 1(one) on the counter part less than 0.5 credits shall not be considered.

R.B.Ed. 17 :

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for U.G. B.Ed. Programme.

The credit grade points are to be calculated on the following basis :

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

Example - I

$$\text{Marks obtained by Student in course A501} = \frac{68}{100}$$

$$\therefore \text{percentage of marks} = 68 \%$$

$$\therefore \text{Grade from the conversion table is} = A$$

$$\begin{aligned} \therefore \text{Grade Point} &= 6.0 + 8 (0.99/9.99) \\ &= 6.0 + 0.79 \\ &= 6.79 \end{aligned}$$

$$\text{The Course Credits} = 2$$

$$\begin{aligned} \therefore \text{Credits Grade Point} &= 6.79 \times 2 \\ &= 13.58 \end{aligned}$$

$$\therefore \text{CGP of the student in course A 501} = 13.58$$

Example - II

$$\text{Marks obtained by Student in course B501} = \frac{40}{70}$$

$$\therefore \text{Percentage of Marks} = 57.14 \%$$

$$\therefore \text{Grade from the conversion table is} = B^+$$

$$\begin{aligned} \therefore \text{Grade Point} &= 5.5 + 2.14 (0.49/4.99) \\ &= 5.5 + 0.23 = 5.73 \end{aligned}$$

$$\text{Course Credits} = 2$$

$$\begin{aligned} \therefore \text{Credits Grade Point} &= 5.73 \times 2 \\ &= 11.46 \end{aligned}$$

$$\therefore \text{CGP of the student in course B 501} = 11.46$$

The SGPA will be calculated as a weighted average of all the grade point of the semester courses. That is

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

As per example for SGPA

Semester – I B.Ed. Examination

Course No.	Marks obtain/70	Percentage of Marks	Grade Point	Credit	Credit Grade Point
A-501 (Comp. paper)	48	68.57	6.85	2	13.70
A-502 (Comp. paper)	50	71.42	7.14	2	14.28
A-503 (Comp. paper)	39	55.71	5.57	2	11.14
A-504 (Special Field)	33	47.14	4.71	2	09.42
B-501 (Content-Method)	43	61.43	6.14	2	12.28
B-502 (Content-Method)	42	60.00	6.00	2	12.00
D-501 (Found. paper)	-	-	-	-	-
Total	255			12	72.82

$$\text{SGPA} = \frac{72.82}{12} = 6.068$$

Suppose, SGPA for B.Ed. students in semester-II = 6.22. Now we will calculate CGPA of the student :

(SGPA) for B.Ed. student in semester-I = 6.068

(SGPA) for B.Ed. student in semester-II = 6.220

Total = 12.288

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{12.288}{2} = 6.144$$

$$\therefore \text{CGPA} = 6.144$$

The cumulative grade point average will be calculated as the average of the SGPA of the two semesters, as shown above.

For the award of the class CGPA shall be calculated on the basis of:

- End Semester External Examination Marks
- Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for B.Ed. Degree shall be awarded on the basis of lowest CGPA of (a) & (b) of First & Second semester examinations. However, the marks of elective courses as well as foundation courses shall not be counted for the award of class, provided a candidate has secured at least minimum passing marks in Elective & Foundation courses both in internal & external examinations.



CBCS B.Ed. SYLLABUS SEMESTER - I

IN FORCE FROM : JUNE-2011

Theory Paper: B.Ed. Part - I
SEMESTER-I

Semester –I (Compulsory Paper)							
No.	Subjects/ Curriculum Components	Instru. H./w.	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 –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 –I : Content Cum Method (Optional Papers) Any Two (As per Group of Method- Table-2)							
No.	Subjects/ Curriculum Components	Instru. H./W.	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
Semester – I (Foundation Paper) Any one							
No.	Title of the course	Instru. H/w	Credit	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
Semester –I – Practical Work B.Ed. Part-II							
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/Practical	-	2	-	50	-	50
E 509	Book Review / Science Practical	-	1	-	25	-	25
Total			16		400		400

* Note: Total Practical works are 240 hour for B.Ed. Semester-I.

Table-2
Group of Method

1	2	3	4	5
Gujarati Urdu	Hindi Science and Technology Economics	English (LL) English (HL) Psychology BOM	Social Science	Sanskrit Accountancy Mathematics

Question Paper Format for B.Ed. Course for Semester I & II

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

B. Ed. Compulsory Paper : A-501

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.

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જોશી અને ભોગાયતા, વિકાસશીલ ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; અનડા બુક ડીપો
દવે જયેન્દ્ર અને અન્ય, શિક્ષકની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલાઓ, અમદાવાદ; બી.એસ.શાહ પ્રકાશન
દવે જયેન્દ્ર, ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય
દેસાઈ ધનવંત અને શાહ ગુણવંત, શિક્ષણની વર્તમાન ફિલસૂફીઓ, અમદાવાદ; અનડા પ્રકાશન
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બોર્ડ, ગુજરાત રાજ્ય.

B. Ed. Compulsory Paper : A 502

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.

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B. Ed. Compulsory Paper : A 503

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 virtual.
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)

- **Measures of Dispersion** : SD (for ungroup data) (Definition, use & calculation)
- **Percentile & Percentile Rank** : Meaning, Concept, Calculation & Interpretation.
- **Co-relation** : Concept, Interpretation, Calculation (Spearman, Rank Difference Method)

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Classroom Management

SEMESTER - I

Objectives :

1. To enable students trainees to understand management practices and processes used for class room management.
2. To enable students trainees to develop skills for effective classroom management.
3. To enable students trainees to know the components of Classroom climate and to help them to understand their effect on pupil's development.
4. To enable students trainees to know the problems of classroom management.
5. To enable students trainees to know the innovations in classroom management.

Unit-1 Classroom Management

- 1.1 Classroom Management –concept, need & approaches
- 1.2 Principles and Practices of classroom management
 - 1.2.1 Cognitive, affective principles
 - 1.2.2 Socio-emotional concern of a teacher
 - 1.2.3 Teacher-Pupil interactions Flanders classroom Interaction.
- 1.3 Managerial functions of a teacher in classroom: Various roles played by a teacher as manager, norm builder, initiator, guide and facilitator in classroom.
- 1.4 Managing behavior problems in a classroom-preventive, supportive and corrective. Common mistakes in classroom behavior management. Establishment of routines, rules and procedures.

Unit-2 Basic concept of Classroom Climate:

- 2.1 Meaning & components of classroom climate-Thelen's model.
- 2.2 Factors affecting classroom climate: pupils' psyche: anxiety, adjustment, trust, initiative expectancy and dependency.
- 2.3 Understanding various classroom profiles: special incidences/cases.
- 2.4 Role of a teacher in classroom climate-relationship between leadership styles of a teacher and classroom discipline.

Unit-3 Managing Pupils' Behavior for Better Learning

- 3.1 Pupils' motivation towards school and classrooms.
- 3.2 Enhancing pupils' Self-Concept for achievement.
- 3.3 Helping pupils' to develop healthy interpersonal relations: pupils' affiliation, activation, and sociability and socialization process.
- 3.4 Developing concern among pupils'
 - Group Discussion treatment
 - Expectancy boosting/ Incentive treatment
 - Origin-Pawn treatment
 - Self fulfilling prophecy

Unit-4 Innovative Practice in School

- 4.1 Meaning & concept of Innovation
- 4.2 Advantages & Disadvantages of Innovation
- 4.3 Innovation Practices in Indian Schools

Suggested Activities:

1. Practice of various approaches to classroom management in simulation group work.
2. Developing classroom profile.
3. Observing classroom with FLACS.
4. GDS Treatment-self-experience strategy.
5. Using creative approaches in classroom management like Brain storming, Role plays etc.
6. Drawing of a classroom sociogram for enhancing social relations.
7. Case studies of critical incidents in classroom based on Unit -3
8. Review the school time-table planning and its effectiveness towards attaining academic expectations laid by National Curriculum Framework.

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B. Ed. Special Field Paper : A-508

Educational and mental Measurement & Educational statistics.

SEMESTER-I

Course Objectives :

1. To acquaint the student teachers with the basic scientific concepts and practices in the educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teachers for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To appropriate the role of parametric and non-parametric statistics in various types of educational research.

Unit-1 Measurement Testing & Evaluation

- 1.1 Concept and need of measurement, Testing & Evaluation
- 1.2 Tools of educational evaluation, Types of test
- 1.3 Scale of Measurement : Nominal scale or classification scale, Ordinal Scale or Ranking Scale, Internal Scale, Ratio Scale
- 1.4 Difference between Measurement and evaluation

Unit-2 Educational Statistics

- 2.1 Meaning, need in education
- 2.2 Continuous and Discrete series, Frequency Distribution
- 2.3 Measures of Central tendency: Concepts of Measures of central tendency, Types of Measures of Central tendency : Mean, Median, Mode with their meaning, Computation in group and ungroup data, their interpretation their uses and limitations.
- 2.4 Measures of Dispersion (variability) : Concept of Dispersion and their relation with scales, Types of Measures of Dispersion : Range, Quartile and standard Deviation, Their Meaning, Computation in group and ungroup data, their interpretation, their uses and limitations.

Unit-3 Interpreting Measurement

- 3.1 **Normal probability curve** : Characteristics, Equation, Kurtosis (Ku), Skewness (Sk) their computation.
- 3.2 **Percentile and percentile rank** : Meaning, their calculation in group data, their uses in Measurement, their limitations, the relation between simple rank and percentile rank with computation and interpretation.
- 3.3 **Standard Score** : Meaning, importance, different types of standard score, computation, uses and limitations.
- 3.4 **Correlation** : Concept of correlation and coefficient of correlation, types of correlation, methods of correlation (For ungroup data only) 1. Spearman's Rank Correlation Method 2. Karl Pearson's Product Moment Method. Computation, importance and uses of correlation, educational and statistical interpretation of correlation.

Unit -4 Non parametric methods of statistics

- 4.1 Meaning and scope.
- 4.2 Sign Test, Meaning, Computation and Interpretation
- 4.3 Median Test, Meaning, Computation and Interpretation
- 4.4 Use of parametric and non parametric method.

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શાહ, બી. એસ., પ્રયોગાત્મક શિક્ષણ અને શિક્ષણમાં આંકડાશાસ્ત્ર, અમદાવાદ; બી.એસ. શાહ પ્રકાશન

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 પદ્ધતિઓ, 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 પદ્ધતિઓ 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, સ્તંભરા) કહેવત, રૂઢિપ્રયોગ, નિપાત, પર્યાયી શબ્દો, શબ્દસમૂહ માટે એક શબ્દ

એકમ-૪ ૪.૧ માતૃભાષા શિક્ષણનું મહત્ત્વ : પ્રત્યાપન માટે - અભિવ્યક્તિ માટે - વ્યક્તિત્વના ઘડતર 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 મહત્ત્વ - 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 - મહત્ત્વ - સોપાનો

વ્યાકરણ શિક્ષણ : વ્યાકરણશિક્ષણ અંગેના મતાંતરો - વ્યાકરણશિક્ષણની ઉપેક્ષાના કારણો -

વ્યાકરણશિક્ષણનું મહત્ત્વ - 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)

- ❖ **પ્રવૃત્તિ :** તાલીમાર્થીઓએ નીચે જણાવેલ પ્રવૃત્તિમાંથી સત્રદીઠ એક એક પ્રવૃત્તિ ફરજિયાત કરવાની રહેશે.
૧. કોઈ એક સાહિત્યકારની મુલાકાત લઈ તેમની સાથે થયેલ વાતચીતના અંશો લખો. (આપે લીધેલ મુલાકાતની સાબિતી સામેલ કરવી)
 ૨. ગુજરાતી ભાષા કે સાહિત્ય સાથે સંકળાયેલ કોઈ એક સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ લખો. (સાબિતી સામેલ કરવી)
 ૩. તમારી પસંદગીના સાહિત્ય પ્રકારમાં કોઈ એક કૃતિનું મૌલિક સર્જન કરી પ્રાર્થનાસભામાં રજૂ કરો.
 ૪. જાહેર એક પુસ્તકાલય અથવા પ્રકાશ સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ તૈયાર કરો. (સાબિતી સામેલ કરવી)

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બઘેકા, ગીજુભાઈ, (1949). પ્રાથમિક શાળામાં ભાષા શિક્ષણ, અમદાવાદ; એ. આર. શેઠની કંપની
દવે, શાસ્ત્રી જયેન્દ્ર, ગુજરાતી અધ્યાપનનું પરિશિલન, અમદાવાદ; બી. એસ. શાહ પ્રકાશન
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વાળંદ અને બ્રહ્મભટ્ટ, માતૃભાષામાં સર્જનાત્મક અભિવ્યક્તિ, મોડાસા; બી. ડી. શાહ કોલેજ ઓફ એજ્યુકેશન
દવે, શાસ્ત્રી જયેન્દ્ર, કવિતાનું શિક્ષણ, વલ્લભ વિદ્યાનગર; સરદાર પટેલ યુનિવર્સિટી
પટેલ અશોક, ગુજરાતીનું આદર્શ અધ્યાપન, અમદાવાદ; વારિષેણ પ્રકાશન

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 कोशल्या में समर्थ बने
- 4 विभिन्न भाषा शिक्षा की विधियाँ के अनुसार अध्यापन क्षमता प्राप्त करे
- 5 शैक्षिक उपकरणों का समुचित उपयोग करें
- 6 मूल्यांकन की क्षमता प्राप्त करे.

इकाई-1 भाषा तत्त्व

- 1.1 वर्ण: परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्म का वर्गीकरण
- 1.2 ध्वनि: परिभाषा, भेद
- 1.3 स्वर और व्यंजन परिभाषा और वर्गीकरण
- 1.4 शब्द रचना: प्राकृतिक आधार पर शब्द के प्रकार- यौगिक, यौगरुद और सङ्कर शब्द
- 1.5 शब्द रचना: सङ्गचना के आधार पर शब्द के प्रकार – सङ्गा, सर्वनाम, विशेषण और क्रिया विशेषण

इकाई-2 भाषा सङ्गचना और भाषा विस्तार

- 2.1 पद रचना विकारी, अविकारी और निपात
- 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 बिस्मिल | गद्य | कक्षा-8 | गणेशकिशोर |
| 3.3 कबाल के दोहे | पद्य | कक्षा-9 | कबाल |
| 3.4 बापु के सङ्गमरण | गद्य | कक्षा-9 | सङ्कलित |
| 3.5 मिटी की महिमा | पद्य | कक्षा-10 | शिवमणालसिंह 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, सङ्कल्पना, महत्व और प्रकार)
- 4.6 हिन्दी अध्यापन पद्धति: कथन चर्चा, प्रश्नोत्तरी, आगमन-निगमन

संदर्भ ग्रंथ

- बी.एन. शर्मा, हिन्दी शिक्षण, साहित्य प्रकाशन, आगरा
पी.के. ओझा, हिन्दी शिक्षण, अनमोल पब्लिकेशन, नई दिल्ली
कामता प्रसाद गुरु, हिन्दी व्याकरण
पुरुषोत्तम पटेल, हिन्दी व्याकरण और रचना, ज्योति प्रकाशन, अहमदाबाद
रामचंद्र शुक्ल हिन्दी साहित्य का इतिहास,
रामकुरमार वर्मा, हिन्दी साहित्य युग और प्रवृत्तियाँ

Content Cum Method : B 503

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 Jurassic
- 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)

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Content Cum Method : B 504

Sanskrit

SEMESTER – I

હેતુઓ

પ્રશિક્ષણાર્થીઓ :

૧. સંસ્કૃત ભાષાનું મહત્વ 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 – સંજ્ઞા પ્રતિકાર:
ધોરણ-૮ અનુવાદ માટેની કૃતિઓ – પદમમંજુષા
- ૧.૨ ધોરણ-૯ ગદ્યાર્થ ગ્રહણની કૃતિઓ – મૂર્ખ કર્મસ્ય કથા
ધોરણ-૯ અનુવાદ માટેની કૃતિઓ – નીતિ પંચકમ્
- ૧.૩ વર્ણપટ પરિચય
- ૧.૪ અ, ઈ, ડ, ઝ, ઞ કારાન્ત પુલ્લિંગ, આ, ફ, ડ, ઞ, ઞ કારાન્ત સ્ત્રીલિંગ
- ૧.૫ વર્તમાનકાળ, હસ્તન ભૂતકાળ, સામાન્ય ભવિષ્યકાળ
- ૧.૬ આજાર્થ ૧, ૪, ૬, ૧૦ ગણના પરસ્પૃષ્ટ અને આત્મનેપદના રૂપાખ્યાનો તથા સ્મ નો પ્રયોગ

એકમ-૨ વિષયવસ્તુ

- ૨.૧ સંધિ – સંકલ્પના, પ્રકારો (સ્વર, વ્યંજન, વિસર્ગ) ઉદાહરણ સહિત સમજૂતી
- ૨.૨ કુંદત - સંકલ્પના, સંબંધક, હેત્વર્થ અને વિધ્યર્થ, કુંદતની સંકલ્પના ઉદાહરણ સહિત સમજૂતી
- ૨.૩ અવ્યય – સંકલ્પના, ઉપયોગ
- ૨.૪ પર્યાય શબ્દો (અસૂર, સૂર, કપૂર, વનમ, વૃક્ષ, ગણેશઃ, ગૂરગ, જલમ, 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 વાચક શબ્દો અને સંખ્યા પૂરકની સંકલ્પના (૧ થી ૧૦૦ સુધી)

એકમ-૪ પદ્ધતિ

- ૪.૧ સંસ્કૃત ભાષાનું મહત્વ, સંરચનાની દૃષ્ટિએ મહત્વ, સાંસ્કૃતિક દૃષ્ટિએ મહત્વ, 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

સૂચિત પ્રયોગિક કાર્ય :

- ધોરણ ૬ કે ૭ ના પાઠ્યપુસ્તક આધારિત કોઈપણ એક વાર્તાચિત્ર તૈયાર કરવું.
- સંખ્યાદર્શક અથવા સમયદર્શક ઘટિકાચિત્ર તૈયાર કરવું તેમજ સંસ્કૃત શિક્ષણ માટે વર્ગખંડમાં વિનિયોગ કરવો.
- સંસ્કૃત વ્યાકરણના અભ્યાસક્રમ આધારિત કોઈપણ એક ચાર્ટ તૈયાર કરવો.

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ભટ્ટ વી. એમ.: સંસ્કૃત વાક્ય સંરચના.
શશીકાંત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અમદાવાદ; અનંડા બુક ડિપો

Content Cum Method : **B 505**

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

Reference

R. L. Sharma & Others, Agra; **Teaching of Social studies**, Vinod Pustak Mandir
Sanjay Datt & Others, Agra; **Teaching of Geography**, Vinod Pustak Mandir
Tyagi & others, **Teaching of History**, Vinod Pustak Mandir
गुरुसरनदास त्यागी, इतिहास शिक्षण, आग्रा; विनोद पुस्तक मंदिर
भैवरलाल गर्ग, सामाजिक विज्ञान शिक्षण, आग्रा; विनोद पुस्तक मंदिर
रामप्रकाश शर्मा तथा अन्य, सामाजिक विज्ञान ओर उसका शिक्षण, आग्रा; विनोद पुस्तक मंदिर

પટેલ, લખુભાઈ, સામાજિક વિજ્ઞાન શૈક્ષણિક પ્રવૃત્તિઓ ધોરણ ૮, અમદાવાદ; ગૂર્જર પ્રકાશન
પંડ્યા, પી. બી. તથા અન્ય, સામાજિક વિજ્ઞાન શિક્ષણ અધ્યાપનપોથી ધોરણ ૮, અમદાવાદ; ગૂર્જર પ્રકાશન
પંડ્યા, પી. બી. તથા અન્ય, સામાજિક વિજ્ઞાનની સંકલ્પનાઓ ધોરણ ૮, અમદાવાદ; ગૂર્જર પ્રકાશન
પંડ્યા, પી. બી. તથા અન્ય, સામાજિક વિજ્ઞાન શિક્ષક અધ્યાપનપોથી ધોરણ ૯, અમદાવાદ; ગૂર્જર પ્રકાશન
પાઠક, ઉપેન્દ્રભાઈ તથા અન્ય, સામાજિક વિજ્ઞાનનું અભિનવ અધ્યાપન, અમદાવાદ; નીરવ પ્રકાશન
મહિડા, જે. આર. તથા અન્ય, સમાજવિદ્યાનું આદર્શ અધ્યાપન, અમદાવાદ; વારિષેષ પ્રકાશન
શુક્લ, દિનેશભાઈ શુક્લ તથા અન્ય, સામાજિક વિજ્ઞાન ધોરણ ૮, ગાંધીનગર; ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ
શુક્લ, દિનેશભાઈ તથા અન્ય, સામાજિક વિજ્ઞાન ધોરણ ૯, ગાંધીનગર; ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ
શાહ, મનુભાઈ તથા અન્ય, સામાજિક વિજ્ઞાન ધોરણ ૧૦, ગાંધીનગર; ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ

Content Cum Method : **B 506**

Mathematics

SEMESTER – I

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 outcomes.
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

Practical Work

1. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.
2. Prepare a collection of problems in your Mathematics club and published in your method group.

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Content Cum Method : B 507

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
-

- Preparation of materials & programmes to inculcate Scientific Attitude

References:

- Chatopadhyah & Vyas, **Experiments in Science**, New Delhi; Learners Press Green Park Extension
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Content Cum Method : B 508

Urdu

SEMESTER - I

Objective

1. Obtain Mastery over the concept of books in Urdu Language.
2. Become familiar with the objectives and importance of Urdu teaching
3. Become familiar with the techniques, methods and activities of Urdu teaching
4. Can construct, select and use suitable test items for evaluation
5. Become familiar with the basic skills of Urdu language teaching
6. Can develop professional competency and be aware of one's professional growth

Unit-1 Prose :

- 1.1 Tafrih
- 1.2 Insan Kisi Halat Main Khush Nahin Rehta

Unit-2 Poetry :

- 2.1 Shua-e-Ummed
- 2.2 Gazal (Ghalib)

Unit-3 Grammar :

- 3.1 Sifat aur us ki Qismein
- 3.2 Ramuz-v-Ouqaf, Huruf-e-Shamsi Aur Qamari, sabeqe aur Laheqe.
- 3.3 Vavaur 'yee' ki Qismein
- 3.4 Ism ki Qismein, Fail ki Qismein
- 3.5 Muhavre aur Kahavatein, Mutaradif Alfaaz, Murakkab Alfaz
- 3.6 Sanat aur us ki Qismein

Unit-4 Methodology

- 4.1 **Urdu Language** : Concept and importance in reference to mental, social, economical and cultural development.
- 4.2 **Skills of Urdu Language** : Listening and speaking: Concept, Importance, Various Classroom activities for developing skills.
- 4.3 **Objectives of Urdu Language** :
 - General and Specific objectives of Urdu teaching.
 - Knowledge, understanding, Application skill, interest and values
- 4.4 **Lesson Planning** : Importance, lesson planning of prose, poetry, grammar and composition. (Micro, Simulation and Stray)
- 4.5 **Method of Language Teaching** : Discussion cum narration, inductive deductive, method of question answer : Concept, Method, Merits & Demerits of every methods

References:

- Ahuja, Alka, **Teacher Education**, New Delhi; A Mittal Publication
Akhtar, Hussain Akhtar, **Urdu Ki Tadrīs**
Athreya, Arun, **A Text Book of Teacher Education**, New Delhi; Dominant Publishers and
Dest Exhibitags
Ram, S., **Current Issues in Teacher Education**, New Delhi; Sarup & Sons
Shaikh, Alabaksh, **Urdu Ki Tadrīs**

Content Cum Method : B 509

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 in 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
- Difference 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 affecting 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 cost.
- Average revenue & marginal revenue.
- Equilibrium of a firm.

- 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 Demogrophic 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 questionning techniques.

Note : When text-book board changed the syllabus of standard XI and XIIth our syllabus also changed.

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- A.M.A., **Teaching of Economics in Secondary School**, New Delhi; Continental Book Co.
K.G. Lumsden, (1970). **New Developments in the Teaching of Economics**, New Jersey; Prentice Hall
K.G. Lumsden, (1970). **Recent Research in Economics Education**, New Jersey; Prentice Hall
Knopf, K.A., **The Teaching of Elementary Economics**, New Delhi
Leinsden, K. A. (1967). **Micro Economics**, New Jersey; Prentice Hall
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Content Cum Method : B 510

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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Content Cum Method : B 511

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



References

- (1970). **Teaching Business Subjects**, London; Macdonald & Evans Ltd.
- Banaszak & Brennan, (1983). **Teaching Economics-Content and Strategies**, California; Addison-Wesley Publishing Company
- Bhatia & Bhatia, (2000). **The Principles and Methods of Teaching**, Delhi; Doaba House
- Forkner, Hamden L., **The Teaching of Book-keeping**
- Kochhar, S. K., (1997). **Methods and Techniques of Teaching**, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). **Methods of teaching Book-keeping**, Cincinnati; South-Western Publishing.
- Mohd. Shrif Khan, **The Teaching of Commerce** : New Delhi; Streling Publishers (P) Ltd.

Psychology

SEMESTER-I

Objective :

1. Acquires the knowledge of current higher secondary school syllabus of psychology.
2. Knows the place, aims and objectives of teaching psychology.
3. Gets acquainted himself with different methods and approaches of teaching psychology at the higher secondary level.
4. Develops various skills for the use of different audiovisual aids, administration, scoring and interpretation of teaching the subject.
5. Applies the valuation procedures to assess the achievements of the pupils in psychology.
6. Identifies the weaknesses of pupils by using various tests and takes remedial measures.

Unit-1 Std-11

- 1.1 Chapter-1 What is Psychology?
- 1.2 Chapter-2 Methods of study of Psychology
- 1.3 Chapter-6 Dimension of Development

Unit-2 Std-12

- 2.1 Chapter-1 Intelligence
- 2.2 Chapter-2 Ego and Personality
- 2.3 Chapter-6 Mental Disorder

Unit-3 Std-11 & 12

- 3.1 Std-11 Chapter-7 Sensation and Perception
- 3.2 Std-12 Chapter-7 Approaches for remedial

Unit-4 Methodology

- 4.1 **Psychology** : Meaning, nature, fieldwork, its branches and its importance
- 4.2 Aims, Objectives and specific objectives of Psychology
- 4.3 **Lesson Planning** : Micro Teaching, Simulation, Stray Lesson (Meaning, Importance and planning)
- 4.4 **Methods and Techniques of Psychology Teaching**
Methods : Lecture, Demonstration and Inductive-Deductive Method
Techniques : Field Work and Interview

Reference

- Anastadi, A., (1982). **Psychological Testing**, New York; Macmillan
- Cox Tom, (1978). **Streets London**, The McMillan Press Ltd.
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Content Cum Method : B 513

English (H.L.)

SEMESTER-I

Objectives :

To enable the student teachers :

1. understand the principles and characteristics of English as first language scientifically
2. develop insight into mechanics of language acquisition and first language learning.
3. understand techniques and methods of teaching English as first language.
4. find out appropriate approaches for effective and meaningful teaching of English as first language.
5. know planning and procedures for teaching English (HL) in formal classroom.
6. know planning and procedures for teaching English (HL) 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 English as language

- 1.1 **English Language :** Consonantal and Vowel Sounds, word formation (morphs)
- 1.2 **Types of the sentences :** Statements (affirmative and negative sentences), interrogative (yes/no and wh-types), imperative, exclamatory and operative, Simple, compound and complex sentences.
- 1.3 All points of functional grammar included in syllabi of Std. VI to XII (English-HL) prescribed by Gujarat Secondary and Higher Secondary Education Board, Gandhinagar.

Unit-2 Texts Prescribed in Std: X English (HL)

- 2.1 **Poetry :**
 - Unit 9, Commuter
 - Unit 15, The Spider
 - Unit 18, A Garden by the Sea
- 2.2 **Prose : Short Story**
 - Unit 7, A Wrong Man in Workers' Paradise
 - Unit 23, The Lottery Ticket
- 2.3 **Prose : Essays**
 - Unit 10, Deafness- The Silent Epidemic
- 2.4 **Prose : Plays & Other**
 - Unit 13, The Discovery

Unit-3 Writing in English (Content)

- 3.1 Writing: Formal and informal writing
- 3.2 Paragraph and Essay writing
- 3.3 Letter and email writing

Unit-4 Language and Psychology of Language Learning (Method)

- 4.1 **English as a Language**
 - English as First Language in schools of India and Gujarat
 - History of English Language Teaching with reference to Indian Education and in Gujarat
 - English as an International Language
 - Characteristics of English as a language

- 4.2 **Planning teaching English as first language**
- General and specific objectives of teaching English as first language.
 - Lesson Plan: Micro, Simulation & Stray lesson planning
 - Constituents of lesson planning: Content & Task Analysis
- 4.3 **English Teaching Methods : Lecture, Demonstration & 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)
 - Language as a tool of Communication

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- French, F. G., **Teaching of English Abroad- Part 1,2 and 3**, Delhi; Oxford University Press
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- West, M., **Learning to Read a Foreign Language**, London; Longmans Green & Co.

Educational Concerns of Constitution

SEMESTER-I

Course Objectives

To enable the prospective teacher to:

1. understand the constitution of India in relation to education.
2. understand the fundamental rights.
3. understand the fundamental duties.
4. know about the official languages.
5. know importance of inculcating constitutional concerns among prospective citizens.
6. develop a sense of responsibility and commitment towards the constitution.

Unit-1 Basic concept and idea of constitution

- 1.1 Origin
- 1.2 Aims
- 1.3 Meaning
- 1.4 Preamble
- 1.5 Fundamental rights
- 1.6 Directive principles of state policy and fundamental duties
- 1.7 Separation of power (judicial, legislation, executive)
- 1.8 Role of teacher

Unit-2 Fundamental rights

- 2.1 Meaning
- 2.2 Entitlement
- 2.3 Remedy in case of violation
 - Right to equality
 - Prohibition of discrimination on any ground like-caste, colour, place of birth, race, sex etc (art 14,15,16)
 - Right to life & liberty (art: 21)
 - Dignity, personal liberty, extended meaning of life
 - Right to education (art : 21 a) free and compulsory primeriy education act-2009
 - Right against exploitation and human trafficking & force labour and prohibition of child labour (art : 23-24)

Unit-3 Fundamental rights (art : 19)

- 3.1 Meaning
- 3.2 Entitelment
- 3.3 Remedy in case of violation
 - (i) freedoms
 - (a) feedom of speech and expression
 - To assemble peacefully and without arms
 - To form association / union
 - Freely move through out in india, to reside & settle in any part of indian territory
 - To practise any profession or to carry on any occupation trade or business.
 - (b) exception and reasonable restriction on above all
 - (ii) Freedom of religion – cultural and minority rights (art : 25-30)
 - Propagate

- Manage religious affairs
- Conversion
- Protection of interest of minorities
- Right to establishment and administer educational institute

**Unit-4 Constitutional Institution (Art. : 52-62,79-84,89,124,126,214,217, 148,149,150,151 CAG)
(153-158-161-162,168,191,324,329-A)**

- 4.1 Concept ,qualification, appointment, function, role, removal
- 4.2 State legislative assemnbles, parliament, governor, president, cag, election comission, supreme court, high courts

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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.

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Communication Skill

SEMESTER – I

Objectives

The student teachers ...

1. understand the principles and characteristics of English language for communication
2. find out appropriate approaches for effective and meaningful speaking of English as language
3. to know planning and procedures for learning English for the communication in environment
4. develop skills to evaluate performance of learner through listening as well as speaking skill in communication
5. develop awareness of the role that English plays in personal, social and national development for communication

Unit-1 Introduction to communication skills

- 1.1 Definition of Communication
- 1.2 Importance of Communication
- 1.3 Communication Process and Model.
- 1.4 Elements of Communication
- 1.5 Aims and Objectives of Communication
- 1.6 Essentials of Effective Communication
- 1.7 Barriers in Communication
 - Physical Barriers
 - Semantic Barriers
 - Psycho-Sociological Barriers
 - Cultural Barriers
- 1.8 Types of Communication
 - Verbal
 - Advantages and limitations
 - Non-Verbal Communication
 - Advantages and limitations

Unit-2 Oral communication-Listening skills

- 2.1 Types of Listening.
 - Listening for Specific information
 - Listening for General understanding
 - Intensive Listening
 - Listening for Pleasure
- 2.2 Barriers to Listening
 - Difference between Listening and Hearing
 - Active Listening
 - Barriers to Listening.

Unit-3 Oral communication- Speaking Skills

- 3.1 Word-Stress, Pitch and Intonation, Tone and Pause
- 3.2 Face to Face and Telephonic
- 3.3 Greetings
- 3.4 Introducing self and others
- 3.5 Making Requests
- 3.6 Asking for or Giving Permission
- 3.7 Offering Help
- 3.8 Giving Instructions and Directions
- 3.9 Participating in Conversations

- 3.10 Making a Short formal Speech
- 3.11 Describing People, Places, Events and things

Unit-4 Non Verbal Communication

- 4.1 Body Language
 - Postures
 - Gestures
- 4.2 Sign Language
- 4.3 Facial Expression
- 4.4 Eye Contact
- 4.5 Space Distancing.
- 4.6 Cultural aspects of Non-Verbal Communication
- 4.7 Clothing

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Ghanekar, Anjali, **Communication Skill for Effective Management**, Everest Publishing House
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Murphy, Herta A., Peck Charles, **Effective Business Communications**, McGraw Hill
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General English

SEMESTER – I

The student teachers :

1. understand the English as second/foreign language scientifically.
2. develop the skills of making use of English language.
3. can make use of English language for general communication.
4. develop good habits of language use.

