

SELF APPRAISAL REPORT FOR RE-ACCREDITATION

**SUBMITTED TO
NATIONAL ASSESSMENT
AND
ACCREDITATION COUNCIL
BANGALORE**

**MANAGED BY
SHREE BHARTIYA VIDYA MANDAL**



GRANT-IN-AID COLLEGE

**SMT. VASANTIBEN RANCHHODBHAI BHAKTA,
PANAMA (VAV) COLLEGE