Unit-1 English as language

- 1.1 **English Language** : Consonantal and Vowel Sounds, word formation (morphs)
- 1.2 **Types of the sentences** :
 - Statements (affirmative and negative sentences), interrogative (yes/no and wh-types), imperative, exclamatory and optative.
 - Simple, compound and complex sentences.
- 1.3 Stress, intonations and rhythm in English language. The characteristics of English language in comparison to Gujarati language.

Unit-2 Listening and Speaking

- 2.1 Listening exercises for development of basic sounds in English language.
- 2.2 Listening to short sentences and drilling for acquisition.
- 2.3 Listening and repeating conversation for practice.
- 2.4 General spoken communication skills
- 2.5 Simulation and language games and Role play for developing speaking skill

Unit-3 Reading and Writing

- 3.1 Developing reading skill among learners.
- 3.2 Reading aloud and silently passages, short stories, poetry, etc.
- 3.3 Developing writing skills among the learners.
- 3.4 General written communication
- 3.5 Writing letters, reports, etc.

Unit-4 Detailed study of Grammar of English Language

- 4.1 Fundamentals of Grammar: Parts of the Speech; Subject, verb, object, complement
- 4.2 Fundamentals of Grammar: Noun, pronoun, verb, adjective, adverb, preposition, etc.
- 4.3 Formation of different kinds of sentences: Simple, compound, complex
- 4.4 Change the voice, reported speech, remove 'too'

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Foundation Paper : D 505

Special Education

SEMESTER-I

Objectives :

1. To Enable The Teacher Tranees to be familiar with the concept And nature of special Education as reference to Indian context.
2. To enable the teacher tranees to be familiar with the Mental Health And needs of Different Categories of disabled children.
3. To develop an understauoling for the need of the exceptical 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 Disatriuties in Education(with Low memory, Learning Disabled, Lack of concentration ,Lack of Knan 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 :

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- Reed, M. (1984). **Educating Hearing Impaired Children**. Milton Keynes: Open Uni. Press.
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CBCS B.Ed. SYLLABUS SEMESTER - II

IN FORCE FROM : NOVEMBER-2011

Theory Paper: B.Ed. Part - I
SEMESTER-II

Semester –II (Compulsory Paper)							
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
Semester –II for (Special Field) 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
Semester –I & II : Method Cum Content (Optional Papers) Any Two (As per Group of Method- Table-2)							
No.	Subjects/ Curriculum Components	Instruct- tional Hours/ week	Credit	Exam Hours	Total		
					Intrenal	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
Semester –II (Elective Paper) Any one							
No.	Title of the course	Instruct- tional Hours/ week *	Credit	Exam Hours	Total		
					Intrenal	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
Semester –II Practical Work B.Ed. Part-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 (for practical work)			16		300	100	300

* Note: Total Practical works are 240 hours for B.Ed. Semester-II.

B. Ed. Compulsory Paper : A-504

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

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Mukhopadhyay M., **Education Technology – Challenging Issues**, New Delhi; Sterling
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ब्रूजेकर जे.एस. अनु. परिहार (१९७०). **शिक्षा की आधुनिक दर्शन धाराएँ**, शिक्षा मंत्रालय, भारत सरकार.
माथुर एस.एस. (१९७२). **शिक्षा सिद्धांत**, आग्रा; विनोद पुस्तक मंदिर

જોશી અને ભોગાયતા : વિકાસશીલ ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; અનડા બુક ડીપો.
મશરૂવાલા કિશોરલાલ ધ. કેળવણીના પાયા, અમદાવાદ; નવજીવન પ્રકાશન
દેવે જયેન્દ્ર અને અન્ય, શિક્ષકની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલાઓ, અમદાવાદ; બી.એસ.શાહ પ્રકાશન
દેસાઈ ધનવંત અને શાહ ગુણવંત, શિક્ષણની વર્તમાન ફિલસૂફીઓ, અમદાવાદ; અનડા પ્રકાશન
દેવે જયેન્દ્ર, ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાતી રાજ્ય.
રાવલ નટુભાઈ અને અન્ય (૮૩-૮૪). વિકાસમાન ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; નીરવ
પ્રકાશન
વ્યાસ કે.સી., કેળવણીના સામાજિક પાયા, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાતી રાજ્ય.
શાસ્ત્રી જયેન્દ્ર, કેળવણીના તાત્વિક આધારો, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
શાહ બુદ્ધિશયંદ્ર અને શાહ કૌશલ્યા, ગુણવંત, શિક્ષણનું સમાજશાસ્ત્ર, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ
બોર્ડ, ગુજરાત રાજ્ય.

B. Ed. Compulsory Paper : A-505

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 Complex 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

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Mukerjee r. K., Ancient education in india
Mukerjee s. N., Education in india – today and tomorrow
Secondary Education Act, Govt. of Gujarat

चौबे सरयूप्रसाद, भारतीय शिक्षा की समस्याएं विनोद पुस्तक भंडार, आग्रा
जौहरी और पाठक, भारतीय शिक्षा का इतिहास विनोद पुस्तक भंडार, आग्रा

આકૃવાલા સી. કે., શિક્ષણની નવી તરફ
જોશી સતીશચંદ્ર, આધુનિક શિક્ષણ પધ્ધતિનો ઇતિહાસ
ધનવંત દેસાઈ, અર્વાચીન ભારતીય કેળવણીનો વિકાસ
ધનવંત દેસાઈ, કેળવણીનું નવનિર્માણ - કોઠારી શિક્ષણ પંચની ભલામણી (એક સમીક્ષા)
નૂતન શિક્ષણ (1986). શિક્ષણની નવી રાષ્ટ્રીય નીતિના સંદર્ભમાં વર્ષ - 51
શાસ્ત્રી જયેન્દ્ર, પટેલ મોતીલાલ અને અન્ય ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ

B. Ed. Compulsory Paper : A-506

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.

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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 પંથો પર એક દૃષ્ટિપાત, અમદાવાદ; પાર્શ્વ પબ્લિકેશન

B.Ed. Special Field Paper : A-510

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 (Initiate by Govt. of Gujarat)

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Introduction to Educational Research

SEMESTER-II

Objectives:

To enable student to understand...

1. The meaning of scientific inquiry, paradigm, theory and its implications for educational research.
2. The characteristics of philosophy, psychological and sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling.
6. Various type of tools and data collection.
7. The broad canvas of educational research.

Unit-1 Introduction to Educational Research

- 1.1 Research & Educational Research – Concept & Definitions
- 1.2 Aims & importance of educational research
- 1.3 Nature & Characteristic of Educational Research
- 1.4 Sources of Educational research

Unit-2 Scope of Educational Research

- 2.1 Importance of Educational Research for teachers
- 2.2 Areas of Educational research
- 2.3 **Types of research** : Basic research, Applied research and Action research: Meaning and Definitions
- 2.4 Characteristic of Action Research and steps involved for its application

Unit-3 Process of Educational research

- 3.1 **Methods of Research** :Types concept & characteristics
- 3.2 Sampling procedure, characteristics of good sample
- 3.3 Tools & Techniques of research
- 3.4 Data collection and statistical analysis – testing hypothesis

Unit-4 Writing a research proposal

- 4.1 Selecting the research problem
- 4.2 Reviewing related literature
- 4.3 Steps of proposal writing
- 4.4 **Type of variables** : concept and nature

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B.Ed. Special Field Paper : A-512

Educational Evaluation

SEMESTER-II

Course Objectives:

- 1 To acquaint the student teachers with the basic scientific concepts and practices in the educational evaluation.
- 2 To enable the student to tabulate and find out some standard tools for scientific evaluation.
- 3 To develop skills and competencies in the student teachers for the use of the evaluation techniques.
- 4 To enable the student teacher to interpret the result of educational measurement.
- 5 To enable the student understand about various educational and measurement tools.

Unit-1 Measurement and Evaluation

- 1.1 Measurement – Meaning types
- 1.2 Evaluation – meaning, characteristics, steps
- 1.3 Principles of evaluation
- 1.4 Types of evaluation

Unit-2 Tools of Evaluation

- 2.1 Standardized Test : Meaning, Concept & Steps.
- 2.2 Administration of standardized test.
- 2.3 Norms for selecting a standardized test
- 2.4 Diagnostic Test : Meaning, Concept & Steps.
- 2.5 Characteristics of good measurement tool
- 2.6 Tools-Rating scale, checklist, questioners, sociometric, scale, Blue-print, inventory

Unit-3 Examination

- 3.1 Present examination system.
- 3.2 Online exam – credit system
- 3.3 Open book exam. (Meaning, need, merits and demerits)
- 3.4 Continuous and comprehensive evaluation.

Unit-4 New Trend in Evaluation

- 4.1 Grade system
- 4.2 Grading system
- 4.3 Continuous Internal Evaluation
- 4.4 Profile
- 4.5 Question bank
- 4.6 Use of computer in evaluation
- 4.7 Online Evaluation

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B.Ed. Method Cum Content : B 501

GUJARATI

SEMESTER-II

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 પદ્ધતિઓ, 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 પદ્ધતિઓ અને પ્રવૃત્તિઓ પર પ્રભુત્વ મેળવે.
7. માતૃભાષા સાહિત્યલક્ષી સહાભ્યાસ પ્રવૃત્તિઓમાં આયોજન, સંચાલન અને મૂલ્યાંકન કરવાની ક્ષમતા કેળવે.
8. માતૃભાષાના શિક્ષક તેના પોતાના વિષયવસ્તુમાં સજ્જ થઈ, તેની વ્યાવસાયિક વૃદ્ધિ માટે સભાન બને.

એકમ-૧ ધો.૧૦ની કૃતિઓ નીચેની કૃતિઓને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો:

- અતિજ્ઞાન
- જૂનું પિયરઘર
- પૃથિવીવલ્લભ
- આકંઠા

(કૃતિને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો)

- એકમ-૨ ૨.૧ ગદ્ય શિક્ષણ : ગદ્યનો અર્થ, ગદ્ય શિક્ષણના હેતુઓ, ગદ્ય શિક્ષણની સામાન્ય પદ્ધતિ, ગદ્ય શિક્ષણ વખતે ધ્યાનમાં રાખવાની બાબતો, નમૂનાનો પાઠ
- ૨.૨ કાવ્ય શિક્ષણ : ગદ્યશિક્ષણ અને કાવ્યશિક્ષણ વચ્ચેનો ભેદ, કાવ્યનો અર્થ, કાવ્ય શિક્ષણના વિશિષ્ટ હેતુઓ, વર્ગશિક્ષણમાં આજનું નબળું કાવ્યશિક્ષણ, કાવ્યશિક્ષણમાં શૈક્ષણિક સાધનો, કવિ પરિચય, નમૂનાનો પાઠ

એકમ-૩ ૩.૧ એકમ આયોજન : એકમ આયોજનનો અર્થ અને સંકલ્પના, એકમ આયોજનનું મહત્વ, તાસ આયોજન અને એક આયોજન વચ્ચેનો તફાવત, એકમ આયોજનના સોપાનો, નમૂનાનો પાઠ

૩.૨ માતૃભાષાના કૌશલ્યો :

- શ્રવણ : સંકલ્પના, મહત્વ, વર્ગખંડની સહઅભ્યાસક પ્રવૃત્તિઓ.
- કથન : સંકલ્પના, મહત્વ, મુખ્ય ઘટકો, અસરકરતા પરિબળો અને વર્ગખંડની સહઅભ્યાસક પ્રવૃત્તિઓ.
- વાંચન : સંકલ્પના - મહત્વ - વાચનના પ્રકાર (મુખ વાચન અને મુકવાચન) શિક્ષકનું આદર્શ વાચન
 - મુખવાચન : અર્થ, મહત્વ, મુખવાચનમાં જોવા મળતા દોષ, તેના કારણો અને તેના ઉપચાર, મુખવાચન વિકસાવવાની વર્ગખંડ અને સહઅભ્યાસિક પ્રવૃત્તિઓ
 - મુકવાચન : અર્થ, મહત્વ, મુકવાચનમાં જોવા મળતા દોષ, કારણો અને તેના ઉપચાર, મુકવાચન કરતી વખતે ધ્યાનમાં રાખવાની બાબતો, મુકવાચન વિકસાવવાની વર્ગખંડ અને સહઅભ્યાસિક પ્રવૃત્તિઓ

- લેખન : સંકલ્પના, મહત્વ, લેખન કૌશલ્યના આધારસ્તંભો, લેખિત અભિવ્યક્તિના સ્વરૂપો, લેખન કૌશલ્ય વિકસાવવા માટેની વર્ગખંડની અને સહઅભ્યાસિક પ્રવૃત્તિઓ લેખિત અભિવ્યક્તિમાં જોવા મળતી ઉણપો અને તેના ઉપાયો, જોડણીની ભૂલો, અનુસ્વારની ભૂલો, વિરામચિહ્નની ભૂલો, શબ્દભંડોળનો અભાવ
- ૩.૩ માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ : જૂથચર્ચા, નાટ્યીકરણ, નિરીક્ષિત અભ્યાસ અને પ્રોજેક્ટ પદ્ધતિ (દરેક પદ્ધતિની સંકલ્પના - કાર્યપદ્ધતિ - પદ્ધતિના લાભાલાભ - પદ્ધતિનો વર્ગખંડ શિક્ષણમાં વિનિયોગ)
- ૩.૪ માતૃભાષામાં દેશશ્રાવ્ય સાધનોનો ઉપયોગ : માતૃભાષા શિક્ષણમાં સાધનોના ઉપયોગનું મહત્વ
 - દેશસાધનો : કાળું પાટિયું - બુલેટિન બોર્ડ - ફ્લેનસ કટ્સ - ભીંતપત્ર - ફ્લેશકાર્ડ - મોડેલ - ચિત્રો - આકૃતિઓ, કોઠાઓ - ઓ.એચ.પી. - એપિડાયોસ્કોપ - ફિલ્મસ્ટ્રિપ - સ્લાઇડ - ચાર્ટ્સ
 - શ્રાવ્યસાધનો : ટેપરેકોર્ડર - રેડિયો
 - દેશશ્રાવ્ય સાધનો : ટી.વી., કમ્પ્યુટર, સેલફોન
(ઉપરોક્ત દરેક સાધનની સંકલ્પના - મહત્વ અને મર્યાદાઓ અને વર્ગખંડ શિક્ષણમાં વિનિયોગના ઉદાહરણો)
- ૩.૫ લેખિત અભિવ્યક્તિનું શિક્ષણ (લેખન રચનાનું શિક્ષણ) : લેખિત અભિવ્યક્તિનું મહત્વ, લેખિત અભિવ્યક્તિના હેતુઓ, લેખિત અભિવ્યક્તિના આધારસ્તંભો, લેખનરચનાના પ્રકાર, લેખિત અભિવ્યક્તિની વર્તમાન સ્થિતિ, લેખિત અભિવ્યક્તિ માટે ધ્યાનમાં રાખવાની બાબતો, લેખિત અભિવ્યક્તિ માટેના આધુનિક પ્રવાહો, લેખિત અભિવ્યક્તિમાં શાળા કક્ષાએ જોવા મળતી ખામીઓ અને ઉપાયો, લેખિત અભિવ્યક્તિ વિકસાવવા માટેની પ્રવૃત્તિઓ
- ૩.૬ લેખિત અભિવ્યક્તિના વિવિધ સ્વરૂપોનું પાઠ આયોજન : અહેવાલ, નિબંધ, વિચારવિસ્તાર, સંક્ષિપ્તકરણ
- એકમ -૪ ૪.૧ માતૃભાષા શિક્ષણમાં મૂલ્યાંકન અને પરિક્ષણ :
 - એકમ આયોજન : અર્થ, મહત્વ અને સોપાનો
 - મૂલ્યાંકનની સંકલ્પના : મૂલ્યાંકનના હેતુઓ, મૂલ્યાંકનનું મહત્વ, મૂલ્યાંકન ત્રિકોણ, મૂલ્યાંકન કસોટીની રચના માટેની શરતો, પ્રશ્નોના વિવિધ પ્રકાર, મહત્વ અને મર્યાદાઓ, ભાષા કૌશલ્યના માપન માટેના સાધનો
 - બ્લ્યુપ્રિન્ટ : અર્થ, મહત્વ, બ્લ્યુપ્રિન્ટ બનાવતી વખતે ધ્યાનમાં રાખવાની બાબતો, બ્લ્યુપ્રિન્ટ રચનાના સોપાનો, ત્રિપરિમાણદર્શક કોઠો
- ૪.૨ માતૃભાષાનો શિક્ષક
 - માતૃભાષા શિક્ષકની શૈક્ષણિક સજ્જતા
 - માતૃભાષા શિક્ષકની વ્યવસાયિક સજ્જતા
 - કાવ્યશિક્ષકની શિક્ષક
 - ભાવિ સમાજના ઘડતર સંદર્ભમાં શિક્ષકનું યોગદાન
- ૪.૩ માતૃભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન : માતૃભાષાના પાઠ્યપુસ્તકનું મહત્વ, પાઠ્યપુસ્તકના સિદ્ધાંતો, માતૃભાષાના પાઠ્યપુસ્તકના લક્ષણો, માતૃભાષાના પાઠ્યપુસ્તકના બાહ્ય અને આંતરિક માપદંડો, ધો. ૧૦ના માતૃભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન
- ૪.૪ ભાષા શિક્ષણના સંદર્ભસહિત્ય : વિશેષવાચનના પુસ્તકો, સામયિકો, જોડણીકોશ, જ્ઞાનકોશ, ગુજરાતી વિશ્વકોશ, વર્તમાનપત્રો, સ્વાધ્યાયપોથીઓ
 - ભાષા પ્રયોગશાળા : અર્થ - સ્વરૂપ - મહત્વ - ભાષા પ્રયોગશાળામાં સાધનસામગ્રી
 - ભાષાખંડ : મહત્વ - સાધનસામગ્રી - શૈક્ષણિક સાધનો - સજાવટ - સ્થાન - કદ
 - ભાષામંડળ : અર્થ - મહત્વ - રચના - ભાષામંડળની પ્રવૃત્તિઓ

પ્રવૃત્તિ : તાલીમાર્થીઓએ નીચે જણાવેલ પ્રવૃત્તિમાંથી સત્રદીઠ એક એક પ્રવૃત્તિ ફરજિયાત કરવાની રહેશે :

૧. કોઈ એક સાહિત્યકારની મુલાકાત લઈ તેમની સાથે થયેલ વાતચીતના અંશો લખો. (આપે લીધેલ મુલાકાતની સાબિતી સામેલ કરવી)
૨. ગુજરાતી ભાષા કે સાહિત્ય સાથે સંકળાયેલ કોઈ એક સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ લખો. (સાબિતી સામેલ કરવી)
૩. તમારી પસંદગીના સાહિત્ય પ્રકારમાં કોઈ એક કૃતિનું મૌલિક સર્જન કરી પ્રાર્થનાસભામાં રજૂ કરો.
૪. જાહેર એક પુસ્તકાલય અથવા પ્રકાશ સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ તૈયાર કરો. (સાબિતી સામેલ કરવી)

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દેસાઈ, ધનવંત, “ગુજરાતી અધ્યાપન, નવીન પ્રવાહો”, અમદાવાદ; એ. આર. ફેઠની કંપની
દવે, શાસ્ત્રી જયેન્દ્ર, “ગુજરાતી અધ્યાપનનું પરિશિલન”, અમદાવાદ; બી. એસ. શાહ પ્રકાશન
દવે, શાસ્ત્રી જયેન્દ્ર, “કવિતાનું શિક્ષણ”, વલ્લભ વિદ્યાનગર; સરદાર પટેલ યુનિવર્સિટી
બઘેકા, ગીજુભાઈ, (1949), “પ્રાથમિક શાળામાં ભાષા શિક્ષણ”, અમદાવાદ; એ. આર. ફેઠની કંપની
વાળંદ અને બલ્લભટ્ટ, “માતૃભાષામાં સર્જનાત્મક અભિવ્યક્તિ”, મોડાસા; બી. ડી. શાહ કોલેજ ઓફ એજ્યુકેશન

HINDI

SEMESTER – II

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 कोशल्यामें समर्थ बने
4. विभिन्न भाषा शिक्षा की विधियों के अनुसार अध्यापन क्षमता प्राप्त करे
5. शैक्षिक उपकरणों का समुचित उपयोग करें
6. मूल्यांकन की क्षमता प्राप्त करे.

इकाई-1 भाषा तत्त्व

- 1.1 अर्थ विचार, पर्यायवाची विलोमशब्द, युग्मशब्द और अनेकार्थी शब्द, कहावत, मुहावरे शब्द समूह के लिये एक शब्द
- 1.2 समास- परिभाषा, प्रकार, दन्त, तत्पुरुष, कर्मधाराय, बहुव्रीहि
- 1.3 अलङ्कार- उपमा, उत्प्रेक्षा, रूपक और व्यतिरेक
- 1.4 भिक्षुक पद्य कक्षा-9 सूर्यकान्त त्रिपाठी निराला
- 1.5 नदी बहत रहे गध कक्षा-9 भगवतशरण सिंह
- 1.6 हों साँवर थोरी पद्य कक्षा-10 राजेन्द्र शाह
- 1.7 ममता गध कक्षा-10 जयशंकर प्रसाद

इकाई-2 भाषा कौशल और विधियाँ

- 2.1 भाषा कौशलों – श्रवण, कथन, पठन और लेखन (महत्व, गुण, दोष इष्टकारण तथा उसके उपाय)
- 2.2 भाषा शिक्षा की विधियाँ परोक्ष, प्रत्यक्ष, डो वेस्ट और व्याख्यान विधि

इकाई-3 भाषाखण्ड

- 3.1 गध, पद्य, व्याकरण और रचना शिक्षा- उद्देश्य, महत्व, पद्धति, प्रविधि और उसका पाठ आयोजन
- 3.2 भाषा शिक्षा के सिद्धांत सूत्र
- 3.3 अपरिचित शब्द शिक्षा

इकाई-4 अनुबन्ध

- 4.1 परीक्षण एवं मूल्यांकन- महत्व, साधन और प्रश्नोत्तरी का आयोजन
- 4.2 हिन्दी भाषाशिक्षा में दृश्य-श्राव्य साधन- महत्व और उपयोग
- 4.3 राष्ट्रभाषा का पाठ्यपुस्तक- लक्षण और समाप्ति – अभ्यासक्रम
- 4.4 राष्ट्रभाषा का शिक्षक – शैक्षिक एवं व्यवसायिक योग्यता

संदर्भ ग्रंथ

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ओझा, पी.के., हिन्दी शिक्षण, अनमोल पब्लिकेशन, नई दिल्ली
कामता प्रसाद गुरु, हिन्दी व्याकरण
पटेल, पुरुषोत्तम, हिन्दी व्याकरण और रचना, अहमदाबाद; ज्योति प्रकाशन
शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास
वर्मा, रामकृष्ण, हिन्दी साहित्य युग और प्रवृत्तियाँ

English (L.L.)

SEMESTER – II

Objectives

The student teachers ...

1. understand the principles and characteristics of English as second/foreign language scientific
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 Lesson Std. X (L.L.)

- 1.1 Prose :
 - Unit 2, The Clever Shepherd
 - Unit 3, The colours of my nation
- 1.2 Poetry :
 - 1, A fairy went to market once
 - 6, Stopping by woods on a snowy evening
- 1.3 Comprehension : Comprehension from passage
- 1.4 Story writing from given points
- 1.5 Narration-Reported speech

Unit-2 Teaching Skills and material for language teaching

- 2.1 Teaching Language Skills
 - LSRW
 - Teaching linguistic skills
 - Teaching
 - Listening
 - Speaking
 - Reading
 - Writing
- 2.2 Teaching Poetry
- 2.3 Teaching Prose
- 2.4 Teaching Grammar
 - Formal and functional grammar,
 - Methods of teaching grammar
- 2.5 Materials developed for teaching English as second/foreign language
 - Text-book as resource : Characteristics of good text-book & Critical study of the text-books prescribed for std VI to X – English (LL)
 - Reading material

Unit-3 Methods and approaches to teaching language as second/foreign language; teacher of English as second/foreign language

- 3.1 **Methods:** Direct, Bilingual and Grammar Translation Method
- 3.2 **Approaches :** Structural approach & Communicative Approach
- 3.3 Communicative Language Teaching
- 3.4 Teacher of English as second/foreign language.

Unit-4 Evaluation and ICT in Teaching English as First Language Method

- 4.1 Difference between test examination
- 4.2 Test developed by teachers and scientific tests
- 4.3 Blue-print, three-dimensional table and preparation of question paper
- 4.4 Use of Modern Gadgets like, TV, Tape-recorder, VCD/DVD Player, OHP, Episcopes, Multimedia Projector, Slide Projector, Mobile, interactive whiteboard Language Laboratory etc.
- 4.5 Use of Non-projection devices like: chalk-boards, chart, maps, drawing/sketches, photograph, etc.

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B.Ed. Method Cum Content : B 504

Sanskrit

SEMESTER – II

એકમ-૧ વિષયવસ્તુ

- ૧.૧ ધોરણ-૧૦ ગદ્યાર્થ ગ્રહણની કૃતિઓ – કુકુરાણાં સંદ્ધ, ગુરુભક્તઃ ઉપમન્યુઃ
ધોરણ-૧૦ અનુવાદ માટેની કૃતિઓ – જયન્તિ તે, સુભાષિત સુરભી
- ૧.૨ સમાસ – સંકલ્પના પ્રકારો ઉદાહરણ સહિત સમજૂતી (તત્પુરુષ, દ્રન્દ્ર, અવ્યયીભાવ, બહુવ્રીહિ, કર્મધારય)
- ૧.૩ કર્તારિ – કર્મણી સંકલ્પના, બન્ને વચ્ચેનો તફાવત, ઉદાહરણ સહિત સમજૂતી
- ૧.૪ સર્વનામના રૂપાખ્યાનો – અસ્મદ્, યુષ્મદ્, યત્, તત્, તત્, કિમ ના સ્ત્રીલિંગ, પુર્લિંગ, નપુસકલિંગના રૂપો

એકમ-૨ સંસ્કૃત શિક્ષક, શિક્ષણની પદ્ધતિ અને શૈક્ષણિક સાધનો :

- ૨.૧ સંસ્કૃત શિક્ષક : તાલીમ, ગુણો, વ્યવસાયિક ક્ષમતા અને સજ્જતા
- ૨.૨ સંસ્કૃત શિક્ષણની પદ્ધતિઓનું મહત્વ, લક્ષણ, મર્યાદા, પાઠશાળા, પ્રત્યક્ષ, જૂથ, સ્વાધ્યાય, અનુવાદ
- ૨.૩ શૈક્ષણિક સાધનોનું મહત્વ (ચાર્ટ, ચિત્રો, પ્રતિકૃતિ, ફલેશ કાર્ડ, ફલેનલ કટ્સ, ટેપરેકોર્ડર, સ્લાઇડ, કમ્પ્યુટર)
- ૨.૪ સંસ્કૃત ખંડ – મહત્વ અને સજ્જતા

એકમ-૩ સંસ્કૃતમાં મૂલ્યાંકન પ્રક્રિયા અને કૌશલ્યો :

- ૩.૧ ભાષા શિક્ષણના સિદ્ધાંતો અને સંસ્કૃતનો સંસ્કૃત શિક્ષણમાં વિનિયોગ
- ૩.૨ મૂલ્યાંકન પ્રક્રિયા - પ્રશ્નપત્ર સંરચના, બ્લૂ પ્રિન્ટનું મહત્વ, ત્રિપરિમાણ દર્શક કોઠો, નિદાન અને ઉપચારાત્મક શિક્ષણ
- ૩.૩ કૌશલ્યો : શ્રવણ, કથન, વાંચન અને લેખન (દરેક કૌશલ્ય માટે - મહત્વ, ઉપયોગિતા વિકસાવવાની રીતો)

એકમ-૪ પાઠ્યપુસ્તક અને અનુબંધ

- ૪.૧ અભ્યાસક્રમ અને પાઠ્યક્રમનો તફાવત, પાઠ્યક્રમ રચનાના સિદ્ધાંતો
- ૪.૨ સંસ્કૃત ભાષાનો અન્ય વિષયો સાથે અનુબંધ
- ૪.૩ આદર્શ પાઠ્યપુસ્તકના લક્ષણો તથા ૮, ૯, ૧૦ના પાઠ્યપુસ્તકની સમીક્ષા

સૂચિત પ્રયોગિક કાર્ય :

- ધોરણ ૭ કે ૭ ના પાઠ્યપુસ્તક આધારિત કોઈપણ એક વાર્તાચિત્ર તૈયાર કરવું.
- સંખ્યાદર્શક અથવા સમયદર્શક ઘટિકાચિત્ર તૈયાર કરવું તેમજ સંસ્કૃત શિક્ષણ માટે વર્ગખંડમાં વિનિયોગ કરવો.
- સંસ્કૃત વ્યાકરણના અભ્યાસક્રમ આધારિત કોઈપણ એક ચાર્ટ તૈયાર કરવો.

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B.Ed. Method Cum Content : B 505

SOCIAL SCIENCE

SEMESTER-II

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 :

- 1.1 Std-8 Chapter-16 Human Resources
Chapter-21 Globalization, Human Rights and terrorism in the context of India
- 1.2 Std-9 Chapter-3 March Towards achievement of independence
Chapter-10 Organs of Government
- 1.3 Std-10 Chapter-7 Preservation of our Heritage
Chapter-18 Major Problem of Indian Economy : Poverty and Unemployment

Unit-2 Lesson planning : Unit-plan- steps, planning and ideal lesson

- 2.1 Difference between lesson planning and Unit planning.
- 2.2 Methods of teaching social-science: Demonstration and exhibition method, project method. Group discussion method, natural region method

Unit-3 Teaching aids and reference material

- 3.1 **Teaching aids : use of teaching aid**
 - Globe and date line, Visual aids, map, picture, charts, slides, globe atlas, map-book, graphs, magazine, specimen, newspaper, coins, tickets, tables, scrap book
 - Audio Visual aids: film strips, epidiascope, Computer, tape recorder, TV, exhibition, video library.
- 3.2 **Teacher of Social science** : Education Qualification .Training, professional efficiency.
- 3.3 **Correlation of social science with other subjects** : Literature, Maths and Science

Unit-4 Social science room and Evaluation

- 4.1 **Social Science room**
 - Importance, From (Layout), arrangements of the material and the equipments.
 - Functions of social science room
- 4.2 **Social- science Club** : Need And Activities Of Social Science Club
- 4.3 **Text book of Social Science** : Importance, characteristics of good text book Evaluation of the Current text books of std.8, 9 and 10.
- 4.4 **Evaluation :**
 - Meaning of evaluation and examination
 - Some tools of examination for Social Science
 - Construction of ideal question paper and blue-print

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Sanjay Datt & Others, **Teaching of Geography**, Agra; Vinod Pustak Mandir
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શુક્લ, દિનેશભાઈ શુક્લ તથા અન્ય, સામાજિક વિજ્ઞાન ધોરણ - ૯, ગાંધીનગર; ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ
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પંડ્યા, પી. બી. તથા અન્ય, સામાજિક વિજ્ઞાન શિક્ષક અધ્યાપનપોથી ધો - ૯, અમદાવાદ; ગૂર્જર પ્રકાશન
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પાઠક, ઉપેન્દ્રભાઈ તથા અન્ય, સામાજિક વિજ્ઞાનનું અભિનવ અધ્યાપન, અમદાવાદ; નીરવ પ્રકાશન

Mathematics

Semester - II

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 outcomes.
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 of Mathematics

1.1 Std.-10

Chapter-4 Quadratic Equations : Second degree polynomials; Zero of a Second degree polynomial, Quadratic Equations, Solutions of Quadratic Equations by factorization method and by the method of perfect square, The types of the roots of a Quadratic Equation, Solution of Problems using Quadratic Equations.

Chapter-12 Circle and Chord : Circle, Partition of plane of a circle by the circle, Theorems on Circle and Chords of a Circle.

Chapter-16 Surface Area and Volume : Surface Area and Volume of Cone, Cylinder, Sphere and Hemisphere

1.2 Std.-9

Chapter-8 Ration and Proportion : Ratio, Types of Ration, Proportion, Laws of Ration and Proportion, Results for equal ratios, Geometric Mean

Chapter-9 Variations : Types of Variations, Direct Variations, Inverse Variations, Compound Variations, Partial Variation

Chapter-11 Surds : Surds, Theorems about surds and its examples.

Unit-2 Unit lesson planning and Evaluation

- 2.1 Unit lesson planning
- 2.2 How to prepare and evaluate a unit lesson plan
- 2.3 Different types of tools used in Mathematics Evaluation
- 2.4 Blueprint and ideal Question Paper
- 2.5 **Diagnostic test in Mathematics :**
 - Concept, Importance, Preparation of diagnostic tool, Error Analysis of diagnostic test result, Remedial teaching in Mathematics.
 - Drill and Review work in Mathematics
 - Oral work in Mathematics
- 2.6 **Teaching of Arithmetic, Algebra and Geometry :** Aims and Objectives, different approaches and their importance

Unit-3 Teaching Aids and Evaluation of Textbooks

- 3.1 **Teaching aids :** Teaching Aids of Mathematics: Meaning, Types, Preparation and Uses of teaching aids for teaching mathematics.

- 3.2 **Development of fundamental concept :** (Postulates, Ratio-proportion, Similarity, Function, Variation, Quadratic equation, Quadrilateral, Logarithm, Triangle, Circle and Parallelogram, etc.)
- 3.3 Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentations for mathematics teaching.
- 3.4 Evaluation of Text books of Mathematics
- 3.5 Project method and supervised study techniques.

Unit-4 Mathematics Club, Teacher and co-relation

- 4.1 Mathematics Club: Objectives, Importance, Different Activities of the Club
- 4.2 Mathematics Teacher: Qualities and Competencies
- 4.3 Co-relation of Mathematics: Concept, Internal Co-relation with different units and branches of Mathematics, External co-relation with different subjects: Science and Geography.
- 4.4 Teaching learning Materials, Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, etc.

❖ PRACTICAL WORK

1. Prepare an Achievement test of Mathematics with Blue print for different topic of Mathematics for any grade.
2. Prepare Slides using MS Power point on any one topic of Mathematics of Secondary School.

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Science and Technology

SEMESTER-II

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

- | | | | |
|-----|---------|----------------|--|
| 1.1 | Std.-8 | chapter 8 | Atomic Bonding, |
| | | chapter 15 | Grain Production & Management |
| 1.2 | Std.-9 | chapter 16, 17 | |
| 1.3 | Std.-10 | chapter 2 | Optics : Reflection & Refraction, |
| | | chapter 8 | Velocity of Chemical Process and Balance |

Unit: 2 Science Teacher & Textbook

- 2.1 Unit Lesson Planning
- 2.2 Science Teacher: Efficiency and Professional Commitments
- 2.3 Characteristics of an Ideal Text book of Science & Technology STD 8 to 10
- 2.4 **Reference Material in Teaching of Science (Usefulness)** : Gyan Granth, Encyclopedia Magazines, Reference Books.
- 2.5 **Importance and Need in Teaching of Science** : Teacher's Hand Book, Student's Work Book.
- 2.6 **Importance in Teaching of Science** : Aquarium, Herbarium, Vivarium & Botanical Garden.

Unit-3 Science Laboratory, club and Science activity:

- 3.1 Project Method
- 3.2 Science Laboratory: Need & Planning
- 3.3 Science Club : Importance, Establishment & Activities
- 3.4 Activities in Teaching of Science (Play Way & problem Solving Approach in Class room)
- 3.5 Importance of Museum, Science Exhibition Science Tour & Science city
- 3.6 Science Talent Search : Importance & Role of teacher in preparing students

Unit-4 Evaluation:

- 4.1 **Evaluation in Teaching of Science (Concept & Importance)** : Continuous & Comprehensive
- 4.2 **Evaluation in Science** : Teacher made, Standardized & Diagnostic Tests, Remedial Teaching, Construction of Question Paper & Blue Print (Nature & Importance)
- 4.3 Correlation of Science Teaching with Maths, Social Science and Arts
- 4.4 **Scientists** : Name- Country- Detail about Invention& Contribution
- 4.5 **Indian** : (C. V. Raman, Dr. Vikram Sarabhai, Sir Jagdishchandra Bose, Homi Bhabha)
From Abroad : (Archimedes, Sir Isaac Newton, Madam Curry, Alexander Graham Bell, and Albert Einstein)

Activities

- Script writing for Radio Lessons TV Lessons, Science Drama
- Preparation of Lesson plan with the use of computer in Science teaching
- Experiment work on based text books of STD 8 to 10- Science & Technology
- Visit to Science Fair, Science City and Institute with Scientific Attitude

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B.Ed. Method Cum Content : B 508

Urdu
SEMESTER-II

Objective

1. Obtain Mastery over the concept of books in Urdu Language.
2. Become familiar with the objectives and importance of Urdu teaching
3. Become familiar with the techniques, methods and activities of Urdu teaching
4. Can construct, select and use suitable test items for evaluation
5. Become familiar with the basic skills of Urdu language teaching
6. Can develop professional competency and be aware of one's professional growth

Unit-1 Content Std.-10

- 1.1 **Prose** : Bachhe, Ganv Ki Zindagi
- 1.2 **Poetry** : Masnavi, Ishrate Raftatah

Unit-2 Teaching of Verbal Communication, Reading and Writing

- 2.1 **Teaching of Verbal Communication** : Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.
- 2.2 **Teaching of Reading** : Concept, Method of Reading: Oral reading and loud reading, Types of reading; Alphabetic, phonetic, word, sentence, story.
- 2.3 **Teaching Writing** : Objectives: Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

Unit-3 Teaching Prose, Poetry, Grammar & Creativity

- 3.1 **Unit Lesson Planning** : Importance, Steps of Planning and merit demerits.
- 3.2 **Teaching of Prose** : Objectives-methods of Prose-Teaching an application in classroom activity
- 3.3 **Teaching of Poetry** : Objectives-methods of Poetry-Teaching an application in classroom activity
- 3.4 **Teaching of Grammar** : Importance of teaching of grammar in language teaching, methods of grammar Teaching an application in classroom activity
- 3.5 **Teaching of Creativity** : Objectives and methods of developing creativity

Unit-4 Evaluation techniques, teacher, textbook and teaching aids

- 4.1 **Types of Evaluation** : Essay type question, short question, objective type question
- 4.2 **Evaluation techniques** : Designing a question paper based on blue print.
- 4.3 Skill of Teacher of Urdu language
- 4.4 **Text Book** : Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
- 4.5 **Use of Audio-Video aids in language teaching** : Importance and types of A.V. aids.

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Economics

SEMESTER - II

Objectives:

1. Acquires the knowledge of current higher secondary school syllabus of economics.
2. Understands the aims and objectives of teaching economics in 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 Content

- 1.1 **Budget** : Meaning, nature, types and information about current year budget.
- 1.2 **Balance of Trade** :
 - Balance of Payments
 - Balance trade and Balance of payment (meaning and types)
 - Difference between balanced trade and balance of payments verification
 - Check the any one year's balance of payments of India.
- 1.3 **Problems of Imbroglio in India**
 - Male-Female ratio – remove the disparity
 - Economic development and quality of environment.
 - Migration : meaning – types effect.
 - Effects of urbanisation
 - Relative and absolute poverty
 - Poverty line
 - Measures to reduce poverty
 - Unemployment : Types, causes and remedies (Measures to reduce unemployment)

Unit-2 Teacher, Book and Specific Methods:

- 2.1 **Economics Teacher** : qualities, characteristics, vocational development and training (qualifications)
- 2.2 **Economics Textbook** : Criteria and characteristic of a good text book and Critical evaluation of the current text book of economics. (Std. XI and XII)
- 2.3 **Survey in Economics (co-operative society, Bank, Dairy)** :
 - dam, river, cottage industries, panchayat bhavan, industries inspection-visit
 - Diagnosis and remedial work in Economics.
 - Specific Methods: Project, Group discussion.

Unit-3 Co-relation and Values

- 3.1 **Co-relation** : Concept, Need, Importance and Types of co-relations.
 - Co-relation with – commerce, statistics, social science, agriculture science, Education.
- 3.2 **Values in Economics** : National integrity, Patriotism, Scientific Attitude and Dignity for labour

Unit-4 Economics, Room, Club and Field work

- 4.1 Arrangement of Economics Room need and importance of Economics Room.
- 4.2 Requirement of Economics club. Different activities of Economics club.
- 4.3 Field work in Economics : Tour, Interview and Observation
- 4.4 Evaluation in teaching of Economics: meaning and types
- 4.5 Teaching Aids in Economics: Importance, Selection of Tool, Types and their uses,

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- A.M.A: **Teaching of Economics in Secondary School**, New Delhi; Continental Book Co.,
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B.Ed. Method Cum Content : **B 510**

Business Organization and Management

SEMESTER-II

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 teching 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

- 1.1 **Content of Std : 11th**
Chapter 8 Factorial Organization of Business - 1
Chapter 9 Factorial Organization of Business - 1
- 1.2 **Content of Std : 12th**
Chapter 14 Consumer Protection
Chapter 16 Social Responsibility of Business and Ethics of Business

Unit-2 Unit Lesson Planning & Correlation

- 2.1 Unit Lesson Planning, Difference between Unit & Stray lesson planning
- 2.2 Meaning, importance & Types of Co-relation
- 2.3 Correlation with different subject: Economics, Accountancy & Social Science
- 2.4 Co-relation with the daily life activity

Unit-3 BOM Method, Club, Teacher

- 3.1 **Methods** : Exhibition Method, Project Method, Assignment Method, C.A.I.
- 3.2 **BOM room & club** : Concept, Needs, Importance, Different Activities.
- 3.3 **BOM Teacher** : Education Qualification, Training, Vocational Competency, Qualities, Skills.
- 3.4 **Teaching Aids** : Types, Visual, Audio, Audio-Visual instrument.
(Charts, Model, Tape-recorder, Computer, Slides, Video Programs, Internet, OHP, Reference Books & Magazine)

Unit-4 Evaluation

- 4.1 **Evaluation of textbook** : measurement of evaluation, Evaluation & Review of current textbook.
- 4.2 **Evaluation of BOM** : Meaning, Objective tests
- 4.3 **Blue Print & Ideal Question Paper**
 - Ideal Question paper – Meaning, Characteristics.
 - Structure of Blue Print

❖ Activities :

1. Prepare one of the lesson of BOM by power point presentation.
2. Organize the seminar on one of the topic of BOM and submit its report.

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ગુજરાત રાજ્ય.

Accountancy

SEMESTER-II

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 behaviour 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 Content

- 1.1 Std.:11
(Part-2) Chapter 6 Depreciation Accountancy
Chapter 7 Bill of Exchange
- 1.2 Std.:12
(Part-1) Chapter 5 Provision of partnership Account
(Part-2) Chapter 4 Ratio Analysis

Unit-2 Unit Planning and Correlation

- 2.1 Unit Lesson Planning
- 2.2 **Correlation** : Meaning, importance & Types
- 2.3 **Correlation with different subject** : Mathematics, Economics, Commerce and Social Science
- 2.4 Co-rrelation with the daily life activity

Unit-3 Accountancy Teacher & Accountancy Teaching Method, Club

- 3.1 **Accountancy Teacher** : Education Qualification, Training, Vocational Competency, Qualities, Skills
- 3.2 **Teaching Method** : Group discussion method, Analysis-Synthesis, Project method
- 3.3 **Accountancy room & Club** : The needs of Account room, Accountancy Club, importance, Different activities.
- 3.4 **Teaching Aids** : Types, Visual, Audio and Audio-Visual instrument (Sample, Model, Charts, Slides, Overhead Projector, Apedayoscope, Diagram, Bulletin board, Computer), Reference Book Magazine

Unit-4 Evaluation

- 4.1 Evaluation of textbook, measurement of evaluation Evaluation & Review of current textbook
- 4.2 **Evaluation of Account** : Meaning and Objective tests
- 4.3 **Blue Print & Ideal Question Paper** : Ideal question paper, Meaning, Characteristics and Structure of Blue Print

❖ 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



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B.Ed. Method Cum Content : **B 512**

Psychology

SEMESTER - II

Objective:

1. Acquires the knowledge of current higher secondary school syllabus of psychology.
2. Knows the place, aims and objectives of teaching psychology.
3. Gets acquainted himself with different methods and approaches of teaching psychology at the higher secondary level.
4. Develops various skills for the use of different audiovisual aids, administration, scoring and interpretation of teaching the subject.
5. Applies the valuation procedures to assess the achievements of the pupils in psychology.
6. Identifies the weaknesses of pupils by using various test and takes remedial measures.

Unit-1 Content

1.1 Std-11

- Chapter-8 Motivation and Emotion
- Chapter-10 Memory Process

1.2 Std-12

- Chapter-11 Necessary Skills to be a successful psychologist
- Chapter-12 Statistics in Psychology

Unit-2 Unit planning, Correlation and Methods

- 2.1 Unit lesson planning, difference between stray and unit lesson
- 2.2 **Correlation** : Meaning, Types ,Importance, Correlation with other Subjects
- 2.3 **Methods** : Group Discussion, Assignment and Peer Group learning

Unit-3 Psychology Teacher, Room, laboratory and Club

- 3.1 **Teacher** : Educational Qualifications, Proficiency and efficiency
- 3.2 Psychology Room / Lab
- 3.3 Psychology Club-Concept, Importance and activities
- 3.4 **Teaching Aids** : Visual (OHP, Slide Projector, Charts, Models, Books, Magazine and news paper), Audio (Radio, Tape Recorder), & Audio Visual (TV, LCD, Film Projector),Importance and Limitation of each aid

Unit-4 Evaluation In Psychology

- 4.1 **Text book** : Characteristics of Ideal Text book, Review of Present Text Book
- 4.2 **Evaluation** : Meaning, Different types of test
- 4.3 Construction of ideal Question Paper& Blue-Print

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English (H.L.)

SEMESTER-II

Objectives

To enable the student teachers :

1. understand the principles and characteristics of English as first language scientifically.
2. develop insight into mechanics of language acquisition and first language learning.
3. understand techniques and methods of teaching English as first language.
4. find out appropriate approaches for effective and meaningful teaching of English as first language.
5. know planning and procedures for teaching English (HL) in formal classroom.
6. know planning and procedures for teaching English (HL) 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.

Unit-1 Comprehension and Rhetoric in English Language (Content)

- 1.1 Figures of Speech
- 1.2 Poetry Comprehension (Unseen)
- 1.3 Passage Comprehension (Unseen)

Unit-2 Teaching Skills (Method)

- 2.1 Unit planning and Year plan
- 2.2 **Teaching Language Skills** : LSRW, Teaching linguistic skills, Teaching : Listening, Speaking, Reading and Writing
- 2.3 Teaching Poetry and Plays
- 2.4 Teaching Prose and Grammar Communicatively
- 2.5 Teaching Figures of Speech and Comprehension

Unit-3 Methods and approaches to teaching language as first language.

- 3.1 **Methods** : Direct, Bilingual, Grammar Translation Method (as reference) and New Method.
- 3.2 **Approaches** : Structural and Communicative Approach
- 3.3 Communicative Language Teaching
- 3.4 **Techniques of Teaching Language** : Role-play, Simulation, Language, games, Seminar and/or conference and Library

Unit-4 Evaluation

- 4.1 **Evaluation** : Difference between test and examination, Test developed by teachers and scientific tests, How to standardised question paper, blue-print and three-dimensional table
- 4.2 ICT in Teaching English as First Language
- 4.3 (a) Use of Modern Gadgets like, TV, Tape-recorder, VCD/DVD Player, OHP, Episcopes, Multimedia Projector, Slide Projector, Mobile, interactive whiteboard Language Laboratory etc.
(b) Use of Non-projection devices like: chalk-boards, chart, maps, drawing/sketches, photograph, etc.

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B.Ed. Elective Paper: C 501

ENVIRONMENTAL STUDIES

SEMESTER-II

Course Objectives

1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the student teacher to understand about the various measures available to conserve the environment for sustaining the development.

- Unit-1** 1.1 **Environment** : meaning, scope and nature of environmental education.
1.2 Types of environmental pollution.

- Unit-2** 2.1 Causes and effect of environmental hazard, global and local: environmental pollution and its remedies.
2.2 Green house effect – an impending catastrophe.
2.3 Ozone layer depletion-environmental threat, acid rain, pillar melting, rise of sea level and their implications.

- Unit-3** 3.1 Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
3.2 Programmes of environmental education for attitude changes among the children.

- Unit-4** 4.1 Role of school in environmental conservation and sustainable development.
4.2 Celebration of various days in relation with environment.
4.3 Plastic recycling & probation of plastic bag / cover.
4.4 Role of pollution control board.

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B.Ed. Elective Paper : C 502

POPULATION EDUCATION

SEMESTER-II

Objectives :

To enable student to understand

1. The meaning of scientific inquiry, paradigm, theory and its implications for educational research.
2. The characteristics of philosophy, psychological and sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling.
6. Various type of tools and data collection.
7. The broad canvas of educational research.

Unit-1 Introduction of Population Education

- 1.1 Concept of population education
- 1.2 Need of population education and importance of population education.
- 1.3 Scope of population education.
- 1.4 Objectives of population education.

Unit-2 World and Indian Population

- 2.1 **population dynamics**
 - Scope of world population and Indian population
 - Structure of Indian Population : Distribution and density, population.
 - Composition : age, sex, rural, urban, literacy etc.
- 2.2 **Factors affective population growth**
 - Fertility, mortality and migration (mobility)

Unit-3 Problem of populations & Adult Education

- 3.1 Social, Economical, Educational, Urbanization Environmental, Effects on Natural Resources Health and Standard of living.
- 3.2 Population literacy campaigns and adult education in India.
- 3.3 Concept, scope and characteristics of Adult Education.
- 3.4 Importance and objectives of Adult Education.
- 3.5 Adult Education and NPE-1986, and Adult Education in Government Planning.

Unit-4 Approaches, Mass Media and Role of Teachers:

- 4.1 **Methods and Approaches** : Inquiry approach, observation, self-study, discussions assignments.
- 4.2 **Mass Media**: News paper, radio, television, internet.
- 4.3 **Role of Teachers**: Teachers role in creating awareness of the consequences of population problems in calculating new vale and attitudes leading to modification of student behavior.

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B.Ed. Elective Paper : C 503

Bhartiya Education System

SEMESTER-II

Course Objectives :

To enable prospective teachers to :

1. To enable the student teacher to Understand that development of education is influenced by socio political forces of time
2. Acquire knowledge of characteristics features of ancient, medieval and British System of education in India and of their strengths and limitations
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the developments in Indian education in post independence era.

Unit-1 Historical perspective in Bharatiy Educational system

- 1.1 Definition, Discrimination of Education-knowledge-vidya-information. Difference between the western and Bhartiya Education, Transformation of culture through knowledge.
- 1.2 Aims of ancient, Medieval and Modern Bharatiy Educational system Panchmukhi Shikshan – Formation of the best human being, Panch koshatmak Personality.
- 1.3 Philosophical and Psychological Foundation of Bhartiya Education system

Unit-2 Features, Traditions & Teacher in Bhartiya Education System

- 2.1 Salient features of Bhartiya Education
 - Principles of curriculum formation
 - Methods & Principles of Education
 - Student – Teacher relationship
- 2.2 **Bhartiya tradition of teaching – learning** : Teacher-learner and main content, 64 Kalas, 16 Sanskar Process, Examination and Evaluation
- 2.3 Teacher (Acharya) in Bhartiya Education
 - Integration of knowledge, Devotion and Action
 - Shikshak Dharma, reflected in ancient religious script
- 2.4 Image of a human being in Bhartiya thinking – Panch Gyanendriya-Panch Karmendriya-Panch Pran, Panch Mahabhoot, Antahkaran Chautashthaya and Atma tatva

Unit-3 Yogic Perspective of life in Bhartiya Thinking

- 3.1 Significance of teaching of Ashtang Yoga, Nadi mandal and Chakras, Kundlini Shakti, Matraka Shakti in Bhartiya Education
- 3.2 Human Rights in Bhartiya Thought
- 3.3 Right of Equality, Education, Defense, Freedom at adoption of religion, Employees.

Unit-4 Women Education in Bharatiy Education System

- 4.1 Women Education in ancient, Medieval and Modern India.
- 4.2 Special rights of women and right of Social Protection
- 4.3 National policy for the Empowerment of women (2001)
- 4.4 The Role of Nation and Education in Women Empowerment

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જોઈસ, એમ.આર., માનવ અધિકાર તથા ભારતીય મૂલ્ય, ન્યુ દિલ્હી; એન.સી.ટી.ઈ.
તોમર, લજ્જારામ, પ્રાચીન ભારતીય શિક્ષા પદ્ધતિ, નવી દિલ્હી; સુરુચિ પ્રકાશન
તોમર, લજ્જારામ, (અનુ.ઈન્દુમતી કાટકરે), ભારતીય શિક્ષણના મૂળ તત્ત્વો, અમદાવાદ; સંસ્કાર ગુર્જરી
દેસાઈ, ભાસ્કર ગોપાળજી, ધર્મોનું તુલનાત્મક અધ્યયન, અમદાવાદ; યુનિવર્સિટી ગ્રંથ નિર્માણબોર્ડ
પરીખ, બી.એસ., મનોવિજ્ઞાનના સંપ્રદાયો અને સિદ્ધાંતો, અમદાવાદ; યુનિવર્સિટી ગ્રંથ નિર્માણબોર્ડ
બત્રા, દિનાનાથ, વિદ્યા ભારતી, શિક્ષા કા ભારતીયકરણ, લખનૌ; અખિલ ભારતીય શિક્ષા સંસ્થાન
ભાલ, જયંતિભાઈ.ડી., ભારતની શિક્ષણ વ્યવસ્થા, અમદાવાદ; યુનિવર્સિટી ગ્રંથ નિર્માણબોર્ડ
મિશ્ર, વિદ્યાનિવાસ, અધ્યાપન - ભારતીય દ્રષ્ટિ, ન્યુ દિલ્હી; એન.સી.ટી.ઈ.
મિશ્ર, રામેશ્વર, ભારતીય શિક્ષા કે લક્ષ્ય, ન્યુ દિલ્હી; એન.સી.ટી.ઈ.
મોદી, ચંપકભાઈ, મહિલા જાગૃતિ - સ્ત્રી સશક્તિકરણ, કૂખ કે કબર?, અમદાવાદ; નવસર્જન પબ્લિકેશન
શાહ, હર્ષદભાઈ, શિક્ષણ ચેતના, નવભારત સાહિત્ય મંદિર, (UP);
સ્વામી અખિલાનંદ, (અનુ.ભાવનાબેન ત્રિવેદી), હિન્દુ મનોવિજ્ઞાન: પશ્ચિમ માટે તેનો અર્થ, અમદાવાદ;
યુનિવર્સિટી ગ્રંથ નિર્માણબોર્ડ
શ્રીવાસ્તવ, એસ.એસ., ભારતીય શિક્ષા મનોવિજ્ઞાન (સં), લખનૌ; ભારતીય શિક્ષા સંસ્થાન

B.Ed. Elective Paper : C 504

Yoga Education

SEMESTER - II

Objectives :

Teacher Trainees...

1. Understand the importance of yoga education for physical and mental health.
2. Understand the objective of pranayam and Meditation in yoga and develop the skill of pranayam and meditation.
3. Understand the process of stress management through yoga education
4. Acquire the knowledge of techniques of performing yogasana and develop the skill for the same.

Unit-1 Concept of Yoga and Ashtang Yoga. (Theory)

- 1.1 **Yoga:** Meaning, concept and importance.
- 1.2 Eight disciplines of Yoga – Ashtang Yoga
- 1.3 Precautions to keep in mind while performing yogasana.
- 1.4 Techniques of practising different types of yogasana.

Unit-2 Pranayam, Meditation and Stress management (Theory)

- 2.1 **Pranayam:** Meaning, Nature and Relationship with mind.
- 2.2 **Different types of pranayam :** Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,
- 2.3 **Meditation :** Nature, Procedure and importance
- 2.4 **Stress:** Meaning, Reasons, Role of yoga in stress management

Unit-3 Different types of Aasanas (Practical Work)

Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana, Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana, Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasana.

Unit-4 Different types of pranayam and meditation (Practical Work)

Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam

REFERENCE

ભટ્ટ કલમકાન્ત, યોગ શિક્ષણ દ્વારા આરોગ્ય, માંડવી; વિવેક પ્રકાશન
શિવાનંદ સ્વામી, યોગ રહસ્ય, શિવાનંદ સરસ્વતી સ્વામી
વૈભવ દેવકીનંદન, યોગ સાધના, સસ્તા સાહિત્ય મંડળ
વ્યાસ સુનિલકુમાર, યોગ શિક્ષા, દિલ્હી; खेल साहित्य केन्द्र
भोपाल उषा, योग शिक्षा ज्ञान कोष, दिल्ली; स्पोर्ट पब्लिकेशन

B.Ed. Elective Paper : **C 505**
Teaching Of Human Rights & Values
SEMESTER - II

Course Objectives

To enable prospective teachers to:

1. understand the meaning and significance of values.
2. know about classification and issues related to value education.
3. know about human rights.
4. understand the development of values.
5. know about inculcation of values among learners.

Unit-1 Human Rights

- 1.1 Concept, Meaning, definition, concept, nature, characteristics, Importance and its Educational implication
- 1.2 **Universal declaration of Human Rights** (Article 1-30) Protection of Human rights Act (1994)
 - Formation of National Human Rights commission, state National Human Rights commission and its Educational implication
 - Protection of Human Rights

Unit-2 Human Rights commission

- 2.1 Qualification & Function
- 2.2 Constitution & Human Right Related Provision
- 2.3 Child rights & protection
 - National commission for protection of child rights (NCPCR)
 - Function of commission
 - Appointment, formation of commission
- 2.4 Woman rights : Quality, Dignity
- 2.5 Educational rights & government policies

Unit-3 Values and their development

- 3.1 Background, Meaning, definition, concept, nature, characteristics and Importance
- 3.2 Sources of values
- 3.3 National Education Policy
- 3.4 Indicators of Values and its Educational implication
- 3.5 Identify different values, identify the teachers, vision of school, principal and teachers towards values
- 3.6 fostering values by school through teaching & cocurricular activities

Unit 4 Classification of values, Social issues and problems related to value education

Philosophical, Psychological, Sociological and Human Basis of classification of Values, values involved in constitution, piaget theory of Moral development, Kohlberg's theory and stages of Moral development, Maslows theory of needs, Carol Gilligans feminist theory; Causes of Lack of values in the society, gender inequality, urban problems related to energy, rehabilitation problem, climate change, global warming and green house effect, Deforestation, commission of status of women, UNESCO's strategy for gender equality, UNICEF's Womens empowerment framework, wild life act 1972, water pollution act 1974, air pollution act 1981, Environment protection act 1986 and its Educational implication

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We are thankful to the following members of the Faculty of Education for their valuable contribution in constructing and reviewing CBCS Syllabus of B.Ed. Course of Gujarat University

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**We are also thankful the following members
who has given the contribution for the B.Ed. Syllabus**

Dr. Archana T. Amin, Dr. Ashok Patel, Dr. Ajitsinh Rana, Shri Bhadresh Chavda, Dr. Bhavesh Shah, Dr. C. M. Sangada, Dr. Deval Joshi, Dr. Dhaval Patel, Shri Ganpat Patel, Dr. Harshaba Jadeja, Shri Himanshu Sawant, Dr. Himanshu Shatri, Shri I.K. Maheriya, Dr. Jagdish Mahida, Dr. Kamalnayan Parmar, Dr. Kaushal Yadav, Dr. Khairunissa Pathan, Dr. M. C. Talajiya Dr. M. D. Prajapati, Shri Mitesh Mistry, Dr. Nisha Patel Dr. P. D. Shah, Dr. Rajashri Pandya, Dr. R. M. Patel, Dr. R. M. Sharma, Dr. Sanjay Thakar, Dr. Savitaben Damor, Dr. Smita Trivedi, Dr. Sunanda Krishti, Dr. Upendra Bhatt, Ms. Viral Jadav, Dr. Yogesh Parmar

Any suggestion regarding this CBCS B.Ed. Syllabus for enhancing quality of teacher education are welcome. The university will consider the suggestions after reviewing as per norms.

Appendix-2.1

B.Ed. Admission form

કાર્યાલય માટે :

યુનિમાં ફી ભર્યાની પહોંચ નંબર અને તારીખ

કોલેજમાં પ્રથમ સત્રની ફી પહોંચ નંબર અને તારીખ

ટી.સી. આપ્યાની તારીખ

ઓદિજિબિલિટી સર્ટિફિકેટ

એ. જી. ટીચર્સ કોલેજ

નવરંગપુરા, અમદાવાદ-૯



096

રોલ નં.

બી.એડ. વર્ગમાં પ્રવેશ માટેનું અરજીપત્રક વર્ષ

યુનિ.નો નોંધણી નંબર	યુનિ.એ આપેલ વિષય	કોલેજે આપેલ વિષય	કોલેજે આપેલ ૧. સ્પે. ફીલ્ડ ૨. ફાઉન્ડેશન કોર્સ સેમે-૧	કોલેજે આપેલ ૧. સ્પે. ફીલ્ડ ૨. ઇલેક્ટીવ સેમે-૨	યુનિ.નું મેરીટ	કેટેગરી S.C.,ST.,BP, PH. OPEN	માધ્યમ ગુજરાતી/ અંગ્રેજી
			૧.	૧.			
			૨.	૨.			

માનનીય આચાર્યશ્રી

એ.જી.ટીચર્સ કોલેજ બી.એડ. વર્ગમાં મને ગુજરાત યુનિ. તરફથી મારા મેરીટને આધારે પ્રવેશ મળેલ છે. આપની કોલેજમાં અભ્યાસના તથા હવે પછીથી નક્કી થાય તે તમામ નીતિ-નિયમોનું પાલન કરવાની હું બાંહેધરી આપું છું. જો હું તે નિયમોનું પાલન ન કરું તો સંસ્થા તરફથી જે કોઈ પણ પગલા લેવામાં આવે તેને હું માન્ય રાખીશ. મારી તમામ વિગતો નીચે મુજબ છે. જે સારી છે તેની હું ખાતરી આપું છું.

તારીખ :

વિદ્યાર્થીની સહી :

(તમામ વિગતો ગુજરાતીમાં જ ભરવી. જ્યાં જણાવ્યું હોય ત્યાં જ અંગ્રેજીમાં લખવું.)

પૂર્ણ નામ :

(છેલ્લી માર્કશીટમાં લખાયેલ નામ મુજબ પ્રથમ અટકથી શરુ કરો)

નામ (અંગ્રેજીમાં) :

વિદ્યાર્થીનું બી.એડ. અભ્યાસ દરમિયાનનું પૂર્ણ સરનામું પીનકોડ સાથે

વિદ્યાર્થીનો ફોન નંબર (R) (M)

વિદ્યાર્થીના વાલીનો ફોન નંબર (R) (M)

જન્મ તારીખ : જન્મ સ્થળ : જાતિ : (સ્ત્રી / પુરુષ) :

ધર્મ : જ્ઞાતિ / પેટાજ્ઞાતિ : રાષ્ટ્રીયતા : પરિણિત / અપરિણિત :

વિદ્યાર્થીના વાલીનું પૂર્ણ નામ સરનામું પીનકોડ સાથે

વાર્ષિક આવક :

વિદ્યાર્થી પોતે વ્યવસાય કરતા હોય તો વ્યવસાયનું પૂર્ણ સરનામું પીનકોડ સાથે :

વાર્ષિક આવક : વ્યવસાયનો ફોન નંબર : વ્યવસાયનો સમય :

પરીક્ષા	પાસ કર્યાનું વર્ષ	અભ્યાસ કરેલ કોલેજનું નામ	પરીક્ષા નંબર	યુનિ.નું નામ	પરિણામ	મેળવેલ ગુણ કેટલા માંથી કેટલા	ટકા વારી
બી.એ./બી.કોમ./ બી.એસ.સી.							
એમ.એ./એમ.કોમ./ એમ.એસસી.							

છેલ્લે કઈ કોલેજ અને યુનિવર્સિટીમાંથી અભ્યાસ કર્યો ?

પસંદ કરવાના વિષયો :

પસંદ કરેલ વિષયો :	પસંદ કરવાના વિષયો :
વિષયવસ્તુ અને વિષયપદ્ધતિ ૧. યુનિ.એ આપેલ વિષય પદ્ધતિ-૧ ૨. કોલેજે આપેલ વિષય પદ્ધતિ-૨	પદ્ધતિ-૧ ૧. ગુજરાતી ૨. અંગ્રેજી ૩. ગણિત ૪. એકાઉન્ટન્સી પદ્ધતિ-૨ ૧. સામાજિક વિજ્ઞાન ૨. વિજ્ઞાન અને ટેકનોલોજી ૩. વાણિજ્ય વ્યવસ્થા અને સંચાલન (કોમર્સ)
સેમેસ્ટર-૧ સ્પે. ફીલ્ડ ૧. વર્ગ વ્યવસ્થાપન ૨. શૈક્ષણિક મનોમાપન અને શૈક્ષણિક આંકડાશાસ્ત્ર ૩. શિક્ષક પ્રશિક્ષણ	સેમેસ્ટર-૨ સ્પે. ફીલ્ડ ૧. કારકિર્દી માર્ગદર્શન અને સલાહ ૨. શૈક્ષણિક સંશોધનનો પરિચય ૩. શૈક્ષણિક મૂલ્યાંકન
સેમેસ્ટર-૧ ફાઉન્ડેશન કોર્સ ૧. યોગા એજ્યુકેશન ૨. બેઝિક કોમ્પ્યુટર એજ્યુકેશન ૩. કોમ્પ્યુનિકેશન સ્કીલ ૪. જનરલ ઇંગ્લીશ ૫. ધી ઓરીએન્ટેડ એજ્યુકેશન	સેમેસ્ટર-૨ વૈકલ્પિક વિષયો ૧. પચાવરણ શિક્ષણ ૨. વસ્તી શિક્ષણ ૩. ભારતીય શિક્ષણ પ્રણાલી ૪. માનવ અધિકારનું શિક્ષણ ૫. બંધારણનો શૈક્ષણિક સંબંધ

:: સંસ્થાના નિયમો ::

- ❖ તાલીમાર્થીએ તાલીમના સમય દરમિયાન કોલેજ શરૂ થવાના નિયત સમયે અચૂક હાજર રહેવું પડશે. કોઈપણ કારણસર કોલેજમાં મોડા આવનાર તાલીમાર્થીની જે તે દિવસની ગેરહાજરી ગણાશે. તાલીમાર્થીએ તાલીમના સમય દરમિયાન દરેક પરીક્ષા આપવી ફરજિયાત છે.
- ❖ આચાર્યશ્રી અથવા જવાબદાર અધ્યાપકશ્રીની રજા વગર કોલેજમાંથી બહાર જઈ શકાશે નહીં.
- ❖ પ્રાયોગિક કાર્ય માટે જે સંસ્થામાં જવાનું થશે તે સંસ્થાના નિયમોનું પાલન કરવું ફરજિયાત છે.
- ❖ પ્રાયોગિક કાર્ય નિયત કરેલ સમયે સંસ્થામાં રજુ કરવાના રહેશે. જે તાલીમાર્થીનું કોઈ પણ પ્રાયોગિક કાર્ય અપૂર્ણ હશે તો તે તાલીમાર્થી પરીક્ષામાં બેસી શકશે નહીં. આચાર્યશ્રી જેનું પ્રાયોગિક કાર્ય માન્ય કરે તે જ તાલીમાર્થી પરીક્ષામાં બેસી શકશે આ અંગે આચાર્યશ્રીનો નિર્ણય આખરી ગણાશે.
- ❖ શાળામાં ફાળવવામાં આવેલ સમયે પાઠ આપવા જવું ફરજિયાત છે. નિયત અધ્યાપક દ્વારા માર્ગદર્શન મેળવ્યા બાદ જ પાઠ આપવો. માર્ગદર્શન મેળવ્યા સિવાય આપેલ પાઠ માન્ય ગણાશે નહીં.
- ❖ તાલીમના સમય દરમિયાન રોજીંદા પ્રાર્થના, પ્રવચન વગેરેમાં હાજર રહેવું તથા ભાગ લેવો ફરજિયાત છે. સંસ્થામાં તાલીમના સમય દરમિયાન વાર્ષિક કાર્યક્રમમાં, રમતોત્સવમાં તથા પ્રવાસ-પર્યટનમાં હાજરી અનિવાર્ય છે. તાલીમના સમય દરમિયાન સોંપવામાં આવેલ તમામ જવાબદારીઓ નિષ્ઠાપૂર્વક અદા કરવાની રહેશે.
- ❖ તાલીમના સમય દરમિયાન પ્રાયોગિક કાર્ય, ફીલ્ડ વર્ક, ઇન્ટર્નશીપ કે પ્રવાસમાં જવાનું થાય તો તે તાલીમાર્થીએ સ્વખર્ચે તથા પોતાની અંગત જવાબદારી સાથે જવાનું થશે. આ પ્રસંગે અકસ્માત કે અન્ય કોઈ ઘટના માટે સંસ્થા જવાબદાર રહેશે નહીં.
- ❖ કોલેજ કેમ્પસમાં તમામ તાલીમાર્થીઓએ સભ્યતાથી વર્તવું. અભ્યાસ વર્તન કરનારનો પ્રવેશ રદ થવાને પાત્ર છે.

તારીખ :

સ્થળ :

વિદ્યાર્થીની સહી

Appnedix-2.2

Links of online lectures available on youtube of Sandhan

Educational psychology



https://www.youtube.com/watch?v=hNW_mmKL_LQ&list=PL60xcf6WfZ8TSUtbTC5uwOLOx5FHt1j6J&index=4&spfreload=10



<https://www.youtube.com/watch?v=3asudfgnJ8k&index=5&list=PL60xcf6WfZ8TSUtbTC5uwOLOx5FHt1j6J&spfreload=10>



<https://www.youtube.com/watch?v=IRCI78AgSF8&list=PL60xcf6WfZ8TSUtbTC5uwOLOx5FHt1j6J&index=7>



<https://www.youtube.com/watch?v=nK4IA4afeiw&list=PL60xcf6WfZ8TSUtbTC5uwOLOx5FHt1j6J&index=1&spfreload=10>

school organization and management



<https://www.youtube.com/watch?v=ulv0FTWDQLk&list=PL60xcf6WfZ8TTFY81SJiotCojNQ6HBC7&spfreload=10>



<https://www.youtube.com/watch?v=nLCghZb0p58&list=PL60xcf6WfZ8TTFY81SJiotCojNQ6HBC7&index=2&spfreload=10>



<https://www.youtube.com/watch?v=XXrD2Qt6W5Y&list=PL60xcf6WfZ8TTFY81SJiotCojNQ6HBC7&index=3&spfreload=10>



<https://www.youtube.com/watch?v=-gly7ATDbtk&index=8&list=PL60xcf6WfZ8TTFY81SJiotCojNQ6HBC7&spfreload=10>

Teaching and learning



<https://www.youtube.com/watch?v=0MhHbsx-SFc&list=PL60xcf6WfZ8QFNMFNu4aPpU-r-rTmwtKg&index=6>



https://www.youtube.com/watch?v=vN_k9wd8PeQ&list=PL60xcf6WfZ8QFNMFNu4aPpU-r-rTmwtKg&index=4&spfreload=10



https://www.youtube.com/playlist?list=PL60xcf6WfZ8QFNMFNu4aPpU-r-rTmwtKg&feature=view_all



<https://www.youtube.com/watch?v=uwEphexRDRk&index=2&list=PL60xcf6WfZ8QFNMFNu4aPpU-r-rTmwtKg&spfreload=10>

Appendix- 2.3

List of Practice Teaching School

- Ganesh Vidyamandir
- Kameshwar School
- Shantiniketan Vidyalaya
- Republic High School
- A.G.High School
- G&D Parikh Higher secondary School
- S.H.Kharawala School
- Navrang School
- Shayona Vidyamandir
- Sarvajanik School
- Pranam High School
- Vidyanagar School
- Sahajanand School
- Rachna School
- Uma Vidyalaya
- Navyug School
- New Age High School
- Geetanjali Vidyalaya
- Vijaynagar School
- Rajasthan English School
- Prerna School
- Vijaynagar School
- Gyanda Girls School
- Nootan fellowship School

Appendix -3.1

Details of Research Project undertaken by College Staff

Sr. No.	Name of Faculty	Funding Agency	Year	Status
1.	Dr.C.P.Patel	GCERT	2011	Completed
		GCERT	2012	Completed
		GCERT	2013	Completed
		GCERT	2014	Completed
		GCERT	2015	Completed
2.	Dr.K.H.Yadav	GCERT	2011	Completed
		GCERT	2013	Completed
		UGC Minor Research Project	2015	Ongoing
3.	Dr.S.L.Solanki	GCERT	2012	Completed
4.	Dr.R.M.Patel	GCERT	2012	Completed
5.	Dr.G.S.Patel	GCERT	2013	Completed
		GCERT	2014	Completed
		GCERT	2015	Completed
		UGC Minor Research Project	2014	Completed

Appendix-3.2

Details of Action Research undertaken by College Staff

Sr. No.	Name of Faculty	Funding Agency	Year	Status
1.	Dr.K.H.Yadav	GCERT	2014	Completed
2.	Dr.R.M.Patel	GCERT	2013	Completed
		GCERT	2014	Completed

Appendix-3.3

Conference/ Seminar/ Workshop/Symposium attended by Faculty

Name	International	National	State	University	Local	Total
Dr.C.P.Patel						
Dr.J.R.Dave				8		8
Dr.K.H.Yadav	1	2	7		2	12
Dr.S.L.Solanki	4	3	12	-	-	19
Dr.R.M.Patel	1	-	13	-	-	14
Dr.G.S.Patel	1	6	8	-	-	15
I.G.Shaikh	1	5	5			11
Total						79

Appendix-3.4

Participation of Faculty in Seminar/workshop/Conference

Dr.C.P.Patel

Name of Institute	Program	Period	Level	Paper presented/Participated
Petlad	Quality improvement in practice teaching	5-6 Feb, 2011.	National	Participated
Ahmedabad	UGC supported National Level Conference	8-9 March, 2011.	National	Participated
Ahmedabad	International Conference on Elevating learning	3-4 Dec, 2011.	International	Chaired the Session
Ahmedabad	State level Seminar	19 th September, 2012.	State	Paper Presented
Ahmedabad	Workshop on MMI Training Cluster co-ordinators	2013	State	Participated
Ahmedabad	16 th AICP national conference on perspectives of Higher education in the 21 st century	30 Jan to 1 Feb, 2015.	National	Participant
Ahmedabad	UGC Sponsored National seminar in New Dimension in Research Guidance.	29-30, March, 2015	National	Participated
Gandhinagar	NCTE-IITE Orientation workshop on Teacher Education Regulation 2014.	28 Feb to 1 March, 2015.	State	Participated

Dr.J.R.Dave

Name of Institute	Program	Period	Level	Paper presented/Participated
Prakash College of Education	E-content development seminar	26/7/2013.	Local	Participated
DIET, GOTA	RTE seminar	3/9/2013	Local	Participated
Vedhshala	Celebration of world space week	4/10/2013	Local	Participated
Ahmedabad	Nirbhaya Damini Day Celebration	16/12/2013	Local	Participated
M.P.Arts College, Ahmedabad	CWDC Seminar	26/6/2014	Local	Participated
Koba, Gandhinagar	A Seminar	27/9/2014	Local	Participated
Gujarat university Senate Hall	Vishishta Pradhyapika Day	8/8/2014	Local	Participated
Gujarat university Senate Hall	Mahila Suraksha Jagruti Abhiyan	13/8/2014	Local	Participated

Dr.K.H.Yadav

Name of Institute	Program	Period	Level	Paper presented/Participated
GCERT Gandhinagar	Workshop : Use of Computer in data analysis	8-9 th January, 2010.	State	Participated
Telnar Village	Research Project : Co relational Approach of teaching	2010	State	Participated
AMA-Gandhinagar	Workshop-Academic Administrative Audit (AAA)	4-5 th October, 2010.	State	Participated
Vihdyanagar	Reshaping teacher education for the 21 st century	15-16 th October, 2010.	International	Paper Presented
Ahmedabad	Education : A tool for legal empowerment	8-9 th March, 2011	State	Paper Presented
Ahemdabad	Workshop : Effective use of web resources	17 th September, 2011.	State	Participated
Ahmedabad	Seminar : Online evaluation web based tool	9 th October, 2011.	State	Paper Presented
Gandhinagar	Seminar : Innovative Program experimented by IQAC	16-17 th July, 2012.	National	Paper Presented
Ahmedabad	Workshop e-content development	26 th July, 2013.	Local	Participated
IITE=Gandhinagar	Seminar : MOOC in Education	18 th January, 2014.	National	Paper Presented
KCG Ahmedabad	Workshop : E-content preparation	10 th July, 2014.	State	Participated
Ahmedabad	FDP-CWDC- Women Health and Hygiene	17 th July, 2014.	Local	Participated

Dr.S.L.Solanki

Name of Institute	Program	Period	Level	Paper presented/Participated
Ahmedabad	Seminar	14-15 th March, 2011.	State	Participated
Ahmedabad	Workshop	29/9/2011	State	Participated
Ahmedabad	Five-webinar	5-30 th October, 2011.	International	Participated
Ahmedabad	Five-webinar	18/1/2012 to 14/3/2012	International	Participated
Ahmedabad	Five -webinar	14/4/2012 to 13/6/2012	International	Participated
Ahmedabad	Workshop	16-17 th April, 2012.	State	Participated
Ahmedabad	Workshop	23/5/2012	State	Participated
Ahmedabad	Seminar	23-24 Feb, 2013.	National	Presented feedback of the seminar
Ahmedabad	Seminar	26/7/2013	State	Participated
Ahmedabad	Seminar	3/9/2013	State	Participated
Ahmedabad	Seminar	18/1/2014	State	Participated
Ahmedabad	Seminar	27-28, Feb, 2014.	International	Participated
Ahmedabad	Workshop	13-19, Nov, 2014	State	Participated
Ahmedabad	Seminar	17/11/2014	State	Participated
Baroda	Workshop Under IASE	19/3/2014	State	Participated
Ahmedabad	Workshop	01/04/2015	State	Participated
Ahmedabad	Seminar on IQAC	17/4/2015	State	Participated

Dr.R.M.Patel

Name of Institute	Program	Period	Level	Paper presented/Participated
Rajkot	Seminar	7-27 March, 2011.	State	Participated
Gujarati Sahitya Parishad, Ahmedabad	Seminar	9/7/2011	State	Participated
Prabudhhan, Ahmedabad	International Conference	3-4, Dec, 2011.	International	Participated
KCG, Gandhinagar Ahmedabad	Workshop	2/5/2012	State	Participated
Ahmedabad	Seminar	11/2/2013	State	Participated
SANDHAN Gandhinagar	Workshop	16/7/2013	State	Participated
Prakash College of Education	Seminar	26/7/2013	State	Participated
DIET,Ahmedabad	Seminar	10/1/2014	State	Participated
Ahmedabad, AGTC	Seminar	17/4/2014	State	Participated
KCG, Ahmedabad	Workshop	10/7/2014	State	Participated
Ahmedabd AGTC	Seminar	17/11/2014	State	Participated
IITE, Gandhinagar	Seminar	18/01/2014	National	Participated
Gujarat Vidhyapith	Workshop	11-13 March, 2015.	State	Participated.

Dr.G.S.Patel

Name of Institute	Program	Period	Level	Paper presented/Participated
M.P.Arts College	New Dimension in Quality and Quantitative development in Higher Education	2/3/2013	State	Participated
Gujarat University	Seminar on Managing Stress for Successful Life style	14/4/2012	State	Participated
shah Goverdhanlal Kabra Teachers College (C.T.E) , Jodhpur.	Conference on Globalization of Teacher education	16-17, DEC. 2011.	National	Paper Presented
shah Goverdhanlal Kabra Teachers College (C.T.E) , Jodhpur.	Conference on Globalization of Teacher education	20-21, June-2012.	National	Paper Presented
Vaidhya Shri M.MPatel College of Education	SEMINAR	31/10/2012	National	Paper Presented
Participated in Toward Excellence	Seminar	2/5/2011	State	Participated
University of Riverside USA	2014 Fall Global conference on Education	14-16 Nov, 2014	International	Paper presented
Vaidhya Shri M.MPatel College of Education	SEMINAR	18/08/2013	National	Paper Presented
Prakash College of Education	E-content development	26/7/2013	State	Participated
Gujarat University	New Dimension of Research Guidance	19-30,March, 2015.	State	Participated
Gujarat University	Guidance & Counseling	25/2/2014	State	Chaired Technical Session
Swami Vivekanand College of Education Mahesana	National Seminar	9/03/2014	National	Paper presented
Swami Vivekanand college of Education Mehsana	National Seminar on Women Empowerment	1/03/2015	National	Paper presented
Department of Education.	Sign Laungage	29-31, December, 2013	State	Participated
DIET,Ahmedabad	Seminar	10/1/2014	State	Participated

Irfanali G.Shaikh

Name of Institute	Program	Period	Level	Paper presented/Participated
Ahmedabad	Seminar	11/2/2013	National	Participated
Ahmedabad	Innovations in Research	17/3/2013	National	Participated
Gandhinagar	Teacher and Sustainable environment development	29-30, March, 2013.	National	Participated
Ahmedabad	Positive Schooling	31/3/2013	National	Participated
Ahmedabad	Liberating Learning	6/6/2013	International	Participated
Ahmedabad	Minor Research Project	17-19 Nov, 2013.	National	Participated
Ahmedabad	Net Examination seminar	22-24, Dec, 2013.	State	Participated
Gandhinagar	Teacher Education through transition	18/1/2014	State	Participated
Ahmedabad	Guidance and Counseling	15/2/2014	State	Participated
Ahmedabad	Seminar	11/4/2014	University	Participated
Ahmedabad	IQAC Seminar	17/11/2014	State	Participated
Ahmedabad	New Dimension of Research Guidance	19-30, March, 2015.		Participated

Appendix-3.5

Learning material Development

Faculty Name	Topic	Type of material
Dr.S.L.Solanki	Objective of teaching	PPT
	Latest Rules & regulation for the appoinmnet of teachers and Principals	Video Lecture (Sandhan)
	Learning Material for English Methiod	4 Volume
	Teaching Aids	-
Dr.R.M.Patel	Educational Philosophy	Video Lecture Sandhan
	Educational Philosophy	PPT
	Gujarati	PPT
	Question Bank Philosophy	
	Philosophy	PPT
Dr.G.S.Patel	Education and Philosophy	Video Lecture Sandhan
	Educational Management	Video Lecture Sandhan
	Education for Peace	Video Lecture Sandhan
	Naturalism	Video Lecture Sandhan
	Diagnosis Test	Video Lecture Sandhan
	Learning by website -NCERT -GCERT - School text Book Board - GSEB	Use of official website for teaching these topics
	“School Chale Hum” –SSA	PPT
	Basic Concept of Computer	PPT
	Micro teaching	PPT
	Evaluation tools	PPT

Appendix-3.6

List of the Journal in which paper published

Sr.No.	Name of Journal	ISSN No.	No of Publications
1	Samnu	0976-2493	5
2	Adityakiran	0974-4657	2
3	Aksh	ISBN-978-93-8237907-2	2
4	Indian e-journal of Teacher Education	2320-7566	7
5	International Journal on Education	2320-5360	1
6	Classical Research	2320-5555	1
7	Modern Educational Research in India	0974-0554	1
8	International Journal of Education for Human Service	0976-1128	3
9	Educational Herald	0974-0732	1
10	Archla		1
11	Research Waves	2229-6387	2
12	Journal of Teacher Education & Behavioral Science	0976-1535	2

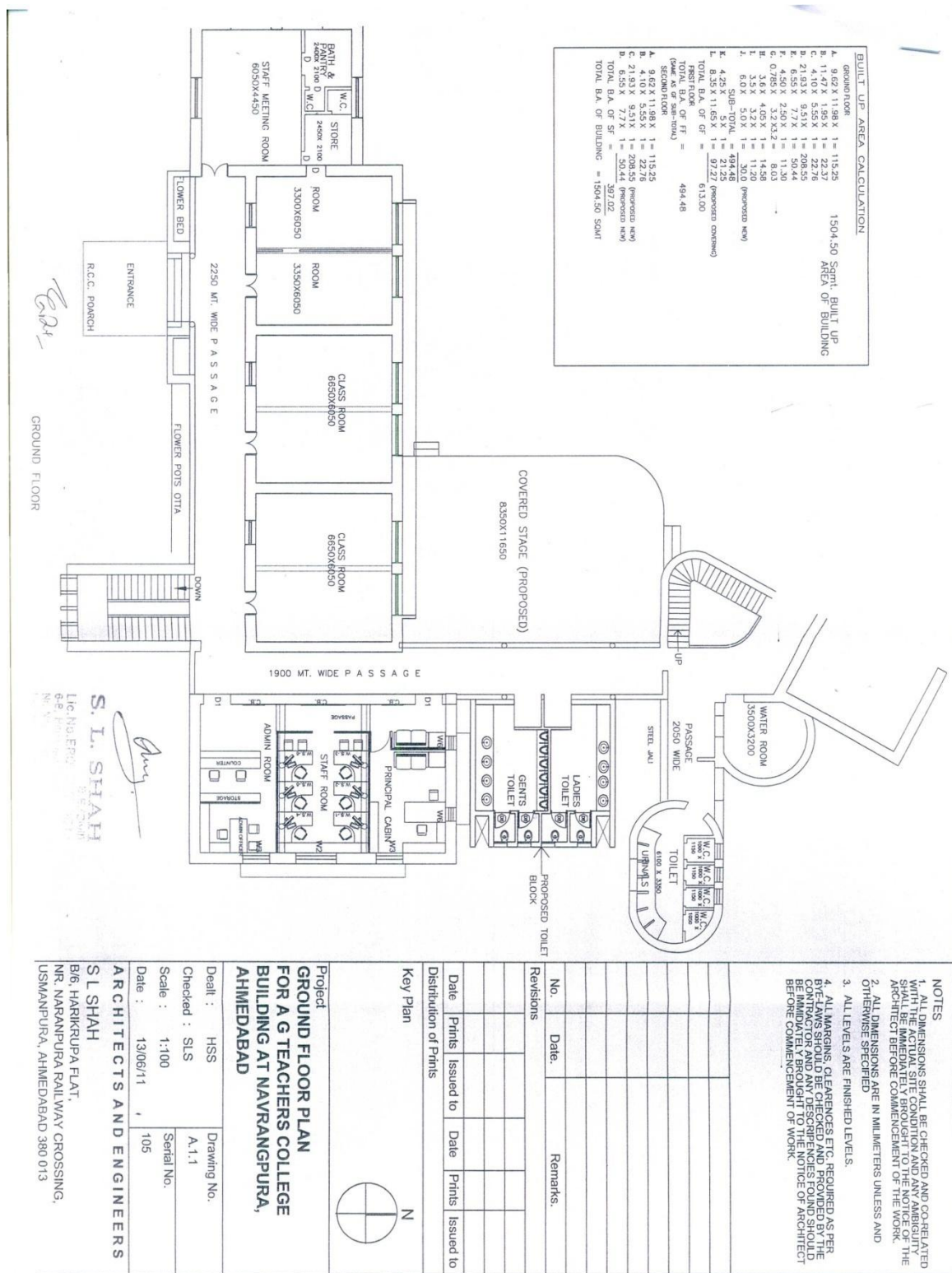
Appendix-3.7

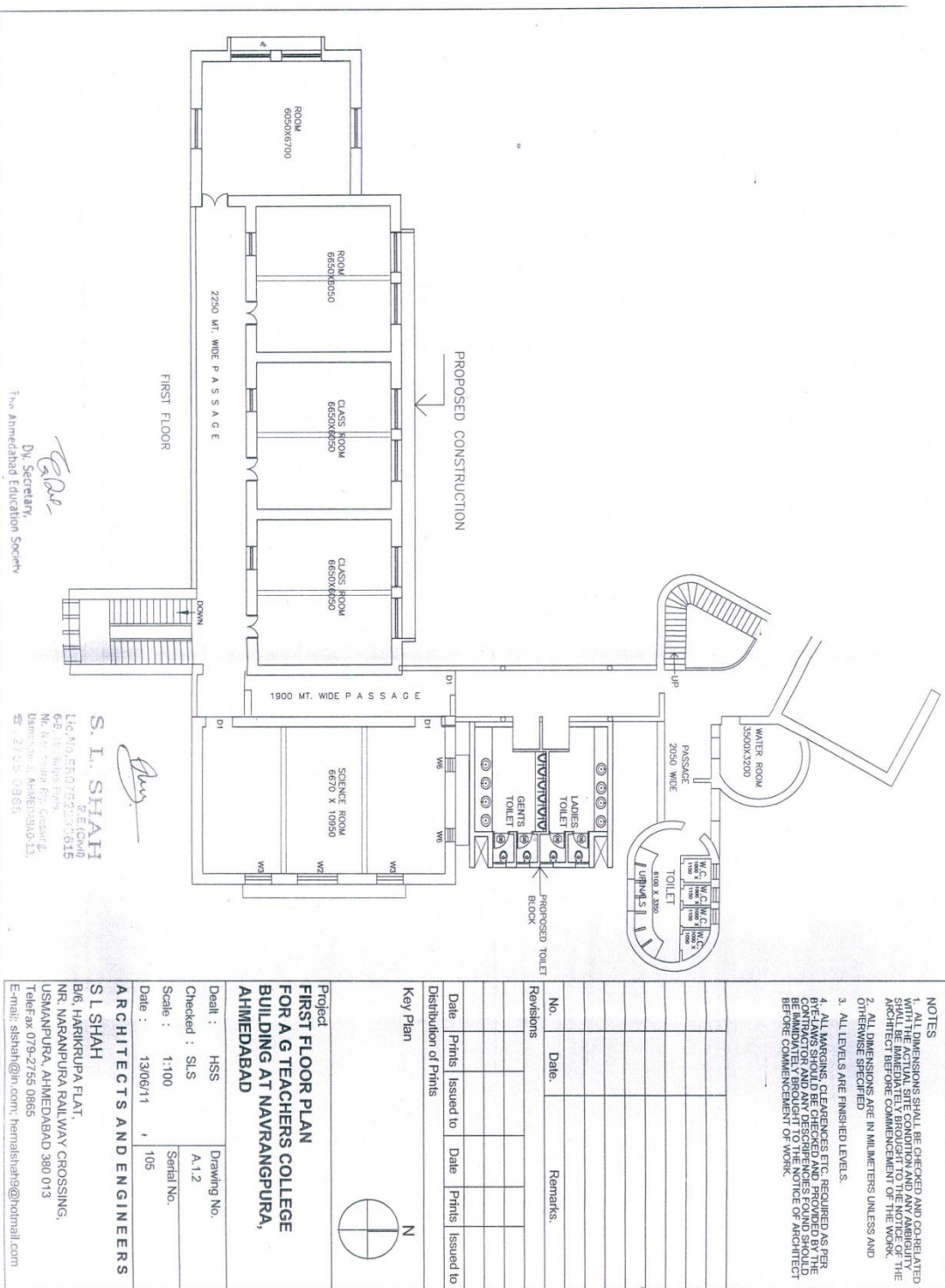
List of Books Published

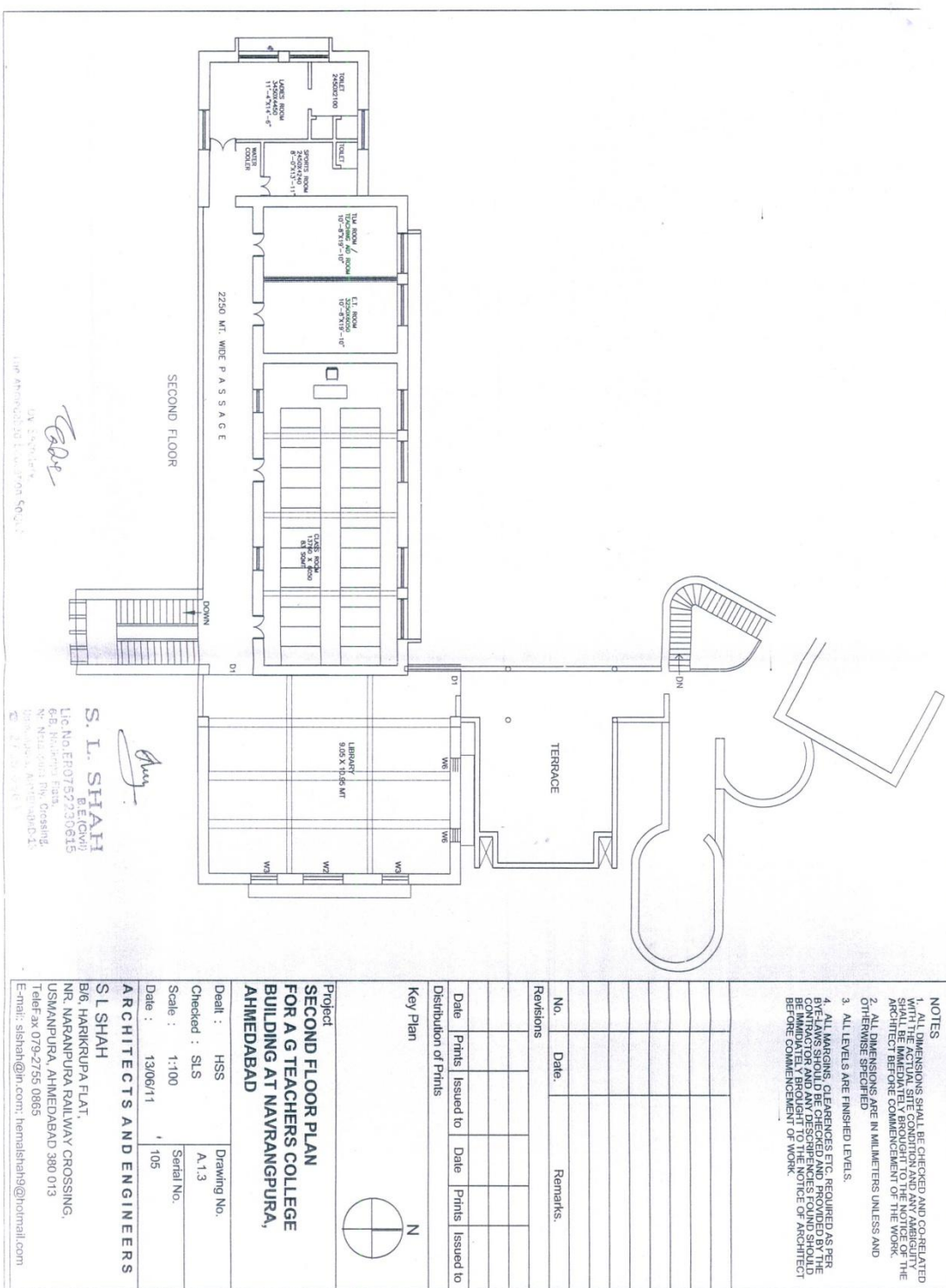
Faculty Name	Book Name	Publisher Name	ISBN Number	Year
Dr.R.M.Patel	Teacher in Emerging Indian Society	Agrwal Publication	978-93-83229- 48-2	2013- 14
	National Integrity and International Understanding	Gurjar Prakashan	978-81-8461- 498-5	2011
Dr.K.H.Yadav	Computer in Education	Gurjar Prakashan	978-81-8461- 517-3	2011

Appendix-4.1

A Copy of college master plan of the building









Appendix-5.1

A copy of Academic calendar (Vasrika)

SCHEDULE

SEMESTER-1

2014-2015

- College started functioning on (16-6-2014)

June

- Allotment of Content Assignment (26-6-2014)

August

- Submission of content assignment (5-8-2014)
- Submission of book review/Science Practical (8-8-2014)
- Micro teaching
- Simulation lessons
- Allotment of Teaching aids (27-8-2014)
- Allotment of Psychological Test (28-8-2014)

September

- Stray Lessons
- Administration of psychological test
- Method workshop
- Seminar

October

- Submission of seminar
- Submission of workshop
- Submission of teaching aid
- Preliminary exam (10-10-2014 to 20-10-2014)
- Foundation paper-college exam
- Diwali Vacation from 21-10-2014 (supposedly)

SCHEDULE

SEMESTER-2

2014-2015

November

- University semester-1 Exams.

December

- Stray lessons
- Block teaching
- Submission of blue print
- **January**
- Action Research
- Internship Program

Educational Visit

- February
- Submission of action research
- Submission of internship file
- TLM Workshop
- Sports Day
- Submission of TLM workshop
- Annual lessons

March

- Annual day celebration
- Viva

April

- University semester-2 exams.

Appendix-5.2
Event list of last four years
EVENT LIST (2011-2012)

SR. NO.	DATE	PROGRAMME
1	06/07/2011	"Lokdayro"
2	15/07/2011	"guru purnima"
3	20/07/2011	Acupuncture and urine therapy
4	12/08/2011	Patriotic song programme
5	15/08/2011	Present problems in education
6	08/09/2011	Psychological health week
7	03/10/2011	Raas-Garba
8	04/10/2011	Astronomy programme
9	05/10/2011	Gandhi Jayanti- documentary film
10	16/12/2011	Film song programme
11	26/12/2011	Usefulness of GEETA in Life
12	29/12/2011	Picnic- Polo forest
13	02/01/2012	Mobile computer
14	09/01/2012	Essay writing-debate competition
15	12/01/2012	World brotherhood day
16	23/02/2012	Human rights programme
17	05/03/2012	Quiz competition
18	06/03/2012	Mahendi competition
19	10/03/2012	Group discussion
20	13/03/2012	Dramas written by Rabindranath Tagore
21	26/03/2012	IL and FS Education and Technology
22	26/03/2012	TET-TAT
23	28/03/2012	Ghazal recitation
24	02/04/2012	Campus interview- Sharada Education Trust

EVENT LIST (2012-2013)

SR. NO.	DATE	PROGRAMME
1	10/09/2012	A documentary film on Astronomy
2	05/10/2012	Lecture-Save girl child
3	10/10/2012	Psychological Exhibition
4	19/12/2012	Drama workshop
5	26/12/2012	Introduction to inclusive education- Griva Shah
6	27/12/2012	Organ donation
7	28/02/2013	Financial literacy-SEBI
8	28/02/2013	Present Teachers' recruitment process
9	04/03/2013	How to face interview
10	05/03/2013	Sport day
11	08/03/2013	Placement programme
12	09/03/2013	Lecture-Acupuncture and urine therapy
13	09/03/2013	AIDS Awareness programme

EVENT LIST (2013-2014)

SR.NO.	DATE	PROGRAMME
1	01/08/2013	Study abroad awareness: seminar
2	02/09/2013	Organ donation
3	05/09/2013	Teachers' day celebration
4	06/09/2013	e-waste management
5	18/09/2013	Hobby idea workshop
6	24/09/2013	Poetry reciting- Guj. Uni. Youth festival (Pateliya Santosh)
7	24/09/2013	Illocution competition- Guj. Uni. Youth festival (Sama Asma)
8	03/10/2013	Illocution competition- "Nashabandhithi Navjivan"
9	05/10/2013	Students' union-oath taking
10	30/10/2013	Dr. B.R.Chaudhary- farewell function
11	17/12/2013	Shivambhu chikitsa- acupressure
12	21/12/2013	Picnic- Ayodhyapuram,Vasad
13	2013 Event	All india essay writing event-SRM in collaboration with the UNI centre for India and Bhutan
14	07/01/2014	Financial and educational workshop-SEBI
15	11/01/2014	Rangkala-skill camp
16	27/1 to 1/2 -2014	Forest visit camp-Guj. Uni. Organized (Saiyed Saema)
17	29/01/2014	Women's emotional wellness and health platform
18	30/01/2014	Geet Shlok recitation competitions- L.D.Arts organized(H.J.Chauhan)
19	12/02/2014	Sport day: boys and girls competition
20	17/02/2014	Know Indian overseas bank
21	04/03/2014	"AIDS awareness"-Dr. Gaurangbhai Jani

EVENT LIST (2014-2015)

SR.NO.	DATE	PROGRAMME
1	16/06/2014	The first day of college
2	03/07/2014	"Know Ther Gujarati Lexcon" - Mrs. Maitriben Shah
3	05/07/2014	Idea Exchange programme- "Global Teacher"-Mr.Matthew
4	08/07/2014	An organ Donation Seminar-"Shatayu-The Gift of Life."
5	12/07/2014	Celebration of Guru Purnima Day
6	20/07/2014	"Cancer Awareness seminar"
7	26/07/2014	45 th Anniversary of Moon Landing Seminar
8	04/08/2014	"Cancer awareness Exhibition"
9	04/08/2014	College praveshotsav-2014
10	04/08/2014	Participation in All India Essay writing Event-2014
11	08/08 to 15/08/14	Celebration of "Woman empowerment Week"
12	15/08/2014	independence Day celebration
13	26/08/2014	Participation in English Poetry Recitation
14	01/09 to 05/09/14	Celebration of Gyan Saptah
15	05/09/2014	Student union oath taking ceremony
16	06/09/2014	Participation in illocution competition " challenges to higher education in Gujarat State"
17	16/09 to 17/09/14	Participation in Gujarat university youth festival
18	26/09 to 27/09/14	Conduction of "Mahatma Gandhi Cleanliness Mission"
19	08/10/2014	Illocution competition on "intoxication is the root cause of Destruction"
20	08/10/2014	Brain Storming session : Best practices in Teacher Education Institutes organized by IQAC
21	31/12/2014	An awareness workshop on, "clean E-India"
22	16/01 to 17/01/15	College tour to Mt. Abu and Udaipur
23	18/01/2015	College picnic to Bakor, Lunavada-Panchmahal
24	02/01/2015	Sport day competition
25	02/01/2015	A lecture on " Shikshak Ghadatar ane Jivan Ghadatar"-Mr. R.P.Soni
26	02/01/2015	A lecture on soft skills in education_Dr.Shailaben Trivedi
27	03/01/2015	A workshop on-" peace education program"
28	01/01 to 03/01/15	Participation in soft skill training program- an initiative by UDISHA organized by KCG
29	07/01/2015	Orientation program on TET/TAT examination, conducted for trainees.
30	08/01 to 12/01/15	Celebration of various days
31	10/01/2015	Website development program for faculty members
32	06/02/2015	"orientation to trekking program"
33	16/03/2015	Udishha-placement program-Sharada education trust

Appendix-5.3

A copy of Feedback forms & analyzed Report

Appendix-5.3

Examiners feedback form

સુજ્ઞશ્રી,

ગુજરાત યુનિવર્સિટી દ્વારા લેવામાં આવતી B.Ed-II ની પરીક્ષામાં આપ પરીક્ષક તરીકે અમારી સાથે જોડાયા તે બદલ ખૂબ ખૂબ આભાર. આપને થયેલ અનુભવો નો નિચોડ અમારા માટે અને તાલિમાર્થીઓ માટે પથદર્શક બની રહેશે. આપ તટસ્થપણે આપના વિચારો રજૂ કરશો તેવી અપેક્ષા સહ.

નામ : _____
ફોન નંબર : _____
શૈક્ષણિક લાયકાત : _____
મુખ્ય વિષય : _____
અનુભવ વર્ષ : _____
શાળાનું નામ : _____

1. પરીક્ષક તરીકે મૂલવેલા પાઠોના વિષયો:

- _____
- _____
- _____

2. પાઠોમાં જોવા મળેલી પ્રસંશનીય બાબતો:

- _____
- _____
- _____

3. પાઠોમાં જોવા મળેલા નબળા પાસાં:

- _____
- _____
- _____

4. વિષય સંદર્ભે પાઠોની ગુણવત્તા સુધારણા અર્થે તમારા સૂચનો:

- _____
- _____
- _____

સહી: _____

A.G.Teachers College, CTE, Ahmedabad-09.

Trainees Feedback on Teachers

1.

Please rate the teacher on the following attributes using the 3-point scale shown.

A = Greater than 75 %, B= 40% to 75% and C = Less than 40 %.

2. Knowledge base of the teacher (As perceived by you)

3. Dr.C.P.Patel

Mark only one oval.

- ☐ A
☐ B
☐ C

4. Dr.J.R.Dave

Mark only one oval.

- ☐ A
☐ B
☐ C

5. Dr.K.H.Yadav

Mark only one oval.

- ☐ A
☐ B
☐ C

6. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

7. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

8. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

9. **Communication Skills (In terms of articulation and comprehensibility)**

10. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

11. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

12. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

13. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

14. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

15. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

16. **Sincerity / Commitment of the teacher**

.....

17. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

18. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

19. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

20. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

21. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

22. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

23. **Interest generated by the teacher in the subject**

.....

24. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

25. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

26. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

27. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

28. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

29. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

30. **Ability to integrate course material with environment/ other issues, to provide a broader perspective.**

31. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

32. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

33. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

34. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

35. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

36. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

37. **Ability to integrate content with school environment.**

38. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

39. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

40. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

41. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

42. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

43. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

44. **Accessibility of the teacher in and out of the class (Includes availability of the teacher to motivate further study and discussion outside class)**

45. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

46. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

47. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

48. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

49. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

50. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

51. **Ability to design
quizzes/Tests/Assignments/examinations
and projects to evaluate students
understanding the course.**

52. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

53. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

54. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

55. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

56. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

57. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

58. **Provision of sufficient time for feedback. (Guidance given round the year for practical work).**

59. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

60. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

61. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

62. **Dr.S.L.Solanki**

Mark only one oval.

- ☐ A
☐ B
☐ C

63. **Dr.R.M.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

64. **Dr.G.S.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

65. **Overall Rating**

.....

66. **Dr.C.P.Patel**

Mark only one oval.

- ☐ A
☐ B
☐ C

67. **Dr.J.R.Dave**

Mark only one oval.

- ☐ A
☐ B
☐ C

68. **Dr.K.H.Yadav**

Mark only one oval.

- ☐ A
☐ B
☐ C

69. **Dr.S.L.Solanki**
Mark only one oval.

- ☐ A
☐ B
☐ C

70. **Dr.R.M.Patel**
Mark only one oval.

- ☐ A
☐ B
☐ C

71. **Dr.G.S.Patel**
Mark only one oval.

- ☐ A
☐ B
☐ C

Powered by
 Google Forms

A.G.Teachers College , CTE , Ahmedabad-09.

Trainees Overall Evaluation of B.Ed. Programme.

1. 1. Was the syllabus difficult ?

Mark only one oval.

- ☐ Yes
☐ No

2. 2. Was the syllabus competent enough to become an effective teacher ?

Mark only one oval.

- ☐ Yes
☐ No

3. 3. In B.Ed. Course , practical work is more useful than theoretical subjects.

Mark only one oval.

- ☐ Yes
☐ No

4. 4. Was the time allotted for theoretical papers in Semester-I and Semester -II sufficient ?

Mark only one oval.

- ☐ Yes
☐ No

5. 5. Was the practical work correlated with the theory papers ?

Mark only one oval.

- ☐ Yes
☐ No

6. 6. Were the students given ample opportunity for the preparation of theoretical papers and practical work ?

Mark only one oval.

- ☐ Yes
☐ No

7. 7. Were the co curricular activities organised relevant to a future teacher ?

Mark only one oval.

- ☐ Yes
☐ No

8. 8. Do you feel that one year B.Ed. Course is appropriate than Semester system ?

Mark only one oval.

☐ Yes

☐ No

9. 9. Were the theoretical subjects and practical work sufficient for you to become a competent teacher ?

Mark only one oval.

☐ Yes

☐ No

10. 10. Was the reference material available regarding the syllabus ?

Mark only one oval.

☐ Yes

☐ No

11. 11. Do you think that B.Ed. syllabus needs to be modified ?

Mark only one oval.

☐ Yes

☐ No

12. 12. How much of the syllabus was covered in the class ?

Mark only one oval.

☐ Less than 50 %

☐ 50% to 85 %

☐ Greater than 85 %

13. 13. Was microteaching helpful to you ?

Mark only one oval.

☐ YES

☐ No

14. 14. Do you think that simulation lessons helped you improve your classroom teaching ?

Mark only one oval.

☐ Yes

☐ No

15. 15. How do you think existing B.Ed. course can be made more effective (Briefly Point out your viwes) ?

.....

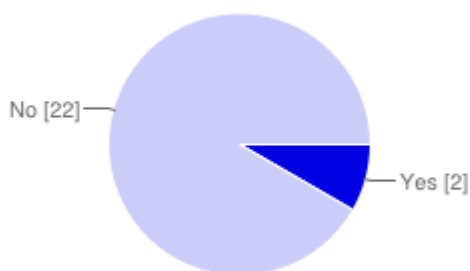
[Edit this form](#)

24 responses

[View all responses](#) [Publish analytics](#)

Summary

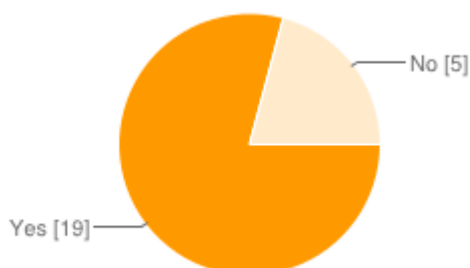
1. Was the syllabus difficult ?



Yes 2 8.3%

No 22 91.7%

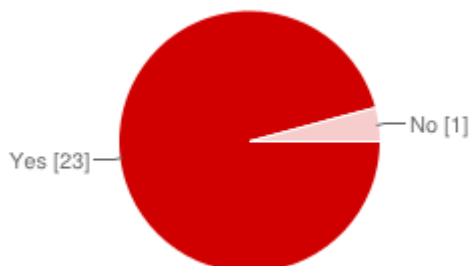
2. Was the syllabus competent enough to become an effective teacher ?



Yes 19 79.2%

No 5 20.8%

3. In B.Ed. Course , practical work is more useful than theoretical subjects.



Yes 23 95.8%

No 1 4.2%

Appendix-6.1

Student Union Committee

STUDENT UNION : 2013-14

Chairman : Dr. C. P. Patel

G. S. : Neelam Y. Chashmawala

Vice Chairman : Dr. S. L. Solanki

L. R. : Anjali B. Dave

S.No.	Task	Prof. Incharge	Student union Member
1	Assembly	Dr. R. M. Patel	- Kamlesh R. Vaghela - Saiyad Suima.
2.	CWDC	Dr. J. R. Dave	- Sum:tra B. Kharadi - Anjali B. Dave
3.	Edu. visit	Dr. S. L. Solanki Dr. J. R. Dave	- Hiren G Panchal - Mittal S. Patel

Distribution as per Dharas

S.No.	Dhara	Prof. Incharge	Student Union Member
1.	Cognition	Dr. J. R. Dave	- Roopali V. Barodiya - Moyej M. Pakhandi
2.	Creativity	Dr. K. H. Yadav	- Divyaba N. Jadeja - Zalak P. Patel
3.	Art & craft	Dr. K. H. Yadav	- Vandana S. Didwaniya - Neelam Y. Chashmala
4.	Geet-Sanit Nritya	Dr. S. L. Solanki	- Dashyant C. Algotar - Vandana S. Didwaniya
5.	Yoga & Sport	Dr. G. S. Patlel	- Kamlesh R. Vaghela - Artila M. Sindha
6.	Social Service	Dr. B. R. Chandhari Dr. J. R. Dave	- Hiren G Panchal - Anjali B. Dave
7.	Drama	Dr. R. M. Patel	- Mittal S. Patel - Sumitra B. Kharadi

STUDENT UNION & DHARA: 2014-15

Chairman : Dr. C. P. Patel

Vice Chairman : Dr. S. L. Solanki

G. S. : Amalsadiwalla Farzin X.

L. R. : Pathan Nausinkamar L.


S.No.	Task	Prof. Incharge	Student union Member
1	Assembly	Dr. R. M. Patel	- Chauhan Divya B. - Prajapati Jalay R. - Dabhi Asha S.
2.	CWDC	Dr. J. R. Dave	- Amalsadiwalla Forzin X. - Pathan Nausinkumar J.
3.	Edu. visit	Dr. S. L. Solanki Dr. G. S. Patel	- Maliya Jaydev V. - Makawana Arvind P.

Distribution as per Dharas

S.No.	Dhara	Prof. Incharge	Student Union Member
1.	Cognition	Dr. J. R. Dave	- Amalsadiwalla Forzin X. - Mali Shaileshkumar R.
2.	Creativity	Dr. K. H. Yadav	- Bindiya Sukumaran - Sharma Hetu S.
3.	Art & craft	Dr. K. H. Yadav	- Pathan Nausinkamar L. - Sharma Hetu S.
4.	Géet-Sangit & Nritya	Dr. S. L. Solanki	- Shah Nehal S. - Gadhiya Rekha K.
5.	Sports & Yoga	Dr. R. M. Patlel Dr. G. S. Patel	- Chauhan Divya B. - Parmar Narmada A.
6.	Social Service	Dr. G. S. Patel	- Pillai Charmi C. - Muliya Jaydev V.
7.	Drama	Dr. R. M. Patel	- Makawana Arvind P. - Panchal Dimpal A.

Appendix-1

Accreditation Certificate




राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विरचविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
A. G. Teachers College
Naurangpura, Ahmedabad
affiliated to Gujarat University, Gujarat as
Accredited
at the A Level*

Date : February 10, 2007



Handwritten Signature
Director

EC/41/115

This certification is valid for a period of Five years with effect from February 10, 2007
An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C grade, 65-70-C grade,
70-75- B grade, 75-80- B grade, 80-85-B grade, 85-90- A grade, 90-95-A grade, 95-100-A grade
(upper limits exclusive)

TRUE COPY
A. G. Teachers College,
Ahmedabad-380009

TRUE COPY
A. G. Teachers College,
Ahmedabad-380009



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : A. G. Teachers College
Place : Navrangpura, Ahmedabad, Gujarat

Criterion	Weightage (W _i)	Criterion Score (C _i)
I. Curricular Aspects	100	86
II. Teaching-Learning and Evaluation	350	308
III. Research, Consultancy and Extension	100	83
IV. Infrastructure and Learning Resources	150	132
V. Student Support and Progression	100	85
VI. Organization and Management	200	167
Total	$\Sigma W_i = 1000$	$\Sigma C_i = 861$

$$\text{Institutional Score} = \frac{\Sigma C_i}{\Sigma W_i} \times 100 = \frac{861}{1000} \times 100 = 86.10$$

Date : February 10, 2007

Uravad
Director

TRUE COPY

Principal,
A. G. Teachers College
Ahmedabad-380006

EC/41/115

Appendix-2

Recognition letter of Govt. of Gujarat

888-543
સા.કા.પો/૮૧/૮૨/૪૩

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RECEIVED

પ્રતિ,
આચાર્યશ્રી,
સા.કા.પો/૮૧/૮૨/૪૩

વિષય: નિયમનક ની કચેરી,
ગુજરાત શિક્ષણ,
અમદાવાદ-૩૮૦ ૦૧૬
તા. ૧-૮-૪૩

પ્રતિ,
આચાર્યશ્રી,
સા.કા.પો/૮૧/૮૨/૪૩

વિષય: નીચેના સરકારી સા.કા.પો/૮૧/૮૨/૪૩ ની સંબંધિત કચેરી દ્વારા
શીક્ષા પ્રશાસની મુદ્દાઓ,
સંદર્ભ: નીચેના સરકારી તા. ૨૩-૭-૮૧ નો ઠરાવ ક્રમાંક ૧૫૮૦/૧૭૦૦૨
(૮૧) થી.

પ્રતિ,
આચાર્યશ્રી,
સા.કા.પો/૮૧/૮૨/૪૩

(૧) ઉપરોક્ત વિષય અને સંબંધિત સંબંધિત કચેરી દ્વારા નીચેના
પ્રશાસની તથા તારિખાદશા પગારની લીસ્ટ મુજબ નીચેના
પદો નીચે પ્રમાણે મોકલવા વિનંતી છે.

(૨) એન્ટર-૨ ની જે નકલો તૈયાર કરવા. ૨૩-૭-૮૧ ના ઠરાવ
માં એન્ટર-૨ ની જે નકલો લખાવી છે તેમાં વિગતો પૂરે પૂર્ણ પછી
સા.કા.પો/૮૧/૮૨/૪૩ ની સંબંધિત કચેરી દ્વારા નીચેના આચાર્યશ્રીની સંબંધિત
કચેરી રાખવું. ઉપરોક્ત તૈયાર કરેલ નકલો કોલેજમાં રાખવી.
જે બાલ શાળા મોકલવાની જરૂર નથી, જે બાલ ની મોકલવા પાત્ર
રકમ પેકેજ મોકલવામાં આવે અને કોલેજને તેની જાણ એન્ટર-૨ સાથે આ
કચેરી દ્વારા કરવામાં આવે ત્યાર બાદ ઉપરોક્ત તૈયાર કરેલ
એન્ટર-૨ ની જે નકલો પેકેજ નકલ કમિશનરીમાં મોકલવી અને બીજી
નકલ કોલેજની સંબંધિત તરફ રાખવી. એક નકલ કમિશનરીમાં મોકલવા
પછી આ કચેરી તરફથી સરકાર મોકલેલ એન્ટર-૨ કે જેમાં ઉપર આ
કચેરીનો સંદર્ભ લખાવવામાં આવેલ હોય છે તેની વિગતો સાથે ફરીથી
સંબંધિત કરી લેવી.

(૩) એન્ટર-૩ ની પ્રથમ નકલો તૈયાર કરવાની જે પેકેજની પ્રથમ જે
નકલો જે પેકેજ સાથે મોકલવાની તેમાં કોલેજ કોલેજની સંબંધિત
તરફ રાખવી.
બીજી નકલો જે નકલ પેકેજ નકલ કચેરી સરકાર કરી કોલેજને પરત
કરવામાં આવશે.

(૪) પ્રમાણપત્ર/પ્રમાણપત્ર-સીપીએફ સેક્રેટરી/કમિશનરી અને માહિતી
દર્શાવતું પ્રમાણ/કમિશનરીને મોકલવાની દર્શાવતું પેકેજ તથા પ્રમાણ
પ્રમાણપત્ર/પ્રમાણપત્ર-સીપીએફ ની જે નકલો તૈયાર કરવાની અને
જે પેકેજની વધારાની પ્રથમ નકલ આ કચેરીને બાલ શાળા મોકલવી અને
બીજી નકલ કોલેજની સંબંધિત તરફ રાખવી.

જો પ્રમાણ પાત્ર દોરવા જણાવવાનું છે તા. ૨૩-૭-૮૧ ના
ઠરાવ સાથે જે પ્રમાણપત્રની નકલો બીજીની જેમાં આપો
(અથવા સંબંધિત) નીચેના પદો નીચેના પ્રમાણપત્ર ઉપરથી.

આ.કા.પો-૧૨,
આચાર્યશ્રી _____ તા. એન્ટર-૨ ની નકલો
વિષય: સા.કા.પો/૮૧/૮૨/૪૩ ની નકલો
આ.કા.પો-૧૩,
આચાર્યશ્રી _____ તા. પગારની લીસ્ટ

3

ની વખતે રજાને લે છે કે જે દુર નિયમાનુસાર લખાયેલી હશે
 દેખાતી પાત્રી છે, અને નિયમાનુસાર કાઢવાની હશે તેમજ પાત્રી છે.
 ના.ઉ.ટ.મ-૧૪ આલુ માલુ ના સંખ્યા મુજબ પ્રચારપત્રમાં
 દર્શાવેલ કપાલની રકમો નિયમાનુસાર છે.
 મા.મ. હવે પ્રમાણપત્ર માં કુલ ૧૪ ના.ઉ.ટ.મ. થયા અને તેને પ્રમાણિત
 કરવાની છે.

(૪) એનલર-૪ કોન્ટેનરોની પોલીસ હેઠળ માલિકો મોકલવાની જરૂર
 નથી એટલે કે સપ્ટે. ૮૧ ના પે-પોલ સામે મોકલવું નહીં. પગાર પોલમાં
 ઓઈ ના.ઉ.ટ.મ. કરવાની નહીં. ઉપરાંત તો તે કમરે હકલ પ્રથમ માસ પૂરું
 મોકલવું.

(૫) એનલર-૫ ને તાર. ૨૩-૯-૮૧ ના હરખે સામે નમો ના.ઉ.ટ.મ.
 છે એ સપ્ટે. ૮૧ ના પે-પોલ સામે મોકલવું નહીં. પણ આ સામે એનલર-૫
 ની સુધારેલી નમો પોલમાં છે તે નમુનામાં રિફ કરવાની ના.ઉ.ટ.મ.
 એક ના.ઉ.ટ.મ. હકલ સપ્ટે. ૮૧ ના પે-પોલ સામે મોકલવી. ત્યારબાદ
 મોકલવી નહીં, નવા કરવાની પે-પોલમાં ઉપરાંત ત્યારે તે કરવાની
 પૂરતી પ્રથમ માસની પોલ સામે સુધારેલી નમુનામાં પ્રકૃતિ નામનો.

(૬) એનલર-૫/૬ સપ્ટે. ૮૧ ના પે-પોલમાં એક મોકલવું નહીં.
 કોલેજના કરવાની પોલીસ આ પોલીસમાં મોકલવી જોઈએ જોઈએ
 જોય તે પે-પોલમાં સુધારેલી સામે મળી જાય તે પે-પોલમાં સુધારેલી
 પ્રમાણપત્ર આપવું કરવી જોઈએ તો તે પ્રમાણે હકલ કરવાની હશે.
 પણ આ હેતુએ સપ્ટે. ૮૧ ના પે-પોલમાં એનલર-૫/૬ મોકલવી નહીં.

(૭) એનલર-૬ કરવાની પોલીસમાં ના.ઉ.ટ.મ. મોકલવી સપ્ટે. ૮૬
 ના પે-પોલ થી મોકલવી નહીં. સિવાય ઓઈ કરવાની ના.ઉ.ટ.મ.
 પ્રા. રેકૉર્ડ સાંચ તો તે પ્રમાણે એનલર-૬ ના પોલીસમાં રેકૉર્ડ ચલાવી
 મોકલવી મોકલવી.

(૮) અગત્યની નવી પ્રાપ્તિ એ છે કે અગત્યને એનલર ૩/૪ નો
 નમો નમુનો પોલમાં છે. આ એનલર ૩/૪ નો નમુનો પોલીસમાં
 ઉપરાંત પ્રાપ્તિ છે. X એનલર-૩/૪ ના આરજી

એનલર-૩/૪ ના આરજી નમુનો સુધારેલી કરવાની ના.ઉ.ટ.મ. પ્રમાણ
 પે-પોલમાં રિફ મોકલવી જોઈએ નહીં. એનલર-૩/૪ ના આરજી નમુનો
 એક મોકલવે તે નહીં પેડી એક નકલ મોકલવી કરવી કરવી એક નકલ
 સામે મોકલવામાં આવે. એનલર ૩/૪ ના પોલીસમાં ના.ઉ.ટ.મ. પ્રમાણ
 માં કોલેજના કરવાની પોલીસમાં રેકૉર્ડ ન હોય તો ના.ઉ.ટ.મ. પ્રમાણ
 એનલર-૩ નો નિયમનાર માલિકો મોકલવી કરવી કરવી સિવાય નહીં
 નમુનો નહીં. એનલર-૩/૪ ના આરજી નમુનો સુધારેલી કરવી કરવી
 પોલીસમાં

૩. અગત્ય સપ્ટે. ૮૧ માં પે-પોલમાં નમુનો કરવામાં આવે પ્રમાણે મોકલવું નહીં.

૧. એનલર-૩ નો પે નકલો એક નકલ કોલેજને પરત કરવામાં આવે.
 ૨. એનલર-૩/૪ નો પે નકલો એક નકલ એક સામે એકને મોકલવામાં
 આવે.

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૪૭	શ્રી. શ્રી. એમ. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, વિરમગામ	
૪૮	શ્રીમતી આર. ડી. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, વિરમગામ	
૪૯	કે. કે. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, વડોદરા	
૫૦	એમ. બી. કોમર્સ એન્ડ એમ. એન. આર્ટ્સ કોલેજ, રાણપુર, રાણપુર	
૬૫૦ નિવૃત્તિ		
૫૧	કોમ્પ્યુટર કોલેજ એન્ડ આર્ટ્સ એન્ડ સાયન્સ, આમીપુર, ત્રિ. પુણે	
૫૨	કોમ્પ્યુટર કોલેજ કોલેજ, આમીપુર, ત્રિ. પુણે	
૫૩	શ્રી. ડૉ. બી. કોમ્પ્યુટર કોલેજ, પુણે, ત્રિ. પુણે	
૫૪	કોલેજ ઓફ એન્જીનિયરિંગ, પુણે ત્રિ. પુણે	
૫૫	એસ. બી. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર, રાણપુર	
બી. સ્કોલ		
૫૬	સેન્ટ્રલ બી. સ્કોલ આર્ટ્સ કોલેજ રાણપુર ત્રિ. પુણે	
૫૭	પુનિ. કુલે બી. સ્કોલ કોલેજ આર્ટ્સ, નાગપુર	
૫૮	ડૉ. એન. ડૉ. સારંગ કોલેજ, રાણપુર	
૫૯	આર. બી. પટેલ કોલેજ કોલેજ, રાણપુર	
૬૦	આર. બી. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૬૧	શ્રીમતી બી. ડૉ. કોલેજ ઓફ એન્જીનિયરિંગ, રાણપુર	
૬૨	કોલેજ ઓફ એન્જીનિયરિંગ, રાણપુર	
૬૩	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૬૪	આર. કે. પટેલ સારંગ કોલેજ, રાણપુર	
૬૫	આર. બી. સારંગ કોલેજ ઓફ એન્જીનિયરિંગ, રાણપુર	
૬૬	આર્ટ્સ, કોમર્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૬૭	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૬૮	કે. એમ. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૬૯	ભગવત આર્ટ્સ, કોમર્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૭૦	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૭૧	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૭૨	એસ. ડી. ડી. કોલેજ, રાણપુર	
૭૩	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૭૪	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૭૫	એન. બી. પટેલ આર્ટ્સ કોલેજ, રાણપુર	
૭૬	આર્ટ્સ આર્ટ્સ કોલેજ, રાણપુર	
૭૭	એસ. એસ. પટેલ આર્ટ્સ કોલેજ, રાણપુર	
૭૮	આર્ટ્સ કોલેજ, રાણપુર	
૭૯	શ્રી. પી. એન્ડ એ. એમ. આર્ટ્સ કોલેજ, રાણપુર	
૮૦	એન. એમ. પટેલ કોલેજ ઓફ એન્જીનિયરિંગ, રાણપુર	
૮૧	એમ. બી. પટેલ સારંગ કોલેજ, રાણપુર	
૮૨	શ્રી. બી. પટેલ સારંગ કોલેજ, રાણપુર	
૮૩	એમ. એમ. પટેલ કોલેજ એન્ડ સાયન્સ, રાણપુર	
૮૪	શ્રીમતી એન. આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૮૫	એમ. એમ. પટેલ કોલેજ એન્ડ સાયન્સ, રાણપુર	
૮૬	શ્રી. ડૉ. વાલ્મીકી મોડરન, રાણપુર	
બી. સ્કોલ નિવૃત્તિ		
૮૭	બી. કે. આર્ટ્સ સારંગ એન્ડ સાયન્સ કોલેજ, રાણપુર	
૮૮	કે. કે. કોમ્પ્યુટર કોલેજ એન્ડ એન્જીનિયરિંગ, રાણપુર	
૮૯	આર્ટ્સ એન્ડ સાયન્સ કોલેજ, રાણપુર	
પંચમહાલ કોલેજ		
૯૦	શ્રી. પી. ડી. આર્ટ્સ સારંગ કોલેજ, રાણપુર	
૯૧	સારંગનાથ કોલેજ એન્ડ એન્જીનિયરિંગ, રાણપુર	

13

કચ્છીય ગુજરાત યુનિવર્સિટી

શિક્ષણ વિભાગ

સામાન્ય વિષયો

- 101 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
102 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
103 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
104 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
105 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
106 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત

વિજ્ઞાન વિષયો

- 107 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
108 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
109 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
110 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
111 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
112 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
113 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
114 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
115 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
116 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત

સાહિત્ય વિષયો

- 117 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
118 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
119 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
120 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
121 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
122 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
123 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
124 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
125 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
126 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત

સામાન્ય ગુણવત્તા

- 127 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
128 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
129 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
130 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત

માનવરણી વિષયો : સામાન્ય ગુણવત્તા

- 131 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત
132 ગણિતની આઈસ એન્ડ ગણિત કોલેજ, ગુજરાત

UC Principal
Dr. H. C. Patel (Kandori)
Arts & Commerce College, Gandori.



Handwritten text: *Handwritten text, possibly a signature or name.*

- मुद्रायाः विवरः।

- শ্রীমতী ব্রজেন


- સાચા કોઈ જિવંતો

- ਪ੍ਰੋ. ਡਾ. ਜਸਵੰਤ ਸਿੰਘ

- ૧૦૦ એમ. પી. માસ કોમર્સ અને ફી કોલેજ, સુરેન્દ્રનગર
૧૦૧ એમ. એમ. માસ કોલેજ એન્ડ યુનિવર્સિટી, રાજપુતોલી
૧૦૨ આર્ટસ અને કોમર્સ કોલેજ, માંચડા
૧૦૩ આર્ટસ અને કોમર્સ કોલેજ, લીમ્ચી

Appendix-3

Gujarat University Permanent Affiliation letter



Tele- { phones : 440341-42-43, 441344
grams : UNIGUJARAT

GUJARAT UNIVERSITY

Academic/ NO./ 93240 OF 199 9.
OFFICE OF THE GUJARAT UNIVERSITY,
POST BOX NO. 4010.
AHMEDABAD-380 009 (INDIA).

DATE : 24-3-1999

The Principal
A.G. Teachers College
University Road
Navrangpura
Ahmedabad-9.

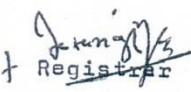
Sub. :- Certificate regarding permanent
affiliation.

Sir,

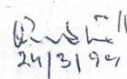
With reference to your letter No. 358 dated
18-3-99, I have to inform you that your college
is permanently affiliated to Gujarat University
since 19-6-54.

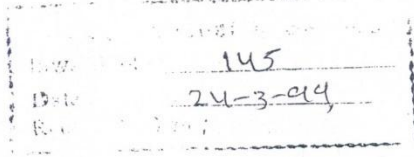
Thanking you,

Yours faithfully,


+ Registrar

m/23


24/3/99


No. 145
Date 24-3-99
R. 100



GUJARAT UNIVERSITY

Academic/

NO./

OF 1999 .

OFFICE OF THE GUJARAT UNIVERSITY,

POST BOX NO. 4010.

AHMEDABAD-380 009 (INDIA).

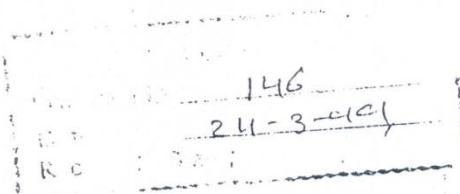
DATE : - 3 - 1999 .

C E R T I F I C A T E

A.G. Teachers College, Ahmedabad is affiliated
with Gujarat University since 1954.

[Signature]
+ Registrar

m/23



[Signature]
24/3/99

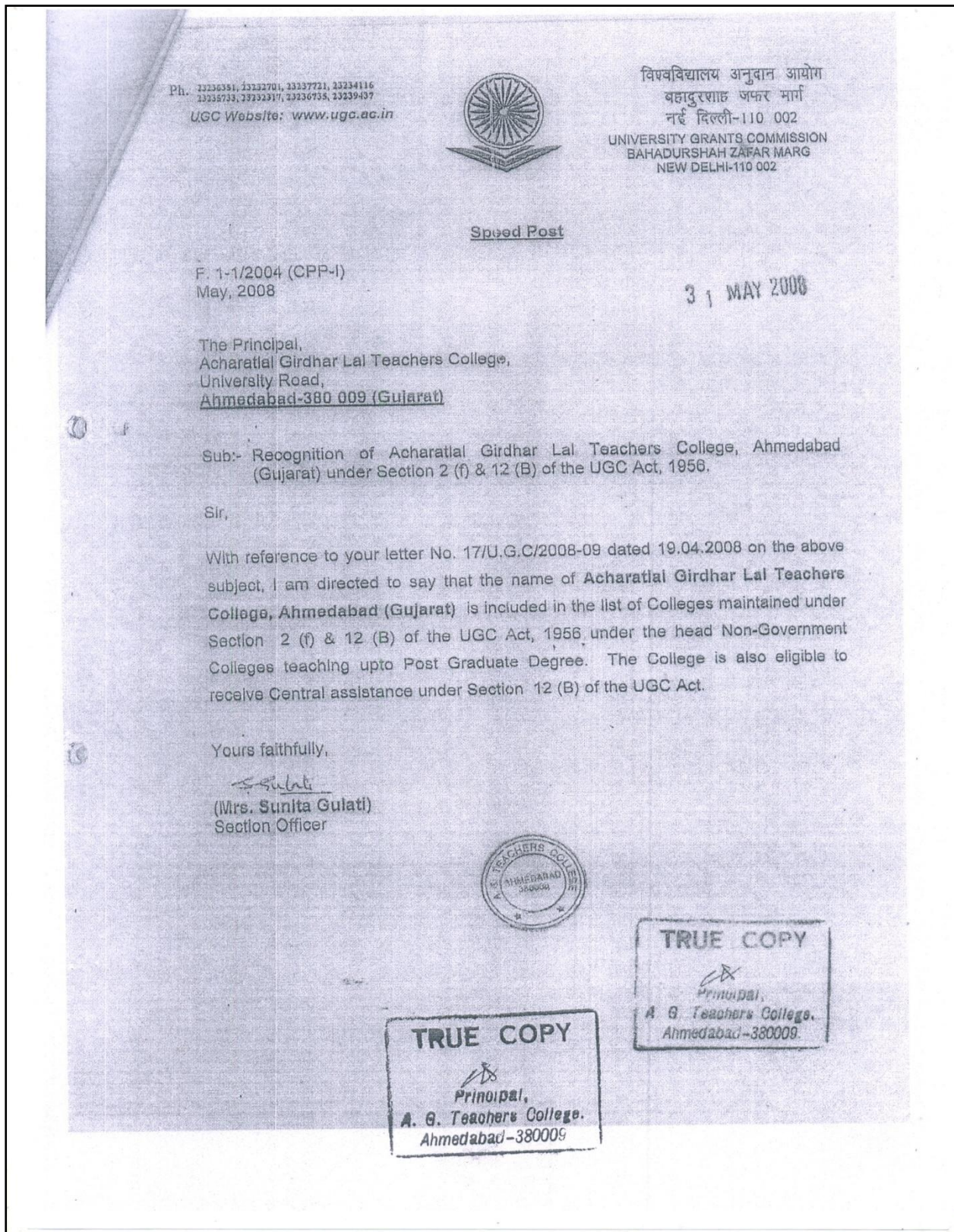
Appendix-4

NCTE Recognition letter

<p style="text-align: center;">राष्ट्रीय अध्यापक शिक्षा परिषद् (भारत सरकार का एक विधिक संस्थान) पश्चिम क्षेत्रीय समिति</p>	 NCTE	<p style="text-align: center;">National Council for Teacher Education (A Statutory Body of the Government of India) Western Regional Committee</p>
<p>P. No.WRC /313025/2014 -- 184327</p>		
<p>Date: 26.11.14</p>		
<p>To,</p>		
<p>✓ The Principal, A.G. Teachers College, Society, T.P Scheme No.19, Final Plot No. 317, Commerece Six Road, Navrangpur, District – Ahmedabad – 380009, Gujarat</p>		
<p>Sub: Status of recognition for the academic year 2014-15-reg.</p>		
<p>With reference to your letter dated 25.11.2014 it is to inform that the recognition for B.Ed. course (intake 60) was granted vide this office order no. WRC/5-6/2K/499-504 dated 18.01.2001 and further intake was increase up to 100 ... from 60 to 100 vide order no. WRC/313025/2009/60360-60364 dated 02.09.2009. AS per available record, recognition of the send course has not been withdrawn by their office.</p>		
<p>Hence Presence Status of the course in "recognized".</p>		
<p>The above mentioned the status is forwarded to you for your information.</p>		
<p style="text-align: right;">Yours faithfully,</p>		
<div style="text-align: right;"> (Sunil Shrivastava) Regional Director </div>		
<p>Copy To,</p>		
<p>The Registrar, Gujarat University, P.B.No.4010 Navrangpura, Ahmedabad - 380009</p>		
<div style="text-align: center;"> TRUE COPY Principal A.G Teachers College, Ahmedabad - 380009 </div>		
<p style="text-align: right;">Regional Director</p>		
<p>मानस भवन, श्यामला हिल्स, भोपाल-462002 Manas Bhawan, Shyamla Hills, Bhopal-462002</p>		
<p>दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372, फेक्स/ Fax: 0755-2660912</p>		
<p>Email: wrc@ncte-india.org Website: www.nctewrc.co.in</p>		
<p>NCTE HQrs. Website : www.ncte-india.org</p>		

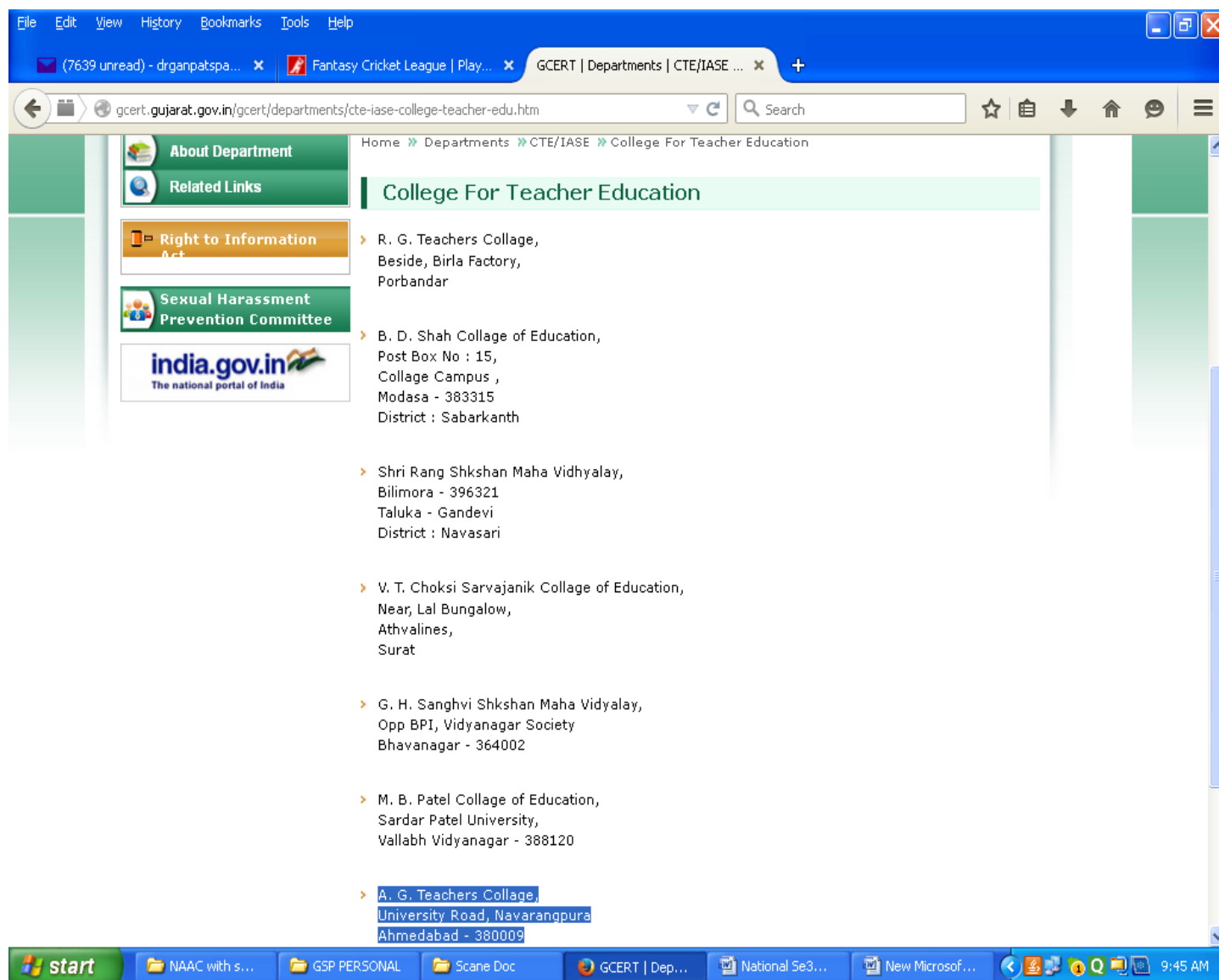
Appendix-5

2(f) and 12(b) letter



Appendix-6

CTE certificate



The screenshot shows a web browser window displaying the GCERT Gujarat website. The address bar shows the URL: gcert.gujarat.gov.in/gcert/departments/cte-iaase-college-teacher-edu.htm. The page title is "College For Teacher Education". The left sidebar contains links for "About Department", "Related Links", "Right to Information Act", "Sexual Harassment Prevention Committee", and "india.gov.in". The main content area lists several colleges under the CTE/IASE department:

- > R. G. Teachers Collage,
Beside, Birla Factory,
Porbandar
- > B. D. Shah Collage of Education,
Post Box No : 15,
Collage Campus ,
Modasa - 383315
District : Sabarkanth
- > Shri Rang Shkshan Maha Vidhyalay,
Bilimora - 396321
Taluka - Gandevi
District : Navasari
- > V. T. Choksi Sarvajanic Collage of Education,
Near, Lal Bungalow,
Athvalines,
Surat
- > G. H. Sanghvi Shkshan Maha Vidyalay,
Opp BPI, Vidyanagar Society
Bhavanagar - 364002
- > M. B. Patel Collage of Education,
Sardar Patel University,
Vallabh Vidyanagar - 388120
- > A. G. Teachers Collage,
University Road, Navarangpura
Ahmedabad - 380009

The taskbar at the bottom shows the Windows Start button and several open applications: "NAAC with s...", "GSP PERSONAL", "Scane Doc", "GCERT | Dep...", "National Se3...", and "New Microsof...". The system clock shows 9:45 AM.

Appendix-7

Affidavit for 2 year B.Ed. Course

भारतीय गैर न्यायिक
एक सौ रुपये
रु. 100
Rs. 100
ONE HUNDRED RUPEES
भारत INDIA
INDIA NON JUDICIAL

गुजरात गुजरात GUJARAT नं. 99333 श. 22 AP 106427
तारीख 9212 2014
नाम: 2012 शिक्षण समिति
ठेका: 2012 शिक्षण समिति
डॉ. आर. पाटीया
ला. नं. अ.स.जी. 288, 289/1999
अहमदाबाद नगरपालिका समिती
वेतनारी सही

CHANDA B. PADIA
NOTARY
GOVT. OF INDIA
12 JAN 2015

Affidavit

1. Bhupendrabhai Son / Daughter of Mangaldas Shah Resident of Ahmedabad and Chairperson/Manager/Director/Correspondent of Ahmedabad Education Society certify that I have been authorized by the Management of above mentioned institution to give this Affidavit on behalf of the institution, Which at present offers B.Ed course of One Year duration (**File Code.313025**) with an annual intake of 100. It is further certified that the Management has studied the National Council for Teachers Education (Recognition Norms and Procedure) Regulations. 2014 carefully and has understood their implications for the existing Teacher Education Institutions offering NCTE recognized teacher education programme(s).

CHANDA B. PADIA
NOTARY
GOVT. OF INDIA
12 JAN 2015

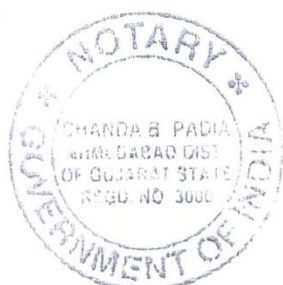
2. Further, I have been authorized by the Management to state that the institution shall fulfill the revised Norms relating to infrastructure, instructional facilities, enhanced amount of Endowment and Reserve Funds. Number and qualifications of Teaching Staff, Curriculum and implementation strategies. In view of the change in duration / intake of the Programme(s) offered in the institution within the time limit allowed by NCTE.



B.M. Shah
Director
The Ahmedabad Education Society
B.M. Shah
Director
Ahmedabad Education Society

Place: Ahmedabad

Date: 12/01/2015



SOLEMNLY AFFIRMED
BEFORE ME
Chanda B. Padia
CHANDA B. PADIA
NOTARY
GOVT. OF INDIA
12 JAN 2015

IDENTIFIED BY ME
C. B. Padia
ADVOCATE



Appendix-8

Certificate of SCOPE

SOCIETY FOR CREATION OF OPPORTUNITY THROUGH PROFICIENCY IN ENGLISH

(A Government of Gujarat Initiative)



No: SCOPE/ DELL Furniture/2011/2740 - 2924

Date: 12.10.2011

To
The Principal

Subject: Submission of Dimensions of DELL room.

Dear Sir/Ma'am,

SCOPE is the implementing agency for DELL (Digital Education and Learning Lab) setup in government and grant-in-aid colleges across the state. In this scheme, the complete infrastructure including furniture, computer systems, server, LAN, software is provided by state government through (Commissionerate of Higher Education). As of now 185 colleges have been shortlisted to allot DEL lab. GSFDG subsidiary VANIL (Van Nigam Ltd.) has been entrusted the task of furniture setup for DEL lab.

To establish DEL lab at your college you are requested to submit dimensions of room/ site/ place where you wish to setup DEL lab and If possible, photograph of site. This information would help SCOPE and VANIL to aesthetically, scientifically and ergonomically design the lab.

Please send information ASAP to VANIL (Mr. Anil Gandhi, Jt. Administrative Officer, VANIL, Van Ganga, 78- Alkapuri, Vadodara- 380007, Mail Id gsfdg@sify.com, Pin. 0265-2344852, 2336955) with a copy to SCOPE office(jointceo.scope@gmail.com) so that establishment of DELL can be expedited.

Please reply latest by 15th October, 2011, Saturday.

Thanks

For, SCOPE


(Sandeep Sharma)

Jt.C.E.O.-SCOPE

1st floor, STTI Building, GCERT Complex, Sector-12, Gandhinagar - 382 012. Gujarat, (India).
Phone No.: 079 - 2324 4598, Fax No.: 079 - 23244588. Email: ceo.scope@gmail.com

Appendix-9

Result of Previous years

Sub. : Results of the Academic Year 2011-12, 2012-13, 2013-14.

Sir/Medam

I am furnish the following data relating to our College for B.Ed. course for the academic year 2011-12, 2012-13, 2013-14.

Sr.No.	Description	Year		
		2011-12	2012-13	2013-14
1	Students Appeared in the Examination	86	94	90
2	Student Passed	86	94	90
3	Students passed with Distinction	76	71	62
4	Students passed with First Class	10	22	25
5	Students passed with Second Class	00	01	03
6	Students passed with pass Class	00	00	00
	Students passed with part II	00	00	00
7	Failed student	00	00	00
	Reserve	00	00	00
8	%of Student Passed	100 %	100 %	100 %
9	%of University Result	98.62 %	92.56 %	87.00 %
10	% of Highest Marks of our students	86.37%	88.45%	82.69.%
11	% of Highest marks of students in the university	88.65 %	92.80 %	88.07 %
12	Any Special Achievements:	(1) Sunitha N. Uni. 9 th Rank College 1 st (2) Saklani Megha Uni.23 rd Rank College 2 nd	----	----



Appendix-10

UGC XI and XII plan Grants

UNIVERSITY GRANTS COMMISSION
Western Regional Office
Ganeshkhind, Pune. - 411007

Phones: (020) 25691477
25691178, 25696897
Fax: (020) 25691477
Web site: www.ugc.ac.in

No. F.14-97/13 (WRO) XII Plan.

Dated:

The DDO
University Grants Commission (WRO)
Pune-411 007.

10 MAR 2014

Subject: Release of "Adhoc on Account Grant" under the Scheme of Under Graduate Development Assistance during XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs.400000/- (Rupees four lakhs only) to A G TEACHER'S COLLEGE, NAVRANGPURA, AHMEDABAD, AHMEDABAD -380009 as an adhoc grant for the XII plan period.

XI Plan Allocation	40% of XI Plan Grant	XII Plan Provisional Sanction (Adhoc)
1000000	400000	Grant-in-aid /Recurring (31)
		Capital Assets (35)
		Total
		120000
		280000
		400000

The sanction amount is debatable to head of account as detailed below.

XII Plan Provisional Allocation	Amount sanction (Rs.)	For SC 15% (Rs.)	For ST 7.5% (Rs.)	For GENERAL (77.5%) (Rs.)
Grant-in-aid /Recurring (31)	120000	18000	9000	93000
Capital Assets (35)	280000	42000	21000	217000

- The sanctioned grant may be treated as " Adhoc On account" grant for XII Plan. The allocation made now is Provisional Allocation and the final allocation would be made on finalization of XII Plan Guidelines. The grants sanctioned now would be adjusted against the XII Plan allocation to be made subsequently.
 - 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 grant can be used for renovation/addition/alteration of building (including renovation of heritage building), books & journals, equipments, laboratory, connectivity, career and counseling cell, cultural activities, day care center, annual maintenance contract and development of ICT, Human Rights & Duties Education (HRDE) and instrumentation Maintenance facilities (IMF).
- The sanctioned amount is debitable to the major Head 2 (B) for General, 2D(i) for SC, 2D(ii) for ST respectively and is valid for the financial year 2013-14
 - The amount of the grants shall be drawn by the Account Officer (DDO), 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, A G TEACHER'S COLLEGE, AHMEDABAD, AHMEDABAD- 380009.
b	Account No.:	200910100039598
c	Name & Address of Bank Branch:	BANK OF INDIA, NAVRANGPURA
d	MICR Code:	
e	IFSC Code:	BKID0002009
	Type of Account	Saving Bank Account

- The grant is subject to adjustment on the basis of Utilization Certificate in the prescribed Performa submitted by the University/ College/ Institution.
- The University/ College shall maintain proper accounts of the expenditure out of the grants, which shall be utilized, only on approved items of expenditure.

5. The University/ Institution may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals of financial procedures to bring them in conformity with GFRs, 2005 and those don't have their own approved manuals on financial procedures may adopt the provision of GFRs, 2005 and instruction/ guideline there under 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 University/ 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, the **simple interest @ 10% per annum** as amended from time to time on utilization 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 Univ./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 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.
12. The sanction issues in exercise of the delegation of powers vide Commission office order No. 130/2013 [F. No. 10-11/12 (Admn. IA & B)] dated 28/5/2013.
13. The University/ Institution shall strictly follow the UGC Regulations on curbing the menace of Ragging in Higher Education Institutions, 2009.
14. The University/ Institution shall take immediate action for its accreditation by National Assessment & Accreditation Council (NAAC).
15. The accounts of the University/ Institution 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 of Rs. _____ are available under the Scheme.
18. This issues with the concurrence of IFD vide Diary No. 5137(IFD), 27957 & No.7411 dated 20.12.2013, 25.02.2014 & 21.02.2014.
19. This issues with the approval of Head of the Office vide Sanction File No 1-1/2013(Policy/RO) dated 02.01.14 & File No 1-1/2013(Policy/RO) dated 28.02.14
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 on and Supervision of specifications and construction standards.

Yours faithfully

(Naresh Pal Meena)
Education Officer

Copies forwarded for information and necessary action to:

- i) ~~The Principal,~~
A G TEACHER'S COLLEGE
NAVRANGPURA, AHMEDABAD
AHMEDABAD- 380009
- ii) ~~The Director, B.C.U.D./ C.D.C. University of Gujarat~~
- iii) ~~The Director/Commissioner, Higher Education, Govt. of Gujarat, Block 12/2,~~
~~Dr Jivraj Mehta Bhavan, Juna Sachivhalaya, Gandhinagar~~
- iv) ~~Accountant General, Govt. of Gujarat State, Race Course Road, Rajkot -360001~~
- v) ~~Guard File.~~

Sr. No. _____
Prog. Total. _____

(Naresh Pal Meena)
Education Officer

Appendix-11

Audited Reports (March-2012)

St. G. TEACHERS COLLEGE, AHMEDABAD -380009					
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2012					
2010-2011	EXPENDITURE		2010-2011	INCOME	
Rs. Ps.	Rs. Ps.	Rs. Ps.	Rs. Ps.	Rs. Ps.	Rs. Ps.
83029.00	EXP. IN RES. OF PROPERTIES	83029.00	131979.00	GRANTS IN AID:	48530.00
15168.00	Rates & Taxes	22824.00		Maintenance Grant	
3022.00	Repairs and Maintenance	3022.00	6464928.00	GRANTS	7289753.00
101219.00	Insurance Premium			SALARY GRANT	
80000.00	RENT(charged by AES)	108875.00	208485.00	LEAVE ENCASHMENT GRANT	116495.00
	College building	80000.00			
	ESTABLISHMENT EXPENSES			INTEREST	20972.00
6818190.00	(As per Statement "A")	7498362.00	28879.00	SAVING BANK	
227012.00	CENTRAL OFFICE EXPENSES	184167.00		FEES	68750.00
23370.50	EDUCATIONAL EXPENSES	36384.00	57500.00	TUITION FEES	68750.00
3609.00	(As per Statement "B")	45115.00	57500.00	Less: Amount Deposited	0.00
15000.00	LEGAL & PROFESSIONAL FEES	15000.00	0.00	In Govt. Treasury	
3000.00	AUDIT FEES	5000.00			
7399.00	INTERNAL AUDIT FEES	17315.00	4550.00	Library Fees	4650.00
	REPAIRS TO FURNITURES & EQUIPMENTS ETC.		18200.00	Examination Fees	18600.00
175484.00	MISCELLANEOUS EXPENSES	163397.50	22750.00	Stationery Fees	23250.00
(As per Statement "C")			2450.00	Form Fees	2625.00
	DEPRECIATION		18200.00	Educational Technology Fees	18600.00
6702.00	(As per Schedule - 'F')	75234.00	84350.00	Workshop Fees	18600.00
2294.00	Pump & Transformer (AES)	2176.00			86325.00
8996.00		77410.00		MISCELLANEOUS INCOME	
7463279.50	Total	8231025.50	6072.00	Misc Income	6835.00
			1920.00	Identity Card Fee	0.00
			700.00	Registration fee(fortified)	0.00
			220.00	TC fees	450.00
			8912.00		7285.00
				DEFICIT	
			1600.00	Surplus on sale of asset	0.00
			534146.50	Transferred to A.G. SOCIETY	661665.50
			7463279.50	Total	8231025.50

Refer Schedule "U" :- Notes forming part of Accounts
Examined and found correct as per the books of accounts,
vouchers, etc., produced before us and as per the information
and explanations given to us.

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 100892
30 MAY 2012



D. P. PATEL
PRINCIPAL

A. G. TEACHERS COLLEGE, AHMEDABD - 9.
Statement attached to and forming part of Income Expense Statement
Account for the year ended on 31/3/2012

STATEMENT "A"

2010-2011	ESTABLISHMENT EXPENSES	2011-2012
Rs.		Rs.
2979417.00	Salary	3154880.00
1481580.00	Dearness Allowance(Incl. Arrears)	2350012.00
739670.00	House Rent Allowance	782656.00
27630.00	City Compensatory Allowance	27060.00
12600.00	Medical Allowance	12000.00
60190.00	Transport Allowance	50745.00
23200.00	Special Pay	25200.00
765167.00	D.A(50%) Pay Scale (Grade Pay)	758400.00
2467.00	BONUS	4934.00
0.00	Higher Pay Scale	28594.00
373007.00	6th Pay Arrars	95272.00
6464928.00	Total	7289753.00
208485.00	LEAVE ENCASHMENT against grant	116495.00
144777.00	Extra Salary	92114.00
<u>6818190.00</u>		<u>7498362.00</u>

STATEMENT "B"

2010-2011	EDUCATIONAL EXPENSES	2011-2012
Rs.		Rs.
4132.00	Examination Expenses(Net income received	18299.00
13583.50	Reading Room	12190.00
5405.00	Website Development	5295.00
250.00	Seminar Expenses	600.00
23370.50	Total	36384.00



A. G. TEACHERS COLLEGE, AHMEDABAD - 9.
Statement attached to and forming part of Income Expenditure
Account for the year ended on 31/3/2012

STATEMENT "C"

2010-2011	MISCELLANEOUS EXPENSES	2011-2012
Rs.		Rs.
8350.00	Water supply & sanitation	9411.00
40478.00	Electricity charges	26945.00
14028.00	Stationary & Printing	9816.50
2893.00	Postage & Telegram	662.00
16457.00	Telephone Expenses	14483.00
4011.00	Furniture Insurance Premium	3675.00
1035.00	Conveyance Expenses	470.00
3320.00	Peon's Uniform	0.00
8510.00	T. A. D. A. Expenses	3000.00
750.00	Bank Charges	750.00
88.00	Cycle Repairs	288.00
400.00	Type Writer Serv. Charges	0.00
4250.00	Software Dev & Maint.	4250.00
360.00	Washing Allowance	360.00
1313.00	Electric Repairs	612.00
3600.00	Garden Expenses	600.00
400.00	Membership Fee	0.00
5904.00	Misc. Expenses	7014.00
56149.00	Chokiyat Expenses	47574.00
1638.00	Identity card Expenses	0.00
0.00	L I C Fees	10000.00
0.00	Application Fees	2000.00
1550.00	Computer Maintenance	21487.00
175484.00	Total	163397.50



PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD

FUNDS AND LIABILITIES		PROPERTIES AND ASSETS	
AS AT 31-3-2011	Rs. Ps.	AS AT 31-3-2011	Rs. Ps.
DEPRECIATION FUND (As per Schedule - "F")	442541.29	IMMOVABLE PROPERTIES (AT BOOK VALUE)	
EARMARKED FUNDS (As per Schedule "A")	5829915.32	Building Constructed out of Building grant from state Govt. (C.T.E.) Project Balance as on 1-4-2010	2016762.31
SUNDRY CREDIT BALANCES (As per Schedule "B")	125307.54	LIBRARY BLOCK (AT BOOK VALUE)	
College Caution Money Deposit	0.00	Extension of Library Block Balance as on 01-04-2010	111522.61
OUTSTANDING LIABILITIES	1310.00	DEAD STOCK, FURNITURE AND EQUIPMENT ETC. (AT BOOK VALUE) (As per Schedule "C")	2128284.92
		LIBRARY BOOKS (AT BOOK VALUE) (As per Schedule "D")	2877822.86
		LOANS & ADVANCES (As per Schedule "E")	1044431.48
		Maintenance Grant Receivable (One year old)	3888.00
		AHMEDABAD EDUCATION SOCIETY	30000.00
		CASH AND BANK BALANCES	125034.90
		Bank of India Saving A/C No. 2009101100053	1351.00
		Bank of India Saving A/C No. 200910110004748	13841.00
		Bank of India Savings A/C No. 200910100039598	156959.19
		UTI Bank Savings A/C No. 555968	17445.00
		Cash on Hand	15.80
TOTAL	6399074.15	TOTAL	189611.99

Refer Schedule "G" :- Notes forming part of Accounts

Examined and found correct as per the books of account vouchers etc. produced before us and as per the information & explanations given to us.

For Sorab S. Engineer & Co.

Firm Registration No. 110417W

Chartered Accountants

CA. CHOKSHI SHREYAS B.

PARTNER

Membership No. 100892

30 MAY 2012



DR. P. PATEL
PRINCIPAL

Sr. No.	Head of Accounts	Balance as on 1/4/2011 Rs. Ps.	Addition During the yr. Rs. Ps.	Sales/Adjust During the yr. Rs. Ps.	Balance as on 31/3/2012 Rs. Ps.
(A) Out of Grants / Funds					
1	Books on Evaluation purchase from Grant (Contra)	478.86			478.86
2	Books purchased out of University Grant Commission Basic Grant (Contra)	2000.00			2000.00
3	Books purchased out of U.G.C. special Basic Grant for Books & Journals (Contra)	10000.00			10000.00
4	Books purchased out of Books Grant for 1969-70 from University Grant Commission (Contra)	3000.00			3000.00
5	Books Furniture & Journal etc. purchased out of special Grant for books & journal teachers tra prog.	9986.60			9986.60
6	Books purchased against Grant for Library Books (Excluding original Gujarati & Hindi Books) received from Govt. of Gujarat (Contra)	800.00			800.00
7	Books purchased out of College Students Lending Library	91922.61			91922.61
8	Books etc. purchased out of special Assistance to Library (College) Sal (C) from U.G.C.	25575.30			25575.30
9	Books Purchased out of U.G.C. 9th Plan grant	300511.05			300511.05
10	Books Purchase out of U.G.C. 10th Plan Grant	125165.85			125165.85
11	Library Books	104007.37			104007.37
12	Poor Student Library	437.33			437.33
13	Books Journal purchased out of Development Assistance from U.G.C. (7th Plan Period)	30554.91			30554.91
14	Books Journal purchased out of basic grant of U.G.C. 7th Plan Period (1985-90)	11046.85			11046.85
15	Book Purchase out of U.G.C. 9th plan Revival Old Reputed College Sp. Grant	35709.00			35709.00
16	Grant from State Govt. (C.T.E.)	100441.98			100441.98
17	Books Purchase out of U.G.C. 11th Plan Grant	61522.00	18308.00		79830.00
	Total A	913159.71	18308.00		931467.71
(B) Others					
1	P. G. Centre Library Books (M.Ed.)	4401.90			4401.90
2	Library Books	55399.87			55399.87
3	Library Books	48133.00	5029.00		53162.00
	Total B	107934.77	5029.00		112963.77
	Grand Total A+B	1021094.48	23337.00		1044431.48



T.M.B.

PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD-380 009

A.G. TEACHERS COLLEGE, AHMEDABAD-09
SCHEDULES PREPARED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MAY-12/12
SCHEDULE - 'A' EARMARKED FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2011		Amt. Credited During the yr.		Amt. Debited During the yr.		Balance as on 31/5/2012	
		Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
1.	(A) Utilised Grants/Funds For Books								
2.	Grant for books on Evaluation Received from DEPSE National Council of Education & Training New Delhi	478.86						478.86	
3.	Basic Grant for purchase of Library Books from U.G.C.	2000.00						2000.00	
4.	Special basic grant for the purchase of Books & Journals from U.G.C.	10000.00						10000.00	
5.	Book Grant for 1969-70 from U.G.C.	3000.00						3000.00	
6.	Special Grant for purchase of Book, Journal to teachers training prog.college during 7th plan from U.G.C.	9985.00						9985.00	
7.	Grant for purchase of Library Books (Excluding original Gujarati & hindi Books) received from Govt. of Gujarat	800.00						800.00	
8.	College Lending Library Fund	84321.00						84321.00	
9.	U.G.C. Special Assistance to Library Grant	25000.00						25000.00	
10.	U.G.C. 9th Plan Library Books Grant	300000.00						300000.00	
11.	U.G.C. 10th Plan Grant Library Books	140165.85						140165.85	
12.	Library Book Fund	104007.37						104007.37	
13.	Poor Student Library Fund	437.33						437.33	
	Development Assistance Grant from U.G.C.(7th Plan period) (Rs.30534.91 for Books & Journals, Rs.35600 for Equipment)	30000.00						30000.00	
1.	For Equipments								
2.	Students welfare programme Grant from U.G.C. for the Year 1970-71	5000.00						5000.00	
3.	Grant for purchase of the Chalk Boards from U.G.C.	1000.00						1000.00	
4.	U.G.C. 9th Plan Equipment Grant	200000.00						200000.00	
5.	Computer Grant from U.G.C.	100000.00						100000.00	
6.	U.G.C. 10th Plan Grant Equipments	242760.00						242760.00	
7.	U.G.C. Net Work RESOURCE CENTRE (URC-NRC) Grant	43800.00						43800.00	
8.	Basic Grant for the pur. of Equip and Audio Visual Aids from U.G.C.	10000.00						10000.00	
9.	Equipment Grant from U.G.C. (for Geography Room Audio-Visual room, Language Room & History Room)	10419.40						10419.40	
10.	College Development Fund	159958.50						159958.50	
11.	(Against which Dead Stock Purchased for Rs.176494.68) UNICEF Grant for Improvement of Science Teaching from State Govt.	2531.67						2531.67	
12.	Grant for Building & furniture(Received from Govt of Guj.)	6405.46						6405.46	
13.	Development Assistance Grant from U.G.C.(7th Plan period)	35000.00						35000.00	
14.	English Project Fund (Transfer From A.E.Society)	1257.00						1257.00	
	U.G.C. 11th plan Equipment grant	200130.00						200130.00	
Total A C/F		1728457.44		0.00		0.00		1728457.44	



SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH
SCHEDULE - K: EARNINGS FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 31/03/11 Rs. Ps.	Amount credited during the year Rs. Ps.	Amount debited during the year Rs. Ps.	Balance as on 31/03/12 Rs. Ps.
1.	Total A B/F	1728457.44	0.00	0.00	1728457.44
For Books & Equipments					
15	Basic Grant for purchase of Books, Journal & Equipment from U.G.C. under 7th plan period (1985-90)	38104.80			38104.80
16	UGC 9th Plan Special Revival Old Reputed College Grant Bldg. Equipments and Books Grant from state govt. (CTE)	700000.00			700000.00
17	Project For Bldg. Equipments and Books Grant from state govt. (CTE)				
18	For Equipments 367603.00	2384365.00			2384365.00
19	& Books				
	(Rs. 212884.92 Spent for Building 267161.20 spent for equipment and furniture 100441.98 Spent for books as per contra)	227472.00	20000.00	0.00	227472.00
	UGC 11th plan merged scheme Grant	19610.00	79.00		39689.00
	Swamin Gujarat Grant				
	Total A	5098009.24	20079.00	0.00	5118088.24

(B) Unutilized Grants/Funds					
1	S.U. & GYM Fund	88056.58	35160.00	22487.00	115849.58
2	Poor Student Fund	13149.00	15120.00		13149.00
3	Interest on Best College Award	136437.50	4500.00		140937.50
4	Recurring Grant for training & Extension prog. for Higher Secondary Teachers from Guj. Council of Edu. Res. Trai. (GCERT)	46000.00			46000.00
5	Gandhinagar (ESN 99-2000)	43094.54			43094.54
6	Grant for Building & furniture (Received from Govt. of Guj.)	6305.60			6305.60
7	Equipment Grant from U.G.C. (for Geography Room Audio-Visual room, Language Room & History Room)	535.20			535.20
8	Basic Grant for purchase of Books, Journal & Equipment from U.G.C. under 7th plan period (1985-90)				
9	Poor Student Library Fund	1760.94			1760.94
10	English Project Fund	245.00			245.00
11	Common Women Development Council	9334.00	2234.00		11568.00
12	UGC 11th plan library book grant	138720.00			138720.00
13	UGC 10th plan library books	2022.15			2022.15
14	UGC 11th plan equipment grant	49566.00			49566.00
15	UGC 11th plan merged scheme Grant	107128.00			107128.00
16	K.C.G Vidya Grant	5000.00			3750.00
	Scholarship Interest Fund	30953.57	2340.00	1250.00	31195.57
	Total B	678310.08	59354.00	25837.00	711827.08
	GRAND TOTAL A+B	5776319.32	79433.00	25837.00	5829915.32

Note:
A Exps incurred during the year.
B Interest received during the year.
C Income received during the year.
D Balance transferred from College Caution Money Deposit
E Grant received during the year

A.G. TEACHERS COLLEGE
AHMEDABAD-380 009



A. G. TEACHERS COLLEGE, AHMEDABAD - 380 009
SCHEDULE - 3 - SUNDRY CREDIT BALANCES
 Attached to and forming part of Balance sheet as on 31-3-2012

Sr. No.	Head of Accounts	Amount	
		Rs.	Ps.
1	2.	3	
1	Desai Sene Trophy	1361.19	
2	Lalbahai Desai Trophy	2097.00	
3	Best college Award fund received in 1987-88 from Govt. of Guj.		
	Less : Investment with A.E.S.	50000.00	0.00
4	AMTI Mathematic Conference	50000.00	
	Less : Investment with A.E.S.	7148.85	
		7000.00	
5	Principal & Science Teachers Training Programme (D.E.O.)	148.85	
6	Principal & Sci. Teachers Tra. Programme (D.E.O.) 95-96	43788.50	
7	Tuition Fees Payable	33100.00	
8	N. M. Patel final P. F	6600.00	
9	Extention Dept. Serv. (Sale Value of Jeep)	25079.00	
	Less : Adv. to Extention Service Dept.	21000.00	
10	Prof. K. H. Yadav (Minor Research Project work)	8600.00	
	TOTAL	12400.00	733.00
		125307.54	



PRINCIPAL
 A. G. TEACHERS COLLEGE
 AHMEDABAD-380 009

A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULE - C : Dead stock furniture & Equipment etc. (At Book Value)
 Attached to and forming part of Balance Sheet as on 31-3-2012

SR. NO.	HEAD OF ACCOUNT	Balance as on 1/4/2011	Addition During the Yr.	Sales Adjust During the Yr.	Balance as on 31/3/2012
		Rs.	Ps.	Rs.	Ps.
(A) Out of Funds/ Grants					
1	Dead stock etc. pur. of students welfare programme Grant from University (1970-71)	5002.02			5002.02
2	Chalk Boards purchased out of Uni. Grant commission Grant	1000.00			1000.00
3 Equipment Purchase out of U.G.C. 9th Plan Grant					
	Tap Recorder	2880.00			2880.00
	Equipment (Xerox Machine)	75992.00			75992.00
	Gestner Elec. Duplicator	45690.00			45690.00
	H.P.DJ 3325 Printer	4099.00			4099.00
	Mick Systems	12000.00			12000.00
	Computer	52178.00			52178.00
	OHP Photophone star	9200.00			9200.00
	Cordless Microphone	1715.00			1715.00
		203754.00			203754.00
4	Dead Stock etc. purchased out of Computer Grant (U.G.C.)	100007.07			100007.07
5 Equipment Purchase out of U.G.C. 10th Plan Grant					
	CD Writer	1700.00			1700.00
	Multimedia Video Projector	59850.00			59850.00
	Laptop	41400.00			41400.00
	Computer	29134.00			29134.00
	Teaching AID	14724.00			14724.00
	Toshiba Xerox Machine	66001.00			66001.00
	Over Head Projector	19500.00			19500.00
	Digital Camera	18500.00			18500.00
	Library Software purchased against UGC 10th Plan Grant	15000.00			15000.00
		265809.00			265809.00
6	Computer P 4 Purchase out of UGC Net Work Resource Centre	26900.00			26900.00
	H.P. Deskjet 3845 Printer Purchase out of UGC Net Work Resource Centre	4000.00			4000.00
	Software Purchase out of UGC Net Work Resource Centre	16000.00			16000.00
		46900.00			46900.00
7	Equipment etc. purchased out of Basic Grant for equipment and Audio-Visual Aids from Uni. Grants Commission	10419.40			10419.40
8	Equipment etc. purchased out of equipment grants from U.G.C. For Geography Room, Audio-Visual Room, Language & History Room	22306.11			22306.11
9	Dead Stock etc. purchased out of College Development Fund	200213.68			200213.68
10	Dead stock etc. purchased out of UNICEF Grant for improvement of Science Teaching from State Govt.	7167.70			7167.70
	Total C/F	862578.98	0.00	0.00	862578.98





AG TEACHERS COLLEGE, AHMEDABAD-380 009
 SCHEDULE - C : Dead stock furniture & Equipment etc. (A) Book Value
 Attached to and forming part of Balance Sheet as on 31.3.2012

SR. NO.	HEAD OF ACCOUNT	Balance as on		Addition		Sales Adjust		Balance as on	
		Rs.	Ps.	During the Yr.	Rs.	Ps.	During the Yr.	Rs.	Ps.
Total (B/F)									
11	Furniture purchased out of Govt. of Gujarat Building & Furniture Grant	6405.46					0.00	6405.46	
12	Equipment etc. purchased out of Development Assistance from U/G C. (7th Plan Period)	35600.00						35600.00	
13	Equipment purchased out of English Project Fund	1257.00						1257.00	
14	Equipment etc. purchased out of basic grant of U/G C. 7th Plan period (1985-90)	27058.00						27058.00	
15	Revised Old Reported College Special Grant (9th Plan)								
	Laboratory Equipment	15515.00						15515.00	
	Computer	580589.00						580589.00	
	Samung Colour TV. 29"	26500.00						26500.00	
	Teaching AID	33323.00						33323.00	
	H P Office Jet V40 Printer	13000.00						13000.00	
		668927.00						668927.00	
16	Equipment purchased out of Building Equipment, Books etc Grants from state govt (C.T.E)	267161.20						267161.20	
	Dead stock etc. Purchased against upgrade Bldg Grant	39987.50						39987.50	
		307148.70						307148.70	
17	Equipment Purchase out of U/G C. 11th Plan Grant								
	Micro System	19630.00						19630.00	
	Computer	20000.00						20000.00	
	Zenith Computer	76000.00						76000.00	
	Lab Server	43500.00						43500.00	
	HP Laptop	41000.00						41000.00	
	HP Scanner	4250.00						4250.00	
	AQUAFRESH water purifier System	10400.00						10400.00	
		214780.00						214780.00	
18	U/G C. 11th Plan Merge Scheme Grant								
	Quick Heal Internet Security Software Purchase	13700.00		0.00				13700.00	
	Lead Projector (epsons)	42822.00						42822.00	
	H P Laserjet 1020 Printer	65000.00						65000.00	
	HP Notebook 2 Mogs	65000.00						65000.00	
	IntelCore I3Desktop 2 Computer	37500.00						37500.00	
	Lenovo All - in - one Computer	37000.00						37000.00	
	Seasonic Canon Printer Hurdisk, Udb Pen drive etc	20500.00						20500.00	
	Wall Mount Racka CU	4450.00						4450.00	
		224742.00						224742.00	
19	Swarim Gujarat Grant								
	Dead stock purchase out of Swarim Gujarat Grant	19610.00		0.00				19610.00	
	Patral System, Magazine Stand,Shur Pw etc	16900.00						16900.00	
	Video Stand, Vdo Light Stand Ntr etc	3190.00						3190.00	
		39700.00						39700.00	
		2157065.14		233862.00		0.00		2390927.14	
(B) Other Assets									
1	Psychology Laboratory Apparatus	2276.59						2276.59	
2	Educational Equipment	12755.34						12755.34	
3	Computer Laboratory	109513.00						109513.00	
4	Dead Stock(Inclusive Rs750 Deposit of 2 Gas cylinders)	88709.79		219941.00				308650.79	
5	Dead Stock (Excess against Development Fund)	53900.00						53900.00	
		266954.72		219941.00				486895.72	
	Total B								
		2424019.86		453803.00		0.00		2877822.86	
	GRAND TOTAL A+B								

AG TEACHERS COLLEGE
 AHMEDABAD-380 009

A.G. TEACHERS COLLEGE, NAVRANGPURA, AHMEDABAD-9

STATEMENT ATTACHED TO END FORMING PART OF BALANCE SHEET FOR THE YEAR 2011-12

SCHEDULE - "F"

Item	Rate	Gross Block				Depreciation Fund				Written Down Value	
		Balance as on 01-04-2011	Addition during the year	Sale/Tr. during the year	Balance as on 31-03-2012	Balance as on 01-04-2011	Addition during the year	Amount Credited	Total Fund as on 31-03-2012	Written down Value as on 31-03-2011	Written down value as on 31-03-2012
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Imitute and Fixture	25%	88709.79	219941.00	0.00	308650.79	87387.59	69590.00	0.00	156977.59	1322.20	151673.20
"		53900.00	0.00	0.00	53900.00	53900.00	0.00	0.00	53900.00	0.00	0.00
brary Books	50%	107934.77	5029.00	0.00	112963.77	101674.77	5644.00	0.00	107318.77	6260.00	5645.00
lucational Equipment		12755.34		0.00	12755.34	12755.34	0.00	0.00	12755.34	0.00	0.00
ychology Appratures		2276.59		0.00	2276.59	2276.59	0.00	0.00	2276.59	0.00	0.00
omputer Laboratory		109313.00		0.00	109313.00	109313.00	0.00	0.00	109313.00	0.00	0.00
Total		374889.49	224970.00	0.00	599859.49	367307.29	75234.00	0.00	442541.29	7582.20	157318.20




PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD

A. G. TEACHERS COLLEGE, AHMEDABAD - 380 069
 SCHEDULE - 'E' LOANS AND ADVANCES
 Attached to and forming part of Balance Sheet as on 31-03-2012

Sr. No.	Head of Accounts	Amount		One Yr. Old		Doubtful	
		Rs.	Ps.	Rs.	Ps.	Rs.	Ps.

ADVANCE TO OTHERS

1	UGC Research Project Grant (Prof. K.H.Yadav)	1835.00		1835.00		0.00	
2	Prepaid Expenses	2053.00					
TOTAL		3888.00		1835.00		0.00	

Signature to Schedule 'A' to 'E'


 PRINCIPAL
 A. G. TEACHERS COLLEGE
 AHMEDABAD - 9



11/3

A. G. TEACHERS COLLEGE, AHMEDABD - 9.
Statement attached to and forming part of Balance Sheet
As on 31/3/2012
SCHEDULE "G" NOTES FROMING PART OF ACCOUNTS

- 1 The rates for depreciation are as per guidance note on "Accounting by Schools" issued by ICAI
- 2 Salary for the month of march 2012 & corresponding salary grant of Rs.- 596255/- has not been provided /recognised in the accounts .
However there is no impact on the income & expenditure account for the current year.

[Signature]
DR. CH. PATEL
PRINCIPAL

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
[Signature]
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 100892



30 MAY 2012

Audited Reports (March-2013)

A.G. TEACHERS COLLEGE, AHMEDABAD - 380009			
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2013			
2011-2012	2011-2012	2011-2012	2011-2012
EXPENDITURE	Rs. Ps.	Rs. Ps.	Rs. Ps.
EXP. IN RES. OF PROPERTIES			
83029.00 Rates & Taxes	85624.00		
22824.00 Repairs and Maintenance	1670.00		
3022.00 Insurance Premium	5378.00		
08875.00			
RENT (charged by AES)	92672.00		
80000.00 College building	80000.00		
ESTABLISHMENT EXPENSES			
98362.00 (As per Statement "A")	8411111.00		
84167.00 CENTRAL OFFICE EXPENSES	180517.00		
36384.00 EDUCATIONAL EXPENSES	27470.00		
45115.00 (As per Statement "B")	12922.00		
15000.00 LEGAL & PROFESSIONAL FEES	15000.00		
5000.00 AUDIT FEES	5000.00		
17315.00 INTERNAL AUDIT FEES	14432.00		
53397.50 REPAIRS TO FURNITURES & EQUIPMENTS ETC.	253279.00		
0.00 (As per Statement "C")	12102.00		
75234.00 MISCELLANEOUS EXPENSES	47954.00		
2176.00 (As per Schedule - F)	0.00		
7410.00 Pump & Transformer (AES)	47954.00		
1025.50			
Total	9152459.00	8231025.50	Total

Refer Schedule "G" :- Notes forming part of Accounts
Examined and found correct as per the books of accounts,
vouchers, etc., produced before us and as per the information
and explanations given to us.

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 100892
13 MAR 2013



DR. C.P. PATEL
PRINCIPAL

STATEMENT "A"
ESTABLISHMENT EXPENSES

2011-2012	2012-2013
Rs.	Rs.
3154880.00	3343970.00
2350012.00	2787566.00
782656.00	789104.00
27060.00	25140.00
12000.00	11200.00
50745.00	66135.00
25200.00	24800.00
758400.00	728800.00
4934.00	3454.00
28594.00	314112.00
0.00	4253.00
95272.00	160631.00
7289753.00	8259165.00
116495.00	0.00
92114.00	151946.00
<u>7498362.00</u>	<u>8411111.00</u>

STATEMENT "B"

EDUCATIONAL EXPENSES

2011-2012	2012-2013
Rs.	Rs.
18299.00	6316.00
12190.00	16684.00
5295.00	4270.00
600.00	200.00
36384.00	27470.00



STATEMENT "C"
MISCELLANEOUS EXPENSES

2011-2012 Rs.		2012-2013 Rs.
9411.00	Water supply & sanitation	11837.00
26945.00	Electricity charges	55223.00
9816.50	Stationary & Printing	17582.00
662.00	Postage & Telegram	370.00
14483.00	Telephone Expenses	14964.00
3675.00	Insurance Premium	4195.00
470.00	Conveyance Expenses	60.00
0.00	Peon's Uniform	1595.00
3000.00	T. A. D. A. Expenses	5305.00
750.00	Bank Charges	3331.00
288.00	Cycle Repairs	1065.00
0.00	Interest Expenses (U.G.C)	25700.00
4250.00	Software Exps.	4600.00
360.00	Washing Allowance	360.00
612.00	Electric Repairs	13859.00
600.00	Garden Expenses	0.00
0.00	Membership Fee	0.00
7014.00	Misc. Expenses	18986.00
47574.00	Security Expenses	25361.00
0.00	Souvenir (Magazine) Expenses	10000.00
10000.00	L I C Fees	0.00
2000.00	Application Fees	0.00
0.00	Traveling Expenses	13150.00
21487.00	Computer Maintenance	25736.00
163397.50	Total	253279.00




 PRINCIPAL
 A.G. TEACHERS COLLEGE
 AHMEDABAD



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
BALANCE SHEET AT 31ST MARCH, 2013

AS AT -3-2012	FUNDS AND LIABILITIES	Rs. Ps.	Rs. Ps.	AS AT 31-3-2012	PROPERTIES AND ASSETS	Rs. Ps.	Rs. Ps.
42541.29	DEPRECIATION FUND (As per Schedule - "F")		490495.29		IMMOVABLE PROPERTIES (AT COST)		
29915.32	EARMARKED FUNDS (As per Schedule 'A')		5471311.82	2016762.31	Building Constructed out of Building grant from state Govt. (C.T.E.) Project Balance as on 1-4-2012	2016762.31	
25307.54	SUNDRY CREDIT BALANCES (As per Schedule 'B')		169404.54	111522.61	LIBRARY BLOCK (AT COST) Extension of Library Block Balance as on 01-04-2012	111522.61	
1310.00	OUTSTANDING LIABILITIES		1473.00	2128284.92	DEAD STOCK, FURNITURE AND EQUIPMENT ETC. (AT COST) (As per Schedule 'C')		2907027.86
				2877822.86	LIBRARY BOOKS (AT COST) (As per Schedule 'D')		1046326.48
				1044431.48	LOANS & ADVANCES (As per Schedule 'E')		0.00
				3888.00	Maintenance Grant Receivable		0.00
0.00	AHMEDABAD EDUCATION SOCIETY	368544.60		30000.00	AHMEDABAD EDUCATION SOCIETY		0.00
				125034.90	CASH AND BANK BALANCES		
				1351.00	Bank of India Saving A/C No. 2009101100053	1475.00	
				13841.00	Bank of India Saving A/C No. 200910110004748	16276.00	
				156959.19	Bank of India Savings A/c No. 200910100039598	227747.19	
				17445.00	UTI Bank Savings A/c No. 555968	174007.00	
				15.80	Cash on Hand	84.80	
				189611.99			419589.99
3766.61	TOTAL	6501229.25		6399074.15	TOTAL		6501229.25

Refer Schedule "G" :- Notes forming part of Accounts
Examined and found correct as per the books of account vouchers etc.
produced before us and as per the information & explanations given to us.

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 100892



D.K. PATEL
PRINCIPAL

A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH 2013
SCHEDULE - A EARNMARKED FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2012 Rs. Ps.	Am't Credited During the yr. Rs. Ps.	Am't Debited During the yr. Rs. Ps.	Balance as on 31/3/2013 Rs. Ps.
1.	2.	3.	4.	5.	6.
	(A) Utilised Grants/Funds For Books				
1	Grant for books on Evaluation Received from DEPSE	478.86			478.86
2	National Council of Education & Training, New Delhi	2000.00			2000.00
3	Basic Grant for purchase of Library Books from U.G.C.	10000.00			10000.00
4	Special basic grant for the purchase of Books & journals from U.G.C.	3000.00			3000.00
5	Book Grant for 1969-70 from U.G.C.	9985.00			9985.00
6	Special Grant for purchase of Book, Journal to teachers training prog. college during 7th plan from U.G.C.	800.00			800.00
7	Grant for purchase of Library Books (Excluding original Gujarati & hindi Books) received from Govt. of Gujarat College Lending Library Fund	84321.00			84321.00
8	U.G.C. Special Assistance to Library Grant	25000.00			25000.00
9	U.G.C. 9th Plan Library Books Grant	300000.00			300000.00
10	UGC 10th Plan Grant Library Books	140165.85			140165.85
11	Library Book Fund	104007.37			104007.37
12	Poor Student Library Fund	437.33			437.33
13	Development Assistance Grant from U.G.C (7th Plan period) (Rs. 30554.91 for Books & journals, Rs. 35600 for Equipment)	30000.00			30000.00
	For Equipments				
1	Students welfare programme Grant from U.G.C. for the Year 1970-71	5000.00			5000.00
2	Grant for purchase of the Chalk Boards from U.G.C.	1000.00			1000.00
3	U.G.C. 9th Plan Equipment Grant	200000.00			200000.00
4	Computer Grant from U.G.C.	100000.00			100000.00
5	UGC 10th Plan Grant Equipments	242760.00			242760.00
6	UGC Net Work RESOURCE CENTRE (URC-NRC) Grant	43800.00			43800.00
7	Basic Grant for the pur. of Equip. and Audio Visual Aids from U.G.C.	10000.00			10000.00
8	Equipment Grant from U.G.C. (for Geography Room Audio-Visual room, Language Room & History Room)	10419.40			10419.40
9	College Development Fund	159958.50			159958.50
10	(Against which Dead Stock Purchased for Rs. 176494.68)				
11	UNICEF Grant for Improvement of Science Teaching from State Govt.	2531.67			2531.67
12	Grant for Building & furniture (Received from Govt. of Guj.)	6405.46			6405.46
13	Development Assistance Grant from U.G.C (7th Plan period)	35000.00			35000.00
14	English Project Fund (Transfer From A.E. Society)	1257.00			1257.00
	UGC 11th plan Equipment grant	249696.00	(G) 97720.00	(D) 56280.00	212330.00
			(H) 78806.00		
	Total A C/F	1778023.44	97720.00	135086.00	1740657.44



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH, 2013.
SCHEDULE - 'A' (EARMARKED FUNDS)

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2012		Amt Credited During the yr.		Amt Debited During the yr.		Balance as on 31/3/2013	
		Rs.	P.	Rs.	P.	Rs.	P.	Rs.	P.
1.	2.	3.		4.		5.		6.	
	Total A B/F	1778023.44		97720.00		135086.00		1740657.44	
For Books & Equipments									
15	Basic Grant for purchase of Books, Journal & Equipment from U.G.C. under 7th plan period (1985-90)	38104.80						38104.80	
16	UGC 9th Plan Special Revival Old Reputed College Grant	700000.00						700000.00	
17	Bldg. Equipments and Books Grant from state govt. (CTE) Project. For Bldg.	2016762.00							
	For Equipments	367603.00							
	& Books								
	(Rs. 2128284.92 Spent for Building								
	267161.20 spent for equipment and furniture								
	100441.98 Spent for books as per contra)								
18	UGC 11th plan merged scheme Grant	227472.00						227472.00	
19	Swamin Gujarat Grant	39689.00	(B)	124.00		0.00		39813.00	
20	UGC 11th plan library book grant	138720.00						60000.00	
21	UGC 11th plan Maintenance Equipment Grant	0.00	(G)	41194.00		78720.00		18914.00	0.00
								22280.00	
22	UGC 11th Plan Field work Tours Grant	0.00	(G)	15000.00		15000.00		0.00	0.00
23	Red Ribbon club Programme Grant	0.00	(E)	5000.00		870.00		0.00	0.00
								4130.00	
24	GCERT (CTE)	0.00	(E)	200000.00		191756.00		0.00	0.00
								8244.00	
	Total A	5306374.24		359038.00		475000.00		5190412.24	





A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH, 2013
SCHEDULE - VI FARMARKED FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2012 Rs. Ps.	Am't Credited During the yr. Rs. Ps.	Am't Debited During the yr. Rs. Ps.	Balance as on 31/3/2013 Rs. Ps.
1.	(B) Unutilised Grants/Funds				
1	S.U. & GYM. Fund	115849.58	(C) 13580.00	(A) 9133.00	120296.58
2	Poor Student Fund	13149.00			13149.00
3	Interest on Best College Award	140937.50		(F) 140937.50	0.00
4	Recurring Grant for training & Extension prog. for Higher Secondary Teachers from Guj. Council of Edu. Res. Tra. (GCERT)	46000.00			46000.00
5	Grant for Building & furniture/Received from Govt. of Guj.	43094.54			43094.54
6	Equipment Grant from U.G.C. (for Geography Room Audio-Visual room, Language Room & History Room)	6305.60			6305.60
7	Basic Grant for purchase of Books, Journal & Equipment from U.G.C. under 7th plan period (1985-90)	535.20			535.20
8	Poor Student Library Fund	1760.94			1760.94
9	English Project Fund	245.00			245.00
10	Common Women Development Council	11568.00	(C) 1880.00		14003.00
			(B) 555.00		
11	UGC 10th plan library books	2022.15			2022.15
12	UGC 11th plan merged scheme Grant	107128.00		(H) 107128.00	0.00
13	K.C.G. Urdu Grant	3750.00		(A) 1698.00	2052.00
14	Scholarship Interest Fund	31195.57	(B) 2340.00	(A) 2100.00	31435.57
	Total B	523541.08	18355.00	260996.50	280899.58
	GRAND TOTAL A+B	5829915.32	377393.00	735996.50	5471311.82

Summary	Amount Rs. Credit	Amount Rs. Debit
(a) Exps incurred during the year		
(b) Interest received during the year	3,019.00	205,557.00
(c) Income received during the year	15,460.00	
(d) Transfer to other Grant		153,914.00
(e) Grant received during the year	205,000.00	
(f) Transfer to AES		140,937.50
(g) Transfer from other Grant		235,588.00
(h) Paid to U.G.C. /Govt.	153,914.00	
TOTAL	377,393.00	735,996.50



PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD

A.G. TEACHERS' COLLEGE, AHMEDABAD - 380 009
SCHEDULE :- 'B' SUNDRY CREDIT BALANCES
 Attached to and forming part of Balance sheet as on 31-3-2013

Sr. No.	Head of Accounts	Amount	
		Rs.	Ps.
1	Desai Sene Trophy	1361.19	
2	Lalbahai Desai Trophy	2097.00	
3	Best college Award fund received in 1987-88 from Govt. of Guj.	50000.00	
	Less : Investment with A.E.S.	50000.00	
4	AMTI Mathematic Conference	7148.85	
	Less : Investment with A.E.S.	7000.00	
5	Principal & Science Teachers Training Programme (D.E.O.)	148.85	
6	Principal & Sci. Teachers Tra. Programme (D.E.O.) 95-96	43788.50	
8	N. M. Patel final P. F	33100.00	
10	B.C. Freeship	25079.00	
12	Bakipanch freeship	48050.00	
		15780.00	
	TOTAL	169404.54	




PRINCIPAL
A.G. TEACHERS' COLLEGE
AHMEDABAD-380 009

(M)

SR.	HEAD OF ACCOUNT	Balance as on 1/4/2012	Addition During the Yr.	Sales Adjust During the Yr.	Balance as on 31/3/2013
NO.		Rs.	Ps.	Rs.	Ps.
(A) Out of Funds/Grants					
1	Dead stock etc. pur. of students welfare programme Grant from University (1970-71)	5002.02			5002.02
2	Chalk Boards purchased out of Uni. Grant commission Grant	1000.00			1000.00
3	Equipment Purchase out of U.G.C.9th Plan Grant				
	Tap Recorderd	2880.00			2880.00
	Equipment (Xerox Machine)	75992.00			75992.00
	Gesteter Elec. Dupliator	45690.00			45690.00
	H.P.DJ 3325 Printer	4099.00			4099.00
	Mick Systems	12000.00			12000.00
	Computer	52178.00			52178.00
	OHP Photophone star.	9200.00			9200.00
	Cordless Microphone	1715.00			1715.00
		<u>203754.00</u>			<u>203754.00</u>
4	Dead Stock etc. purchased out of Computer Grant (U.G.C.)	100007.07			100007.07
5	Equipment Purchase out of U.G.C.10th Plan Grant				
	CD Writer	1700.00			1700.00
	Multimedia Video Projector	59850.00			59850.00
	Laptop	41400.00			41400.00
	Computer	29134.00			29134.00
	Teaching AID	14724.00			14724.00
	Toshiba Xerox Machine	66001.00			66001.00
	Over Head Projector	19500.00			19500.00
	Digital Camera	18500.00			18500.00
	Library Software purchased against UGC 10th Plan Grant	15000.00			15000.00
		<u>265809.00</u>			<u>265809.00</u>
6	Computer P.4 Purchase out of UGC Net Work Resource Centre	26900.00			26900.00
	H.P. Docket 3845 Printer Purchase out of UGC Net Work Resource Centre	4000.00			4000.00
	Software Purchase out of UGC Net Work Resource Centre	16000.00			16000.00
		<u>46900.00</u>			<u>46900.00</u>
7	Equipment etc. purchased out of Basic Grant for equipment and Audio-Visual Aids from Uni. Grants Commission	10419.40			10419.40
8	Equipment etc. purchased out of equipment grants from U.G.C For Geography Room,Audio-Visual Room,Language & History Room	22306.11			22306.11
9	Dead Stock etc. purchased out of College Development Fund	200213.68			200213.68
10	Dead stock etc. purchased out of UNICEF Grant for improvement of Science Teaching from State Govt.	7167.70			7167.70
	<u>Total C/F</u>	<u>862578.98</u>	<u>0.00</u>	<u>0.00</u>	<u>862578.98</u>



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULE - C : Dead stock furniture & Equipment etc. (At Book Value)
 Attached to and forming part of Balance Sheet as on 31-3-2012

SR. NO.	HEAD OF ACCOUNT	Balance as on 16/02/11 Rs.	Addition During the Yr. Rs.	Sales/Adjustment During the Yr. Rs.	Balance as on 31/3/2012 Rs.
11	Furniture purchased out of Govt. of Gujarat Building & Furniture Grant	862578.98		0.00	862578.98
12	Equipment etc. purchased out of Development Assistance from U.G.C. (7th Plan Period)	6405.46			6405.46
13	Equipment purchased out of English Project Fund	35600.00			35600.00
14	Equipment etc. purchased out of basic grant of U.G.C. 7th Plan period (1985-90)	1257.00			1257.00
15	Revised Old Reputed College Special Grant (9th Plan)	27058.00			27058.00
	Laboratory Equipment				
	Computer	15515.00			15515.00
	Scanning Colour TV 29"	580589.00			580589.00
	Teaching AID	26500.00			26500.00
	H.P. Office Jet V40 Printer	33323.00			33323.00
		13000.00			13000.00
		668927.00			668927.00
16	Equipment purchased out of Building Equipment, Books etc. Grants from state govt. (C.T.E.)	267161.20			267161.20
	Dead stock etc. Purchased against upgrade Bldg. Grant	39987.50			39987.50
		307148.70			307148.70
17	Equipment Purchase out of U.G.C. 11th Plan Grant				
	Media System	19630.00			19630.00
	Computer	20000.00			20000.00
	Zenith Computer	76000.00			76000.00
	Lab Server	43500.00			43500.00
	HP Laptop	41000.00			41000.00
	HP Scanner	4250.00			4250.00
	AQUAFRESH water purifier System	10400.00			10400.00
		214780.00			214780.00
18	U.G.C. 11th Plan Merge Scheme Grant				
	Quick heal Internet Security Software Purchase	13700.00			13700.00
	Led Projector (9500s)	42822.00			42822.00
	H.P. Laserjet 1020 Printer	6500.00			6500.00
	HP Notebook 2 Nops	65000.00			65000.00
	IntelCore i3 Desktop 2 Computer	37500.00			37500.00
	Lenovo All - in - one Computer	37000.00			37000.00
	Software Canon Printer, Harddisk, Uds Pen drive etc	20500.00			20500.00
	Wall Mount Racka 6U	4450.00			4450.00
		227472.00			227472.00
19	Swaminiji Gujarat Grant				
	Dead stock purchase out of Swaminiji Gujarat Grant	19610.00			19610.00
	Prithal System, Magazine Stand, Shot Pye etc	16900.00			16900.00
	Video Stand, Video Light Stand Nur etc	3190.00			3190.00
		39700.00			39700.00
20	Finger Print Machine	0.00	17000.00		17000.00
21	Fire extinguisher	0.00	3709.00		3709.00
	Total A	2390927.14	20709.00	0.00	2411636.14
	(B) Other Assets				
1	Psychology Laboratory Apparatus	2276.59			2276.59
2	Educational Equipment	12755.34			12755.34
3	Computer Laboratory	109313.00	8496.00		109313.00
4	Dead Stock (Inclusive Rs.750 Deposit of 2 Gas cylinders)	308650.79			317146.79
5	Dead Stock (Excess against Development Fund)	53900.00		0.00	53900.00
	Total B	486895.72	8496.00	0.00	495391.72
	GRAND TOTAL A+B	2877822.86	29205.00	0.00	2907027.86



PRINCIPAL
 A.G. TEACHERS COLLEGE
 AHMEDABAD-380 009



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
 SCHEDULE - 'D' LIBRARY BOOKS (At Book Value)
 Attached to and forming part of Balance Sheet as on 31-3-2013

Sr. No.	Head of Accounts	Balance as on 1/4/2012 Rs. Ps.	Addition During the yr. Rs. Ps.	Sales/Adjust During the yr. Rs. Ps.	Balance as on 31/3/2013 Rs. Ps.
(A) Out of Grants / Funds					
1	Books on Evaluation purchase from Grant (Contra)	478.86			478.86
2	Books purchased out of University Grant Commission Basic Grant (Contra)	2000.00			2000.00
3	Books purchased out of U.G.C. special Basic Grant for Books & Journals (Contra)	10000.00			10000.00
4	Books purchased out of Books Grant for 1969-70 from University Grant Commission (Contra)	3000.00			3000.00
5	Books Furniture & Journal etc. purchased out of special Grant for books & journal teachers tra-prog.	9986.60			9986.60
6	Books purchased against Grant for Library Books (Excluding original Gujarati & Hindi Books) received from Govt of Gujarat (Contra)	800.00			800.00
7	Books purchased out of College Students Lending Library	91922.61			91922.61
8	Books etc. purchased out of special Assistance to Library (College) Sal (C) from U.G.C.	25575.30			25575.30
9	Books Purchased out of U.G.C. 9th Plan grant	300511.05			300511.05
10	Books Purchase out of U.G.C. 10th Plan Grant	125165.85			125165.85
11	Library Books	104007.37			104007.37
12	Poor Student Library	437.33			437.33
13	Books journal purchased out of Development Assistance from U.G.C. (7th Plan Period)	30554.91			30554.91
14	Books Journal purchased out of basic grant of U.G.C. 7th Plan Period (1985-90)	11046.85			11046.85
15	Book Purchase out of U.G.C. 9th plan Revival Old Reputed College Sp Grant	35709.00			35709.00
16	Grant from State Govt. (C.T.E.)	100441.98			100441.98
17	Books Purchase out of U.G.C. 11th Plan Grant	79830.00			79830.00
	Total A	931467.71	0.00		931467.71
(B) Others					
1	P. G. Centre Library Books (M.Ed.)	4401.90			4401.90
2	Library Books	55399.87			55399.87
3	Library Books	53162.00	1895.00		55057.00
	Total B	112963.77	1895.00		114858.77
	Grand Total A+B	1044431.48	1895.00		1046326.48



PRINCIPAL
 A.G. TEACHERS COLLEGE
 AHMEDABAD-380 009

A.G. TEACHERS COLLEGE, NAVRANGPURA, AHMEDABAD-9

STATEMENT ATTACHED TO END FORMING PART OF BALANCE SHEET FOR THE YEAR 2012-13

SCHEDULE - "F"

Item	Rate	Gross Block				Depreciation Fund				Written Down Value	
		Balance as on 01/04/2012	Addition during the year	Sale/Tr. during the year	Balance as on 31/03/2013	Balance as on 01/04/2012	Addition during the year	Amount Credited	Total Fund as on 31/03/2013	Written down Value as on 01/04/2012	Written down value as on 31/03/2013
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1 Furniture and Fixture	25%	308650.79	8496.00	0.00	317146.79	156977.59	40042.00	0.00	197019.59	151673.20	120127.20
2 " "		53900.00	0.00	0.00	53900.00	53900.00	0.00	0.00	53900.00	0.00	0.00
3 Library Books	50%	112963.77	1895.00	0.00	114858.77	107318.77	3770.00	0.00	111088.77	5645.00	3770.00
4 Educational Equipment		12755.34	0.00	0.00	12755.34	12755.34	0.00	0.00	12755.34	0.00	0.00
5 Psychology Apparatus		2276.59	0.00	0.00	2276.59	2276.59	0.00	0.00	2276.59	0.00	0.00
6 Computer Laboratory		109313.00	0.00	0.00	109313.00	109313.00	0.00	0.00	109313.00	0.00	0.00
7 Fire extinguisher	20%	0.00	3709.00	0.00	3709.00	0.00	742.00	0.00	742.00	0.00	2967.00
8 Finger Print Machine	20%	0.00	17000.00	0.00	17000.00	0.00	3400.00	0.00	3400.00	0.00	13600.00
Total		599859.49	31100.00	0.00	630959.49	442541.29	47954.00	0.00	490495.29	157318.20	140464.20



PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD

A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
STATEMENT ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH, 2013
SCHEDULE :- 'C' NOTES FORMING PART OF ACCOUNTS

The rates for depreciation are as per guidance note on "Accounting by Schools" issued by ICAI
Salary for the month of march 2013 & corresponding salary grant of
Rs.- 642663/- has not been provided /recognised in the accounts.
However there is no impact on the income & expenditure account for the current year.

DR. C.P. PATEL
PRINCIPAL

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 100892
12 JUN 2013



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Audited Reports (March-2014)

A.G. TEACHERS COLLEGE, AHMEDABAD - 380009			
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2014			
2012-2013		2012-2013	
Rs. Ps.	EXPENDITURE	Rs. Ps.	INCOME
85624.00	EXP. IN RES. OF PROPERTIES	172282.00	GRANTS IN AID:
1670.00	Rates & Taxes		Maintenance Grant (including Arrears)
5378.00	Repairs and Maintenance		
92672.00	Insurance Premium		
80000.00	RENT/charged by AEs)	8259165.00	SALARY GRANT
	College building		
	ESTABLISHMENT EXPENSES		
841111.00	(As per Statement "A")	12689.00	INTEREST
180517.00	CENTRAL OFFICE EXPENSES		SAVING BANK
27470.00	EDUCATIONAL EXPENSES	63750.00	FEES
12922.00	(As per Statement "B")		TUITION FEES
15000.00	LEGAL & PROFESSIONAL FEES	63750.00	Less: Amount Deposited
			In Govt. Treasury
5000.00	AUDIT FEES	0.00	
	INTERNAL AUDIT FEES		
14432.00	REPAIRS TO FURNITURES & EQUIPMENTS ETC.	4850.00	Library Fees
(Rs.455+1050+3000)		19400.00	Examination Fees
253279.00	MISCELLANEOUS EXPENSES	24250.00	Stationery Fees
(As per Statement "C")		2725.00	Form Fees
12102.00	Amount Written off	19400.00	Educational Technology Fees
47954.00	DEPRECIATION	19400.00	Workshop Fees
(As per Schedule - F)		142500.00	Practical work Fees
		22325.00	
47954.00			
9152459.00	Total	11279186.85	

Refer Schedule "G" :- Notes forming part of Accounts
Examined and found correct as per the books of accounts,
vouchers etc., produced before us and as per the information
and explanations given to us.

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 109892
31/03/2014



DR. C.P. PATEL
PRINCIPAL

2012-14 I

STATEMENT "A"			
ESTABLISHMENT EXPENSES			
2012-2013		2013-2014	
Rs.		Rs.	
3343970.00	Salary	3330060.00	
2787566.00	Dearness Allowance(Incl.Arrears)	3318972.00	
789104.00	House Rent Allowance	1148716.00	
25140.00	City Compensatory Allowance	20340.00	
11200.00	Medical Allowance	35600.00	
66135.00	Transport Allowance	115200.00	
24800.00	Special Pay	48000.00	
728000.00	D.A(50%) Pay Scale (Grade Pay)	643600.00	
3454.00	BONUS	0.00	
314112.00	Higher Pay Scale	712916.00	
4253.00	L.T.C	0.00	
160631.00	6th Pay Arrans	885646.00	
8259165.00	Total	10259050.00	
151946.00	Extra Salary	299597.00	
8411111.00		10558647.00	

STATEMENT "B"			
EDUCATIONAL EXPENSES			
2012-2013		2013-2014	
Rs.		Rs.	
6316.00	Examination Expenses(Net)	19036.00	
16684.00	Reading Room	13884.00	
4270.00	Website Development	4270.00	
200.00	Seminar Expenses	1000.00	
27470.00	Total	38190.00	



STATEMENT "C"
MISCELLANEOUS EXPENSES

2012-2013 Rs.	2013-2014 Rs.
11837.00	13407.00
55223.00	41165.00
17582.00	18997.00
370.00	487.00
14964.00	13070.00
4195.00	2142.00
60.00	200.00
1595.00	1200.00
5305.00	80.00
3331.00	1035.00
1065.00	638.00
25700.00	0.00
4600.00	4525.00
360.00	360.00
13859.00	2588.00
18986.00	6186.00
25361.00	51841.00
10000.00	0.00
13150.00	0.00
25736.00	43321.00
253279.00	201242.00
Total	



PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD

A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
STATEMENT ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH, 2014
SCHEDULE - 'G' NOTES FORMING PART OF ACCOUNTS

- 1 The rates for depreciation are as per guidance note on "Accounting by Schools" issued by ICAI
- 2 Salary for the month of march 2014 & corresponding salary grant of Rs.- 1365758/- has not been provided /recognised in the accounts .
However there is no impact on the income & expenditure account for the current year.

For Sorab S. Engineer & Co.
Firm Registration No. 110417W
Chartered Accountants
Chokshi Shreyas B.
CA. CHOKSHI SHREYAS B.
PARTNER
Membership No. 100892



DK. CH. PATEL
PRINCIPAL

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A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
BALANCE SHEET AT 31ST MARCH, 2014

FUNDS AND LIABILITIES		AS AT		PROPERTIES AND ASSETS	
31-3-2013	Rs. Ps.	31-3-2013	Rs. Ps.	Rs. Ps.	Rs. Ps.
DEPRECIATION FUND (As per Schedule - "F")	498747.73	IMMOVABLE PROPERTIES (AT COST)			
EARMARKED FUNDS (As per Schedule A)	6010250.51	Building Constructed out of Building grant from state Govt. (C.T.E.) Project Balance as on 1-4-2013	206762.31		
SUNDRY CREDIT BALANCES (As per Schedule B)	41627.85	LIBRARY BLOCK (AT COST) Extension of Library Block Balance as on 01-04-2013	111522.61	2128284.92	
OUTSTANDING LIABILITIES	0.00	DEAD STOCK, FURNITURE AND EQUIPMENT ETC. (AT COST) (As per Schedule C)		3101389.86	
		LIBRARY BOOKS (AT COST) (As per Schedule D)		952800.07	
		LOANS & ADVANCES (As per Schedule E)		27490.00	
AHMEDABAD EDUCATION SOCIETY	260443.75	CASH AND BANK BALANCES			
		Bank of India Saving A/C No. 2009101100053	1534.00		
		Bank of India Saving A/C No. 20091010004748	18837.00		
		Bank of India Savings A/C No. 200910100039598	365956.19		
		UTI Bank Savings A/c No. 555968	214578.00		
		Cash on Hand	199.80		
TOTAL	6811069.84	TOTAL	6811069.84		

Refer Schedule "G" :- Notes forming part of Accounts

Examined and found correct as per the books of account vouchers etc. produced before us and as per the information & explanations given to us.

For Sorab S. Engineer & Co.

Firm Registration No. 110417W

Chartered Accountants

CA. CHOKSHI SHREYAS B.

PARTNER

Membership No. 108892

21 JUN 2014



DR. C. P. PATEL,
PRINCIPAL

A.G. TEACHERS COLLEGE, AHMEDABAD-09, 609
SCHEDULES ATTACHED TO AND FORMING PART OF THE FINANCIAL STATEMENT OF THE COLLEGE
SCHEDULE - A EXHIBITED FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2013		Amt Credited During the yr		Amt Debited During the yr		Balance as on 31/3/2014	
		Rs.	Ps.	Rs.	Ps.	Rs.	Ps.	Rs.	Ps.
1.	2.	3.	4.	5.	6.				
	(A) Utilised Grants/Funds For Books								
1	Grant for books on Evaluation Received from DEPSE	478.86						478.86	
2	National Council of Education & Training, New Delhi	2000.00						2000.00	
3	Basic Grant for purchase of Library Books from U.G.C.	10000.00						10000.00	
4	Special basic grant for the purchase of Books & journals from U.G.C.	3000.00						3000.00	
5	Book Grant for 1969-70 from U.G.C.	9985.00						9985.00	
6	Special Grant for purchase of Book, Journal to teachers training prog college during 7th plan from U.G.C.	800.00						800.00	
7	Grant for purchase of Library Books (Excluding original Gujarati & hindi Books) received from Govt. of Gujarat								
8	College Lending Library Fund	84321.00						84321.00	
9	U.G.C. Special Assistance to Library Grant	25000.00						25000.00	
10	U.G.C. 9th Plan Library Books Grant	300000.00						300000.00	
11	U.G.C. 10th Plan Library Books	140165.85						140165.85	
12	Library Book Fund	104007.37						104007.37	
13	Poor Student Library Fund	437.33						437.33	
	Development Assistance Grant from U.G.C (7th Plan period) (Rs. 30554.91 for Books & journals, Rs. 35600 for Equipment)	30000.00						30000.00	
	For Equipments								
1	Students welfare programme Grant from U.G.C. for the Year 1970-71	5000.00						5000.00	
2	Grant for purchase of the Chalk Boards from U.G.C.	1000.00						1000.00	
3	U.G.C. 9th Plan Equipment Grant	200000.00						200000.00	
4	Computer Grant from U.G.C.	100000.00						100000.00	
5	UGC 10th Plan Grant Equipments	242760.00						242760.00	
6	UGC Net Work RESOURCE CENTRE (URC-NRC) Grant	43800.00						43800.00	
7	Basic Grant for the pur. of Equip and Audio Visual Aids from U.G.C.	10000.00						10000.00	
8	Equipment Grant from U.G.C. (for Geography Room Audio-Visual room, Language Room & History Room)	10419.40						10419.40	
9	College Development Fund	159958.50						159958.50	
10	(Against which Dead Stock Purchased for Rs. 176494.68)								
11	UNICEF Grant for Improvement of Science Teaching from State Govt.	2531.67						2531.67	
12	Grant for Building & furniture (Received from Govt. of Guj.)	6405.46						6405.46	
13	Development Assistance Grant from U.G.C (7th Plan period)	35000.00						35000.00	
14	English Project Fund (Transfer From A.E. Society)	1257.00						1257.00	
	UGC 11th plan Equipment grant	212330.00						212330.00	
	Total A C/F	1740657.44	0.00	0.00	0.00	1740657.44			

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A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH 2014
SCHEDULE :- 'A' EARNMARKED FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2013 Rs. Ps.	Am't Credited During the yr. Rs. Ps.	Am't Debited During the yr. Rs. Ps.	Balance as on 31/3/2014 Rs. Ps.
1.	2.	3.	4.	5.	6.
	Total A B/F :....	1740657.44	0.00	0.00	1740657.44
For Books & Equipments					
15	Basic Grant for purchase of Books, Journal & Equipment from U.G. under 7th plan period (1985-90)	38104.80			38104.80
16	UGC 9th Plan Special Revival Old Reported College Grant	700000.00			700000.00
17	Bldg. Equipments and Books Grant from state govt. (CTE) Project. For Bldg. 2016/62.00 For Equipments 367603.00 & Books	2384365.00			2384365.00
	(Rs. 2128284.92 Spent for Building 267161.20 spent for equipment and furniture 100441.98 Spent for books as per contra)	227472.00			227472.00
18	UGC 11th plan merged scheme Grant	39813.00 (b)	59.00	0.00	39872.00
19	Swarnm Gujarat Grant				
20	UGC 11th plan library book grant	60000.00			60000.00
21	Red Ribbon club Programme Grant	0.00 (d)	4000.00 (a)	565.00 (e)	0.00
22	GCERT (CTE)	0.00 (d)	300000.00 (a)	3435.00 (e)	0.00
				251231.00 (a)	
				48769.00 (e)	
23	Del.Lab Grant for Furniture & Fixture (Scope)		114425.00 (d)		114425.00
	Total A :....	5190412.24	418484.00	304000.00	5304896.24



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH 2014
SCHEDULE - A: VARIOUS FUNDS

NO.	HEAD OF ACCOUNT	Balance as on 1/4/2013		Amt Credited During the yr		Amt Debited During the yr		Balance as on 31/3/2014	
		Rs.	Pcs.	Rs.	Pcs.	Rs.	Pcs.	Rs.	Pcs.
1.	(B) Unutilised Grants/Funds								
1	S.U. & GYM Fund	135451.52	0	93646.69	(a)	4293.00		224805.21	
2	Recurring Grant for training & Extension prog. for Higher Secondary Teachers from Guj. Council of Edu. Res. Tra. (CCERT)	46000.00						46000.00	
3	Grant for Building & Furniture Received from Govt. of Guj.	43094.54						43094.54	
4	Equipment Grant from U.G.C. (for Geography Room Audio-Visual room, Language Room & History Room)	6305.60						6305.60	
5	Basic Grant for purchase of Books, Journal & Equipment from U.G.C. under 7th plan period (1985-90)	535.20						535.20	
6	Common Women Development Council	14003.00	(c)	1910.00				16564.00	
7	UGC 10th plan library books	2022.15	(b)	651.00				2022.15	
8	K.C.G. Udaan Grant	2052.00						2052.00	
9	Scholarship Interest Fund	31435.57	(b)	2340.00	(a)	2300.00		31475.57	
10	U.G.C. Minor Research Grant (Dr. G.S. Patel)		(d)	32500.00				32500.00	
11	UGC 12th Plan IQAC Grant		(d)	300000.00				300000.00	
Total B.		280899.58		431047.69		6593.00		705354.27	
GRAND TOTAL A+B		547131.82		849531.69		310593.00		6010250.51	



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULES ATTACHED TO AND FORMING PART OF BALANCE SHEET AS ON 31ST MARCH, 2014

	Summary	Amount Rs. Credit	Amount Rs. Debit
(a)	Exps incurred during the year	0.00	258,389.00
(b)	Interest received during the year	3,050.00	
(c)	Income received during the year	95,556.69	
(d)	Grant received during the year	750,925.00	
(e)	Grant Refund	0.00	52,204.00
	TOTAL	849,531.69	310,593.00



PRINCIPAL
A.G. TEACHERS COLLEGE
AHMEDABAD

A.G. TEACHERS COLLEGE, AHMEDABAD - 380 009
SCHEDULE :- 'B' SUNDRY CREDIT BALANCES
 Attached to and forming part of Balance sheet as on 31-3-2014

Sr. No.	Head of Accounts	Amount	
		Rs.	P.
1	2.	3.	
1	Best college Award fund received in 1987-88 from Govt. of Guj.	50000.00	0.00
	Less : Investment with A.E.S.	50000.00	
2	AMTI Mathematic Conference	7148.85	148.85
	Less : Investment with A.E.S.	7000.00	
3	N. M. Patel final P. F		25079.00
4	Bavipanch freship		16400.00
	TOTAL	41627.85	



PRINCIPAL
 A.G. TEACHERS COLLEGE
 AHMEDABAD-380 009

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A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULE :- C Dead stock, furniture & Equipment etc. (At Book Value)
 Attached to and forming part of Balance Sheet as on 31-3-2014

SR NO.	HEAD OF ACCOUNT	Balance as on 1/4/2013		Addition During the Yr.		Sales/Adjustment During the Yr.		Balance as on 31/03/2014	
		Rs.	Ps.	Rs.	Ps.	Rs.	Ps.	Rs.	Ps.
(A) Out of Funds Grants									
1	Dead stock etc. pur. of students welfare programme Grant from University (1970-71)	5002.02						5002.02	
2	Chalk Boards purchased out of Uni. Grant commission Grant	1000.00						1000.00	
3	Equipment Purchase out of U.G.C.9th Plan Grant								
	Tap Recorder	2380.00						2380.00	
	Equipment (Xerox Machine)	75992.00						75992.00	
	Generator Elec. Digilicentor	45690.00						45690.00	
	H.P.D. 3225 Printer	12000.00						12000.00	
	Mink Systems	4099.00						4099.00	
	Computer	52178.00						52178.00	
	OHP Photophone stu.	9200.00						9200.00	
	Cordless Microphone	1715.00						1715.00	
		<u>203754.00</u>						<u>203754.00</u>	
4	Dead Stock etc. purchased out of Computer Grant (U.G.C.)	100007.07						100007.07	
5	Equipment Purchase out of U.G.C. 10th Plan Grant								
	CD Writer	1700.00						1700.00	
	Multimedia Video Projector	59850.00						59850.00	
	Laptop	41400.00						41400.00	
	Computer	29134.00						29134.00	
	Caching A/D	12125.00						12125.00	
	Desktop Computer Machine	66601.00						66601.00	
	Over Head Projector	19500.00						19500.00	
	Digital Camera	18500.00						18500.00	
	Library Software purchased against UGC 10th Plan Grant	15000.00						15000.00	
		<u>265809.00</u>						<u>265809.00</u>	
6	Computer P.4 Purchase out of UGC Net Work Resource Centre	26900.00						26900.00	
	H.P. Desktop 3845 Printer Purchase out of UGC Net Work Resource Centre	16000.00						16000.00	
	Software Purchase out of UGC Net Work Resource Centre	16000.00						16000.00	
		<u>46900.00</u>						<u>46900.00</u>	
7	Equipment etc. purchased out of Basic Grant for equipment and Audio-Visual Aids from Uni. Grants Commission	10419.40						10419.40	
8	Equipment etc. purchased out of equipment grants from U.G.C. For Geography Room/Audio-Visual Room/Language & History Room	22306.11						22306.11	
9	Dead Stock etc. purchased out of College Development Fund	200213.68						200213.68	
10	Dead stock etc. purchased out of UNICER Grant for improvement of Science Teaching from State Govt.	7167.70						7167.70	
	Total CF :-	862578.98		0.00		0.00		862578.98	



A.G. TEACHERS COLLEGE AHMEDABAD-09
SCHEDULE - C: Fixed stock, Furniture & Equipment etc. (A Book Value)
Annexed to and forming part of Balance Sheet as on 31.3.2014

Sl. NO.	HEAD OF ACCOUNT	Balance as on 1/4/2013		Addition During the Yr.		Sales Adjust During the Yr.		Balance as on 31/3/2014	
		Rs.	Pk.	Rs.	Pk.	Rs.	Pk.	Rs.	Pk.
	Total (B)	86,257.98				0.00		86,257.98	
11	Furniture purchased out of Grant of Capital Building & Furniture Grant	6405.46						6405.46	
12	Equipment etc. purchased out of Pre-employment Assistance from U.G.C. (7th Plan Period)	35400.00						35400.00	
13	Equipment purchased out of English Project Fund	1257.00						1257.00	
14	Equipment etc. purchased out of Basic Grant of U.G.C. 7th Plan period (1985-90)	27058.00						27058.00	
15	Revised Old Reported College Special Grant (9th Plan)								
	Laboratory Equipment	15515.00						15515.00	
	Computer	58288.00						58288.00	
	Computer - TV, 29"	32500.00						32500.00	
	Teaching AID	33323.00						33323.00	
	H.P. Office Jet V40 Printer	13000.00						13000.00	
		668927.00						668927.00	
16	Equipment purchased out of Building Equipment, Books etc. Grants from state govt. (C.T.E.)	267161.20						267161.20	
	Fixed stock etc. Purchased against upgrade Bldg. Grant	39987.50						39987.50	
		307148.70						307148.70	
17	Equipment Purchase out of U.G.C. 11th Plan Grant								
	Met. System	19630.00						19630.00	
	Computer	20000.00						20000.00	
	Zenith Computer	76000.00						76000.00	
	Lab Server	43500.00						43500.00	
	HP Laptop	41000.00						41000.00	
	HP Scanner	4250.00						4250.00	
	AQUAFRESH water purifier System	10400.00						10400.00	
		214780.00						214780.00	
18	U.G.C. 11th Plan Merge Scheme Grant								
	Quick heal Internet Security Software Purchase	13700.00						13700.00	
	Led Projector (egons)	42822.00						42822.00	
	H.P. Leased 1020 Printer	6500.00						6500.00	
	HP Notebook 2 Nops	65000.00						65000.00	
	IntelCee 13Desktop 2 Computer	37500.00						37500.00	
	Lenovo All - in - one Computer	37000.00						37000.00	
	Software, Canon Printer, Handiack, Lab Pen drive etc	20500.00						20500.00	
	Wall Mount Rack 61	4450.00						4450.00	
		227472.00						227472.00	
19	Swarin Gajraj Grant								
	Fixed stock, purchase out of Swamin Gajraj Grant	19610.00						19610.00	
	Printed System, Magazine Stand, Sheet Pvt etc	16900.00						16900.00	
	Video Stand, Vao Light Stand Nat etc	3190.00						3190.00	
		39700.00						39700.00	
20	Furniture fixtures against Del Lab Grant	0.00		114425.00				114425.00	
	Total A	2390927.14		114425.00		0.00		2505352.14	



A.G. TEACHERS COLLEGE, AHMEDABAD-380 009
SCHEDULE - C: Dead stock, furniture & Equipment etc. (At Book Value)
 Attached to and forming part of Balance Sheet as on 31.3.2014

SR. NO.	HEAD OF ACCOUNT	Balance as on 1/4/2014		Addition During the Yr.		Sales Adjust During the yr.		Balance as on 31/3/2014	
		Rs.	Ps.	Rs.	Ps.	Rs.	Ps.	Rs.	Ps.
(B) Other Assets									
1	Psychology Laboratory Apparatus	2276.59						2276.59	
2	Electronic Equipment	12755.34						12755.34	
3	Educational Equipment	10931.30						10931.30	
4	Dead Stock (Indicative Rs250 Deposit of 2 Gas Cylinders)	3171.46.79		79937.00				397083.79	
5	Dead Stock (Excess against Development Fund)	53900.00						53900.00	
6	Finger Print Machine	17000.00						17000.00	
7	Fire extinguisher	3709.00						3709.00	
Total B		51610.72		79937.00				59603.72	
GRAND TOTAL A+B		29977027.86		194362.00		0.00		3101389.86	


 HON'BLE
 A.G. TEACHERS COLLEGE
 AHMEDABAD-380 009



Sr. No.	Head of Accounts	Balance as on 1/4/2013	Addition During the yr.	Sales/Adjust During the yr.	Balance as on 31/3/2014
		Rs. Ps.	Rs. Ps.	Rs. Ps.	Rs. Ps.
(A) Out of Grants / Funds					
1	Books on Evaluation purchase from Grant (Contn)	478.86			478.86
2	Books purchased out of University Grant Commission Basic Grant (Contn)	2000.00			2000.00
3	Books purchased out of U.G.C. special Basic Grant for Books & Journals (Contn)	10000.00			10000.00
4	Books purchased out of Books Grant for 1969-79 from University Grant Commission (Contn)	3000.00			3000.00
5	Books Furniture & Journal etc. purchased out of special Grant for books & journal teachers tra.prog.	9986.60			9986.60
6	Books purchased against Grant for Library Books (Excluding original Gujarati & Hindi Books) received from Govt of Gujarat (Contn)	800.00			800.00
7	Books purchased out of College Students Lending Library	91922.61			45357.76
8	Books etc. purchased out of special Assistance to Library (College) Std (C) from U.G.C.	25575.30		46564.85	25575.30
9	Books Purchased out of U.G.C. 9th Plan grant	300511.05			300511.05
10	Books Purchase out of U.G.C. 10th Plan Grant	125165.85			125165.85
11	Library Books	104007.37			104007.37
12	Poor Student Library	437.33			437.33
13	Books Journal purchased out of Development Assistance from U.G.C. (7th Plan Period)	30554.91			30554.91
14	Books Journal purchased out of basic grant of U.G.C. 7th Plan Period (1985-90)	11046.85			11046.85
15	Book Purchase out of U.G.C. 9th Plan Revival Old Reputed College Sp Grant	35709.00			35709.00
16	Grant from State Govt. (C.T.E.)	100441.98			100441.98
17	Books Purchase out of U.G.C. 11th Plan Grant	79830.00			79830.00
	Total A.....	931467.71	0.00	46564.85	884902.86
(B) Others					
1	P. G. Centre Library Books (M.Ed.)	4401.90			4401.90
2	Library Books	55399.87		46961.56	8438.31
3	Library Books	55057.00			55057.00
	Total B	114858.77	0.00	46961.56	67897.21
	Grand Total A+B	1046326.48	0.00	93526.41	952800.07



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A.G. TEACHERS COLLEGE
AHMEDABAD-380 009

A.G. TEACHERS COLLEGE, AHMEDABAD - 380 009
 SCHEDULE - 'E' LOANS AND ADVANCES
 Attached to and forming part of Balance Sheet as on 31-03-2014

Sr. No.	Head of Accounts	Amount Rs. Ps.	One Yr. Old Rs. Ps.	Doubtful Rs. Ps.
ADVANCE TO OTHERS				
1	Dr. G.S. Patel (U.G.C. Minor Research Exps)	20000.00	0.00	0.00
2	Gujarat University (B.Ed. Part II Practical)	7290.00	0.00	0.00
3	MS. G.R. Parikh	200.00	0.00	0.00
TOTAL		27490.00	0.00	0.00

Signature to Schedule 'A' to 'E'



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 A.G. TEACHERS COLLEGE
 AHMEDABAD-9

A.G. TEACHERS COLLEGE, NAVRANGPURA, AHMEDABAD-9
STATEMENT ATTACHED TO END FORMING PART OF BALANCE SHEET FOR THE YEAR 2013-14
SCHEDULE - "F"

Item	Rate	Gross Block				Depreciation Fund				Written Down Value	
		Balance as on 01/04/2013	Addition during the year	Sale/Tx. during the year	Balance as on 31/03/2014	Balance as on 01/04/2013	Addition during the year	Amount Credited	Total Fund as on 31/03/2014	Written down Value as on 01/04/2013	Written down value as on 31/03/2014
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Intangible and Fixture	25%	317146.79	79937.00	0.00	397083.79	197019.59	50016.00	0.00	247035.59	120127.20	150048.20
"		53900.00	0.00	0.00	53900.00	53900.00	0.00	0.00	53900.00	0.00	0.00
Library Books	50%	55057.00	0.00	0.00	55057.00	51287.00	1885.00	0.00	53172.00	3770.00	1885.00
Library Books		55399.87	0.00	46961.56	8438.31	55399.87	0.00	46961.56	8438.31	0.00	0.00
Central Library Books		4401.90	0.00	0.00	4401.90	4401.90	0.00	0.00	4401.90	0.00	0.00
Technical Equipment		12755.34	0.00	0.00	12755.34	12755.34	0.00	0.00	12755.34	0.00	0.00
Technology Apparatus		2276.59	0.00	0.00	2276.59	2276.59	0.00	0.00	2276.59	0.00	0.00
Computer Laboratory		109313.00	0.00	0.00	109313.00	109313.00	0.00	0.00	109313.00	0.00	0.00
Extinguisher	20%	3709.00	0.00	0.00	3709.00	742.00	593.00	0.00	1335.00	2967.00	2374.00
Printer Machine	20%	17000.00	0.00	0.00	17000.00	3400.00	2720.00	0.00	6120.00	13600.00	10880.00
Total		630959.49	79937.00	46961.56	663934.93	490495.29	55214.00	46961.56	498747.73	140464.20	165187.20



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A.G. TEACHERS COLLEGE
AHMEDABAD



Appendix-12

Photo Gallery

College Praveshotsav



Celebrating women empowerment



College picnic



Tree plantation



Oath taking ceremony of student union



Vyashan mukti Program



Self Study Report (Cycle-2)



A.G. Teachers College- CTE (College of Teacher Education)

UNIVERSITY ROAD, NAVRANGPURA,
AHMEDABAD - 380 009
Estd : 1952



Submitted to
**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
(NAAC)**

For
ASSESSMENT AND REACCREDITATION
April - 2015



Retired Professors get together



Sports day



College Principals' meeting



Guest speaker R.P.Soni



Peace Education Program



UDISHA: TAT/TET Orientation



Inclusive education



Rangoli competition



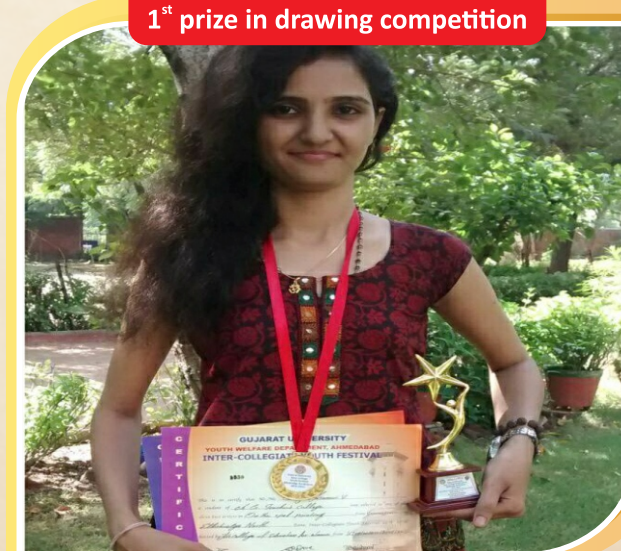
Yoga education



Guest Speaker - Mr. Matthew



1st prize in elocution competition



1st prize in drawing competition

CTE Activities



IQAC and Professional Development Activities

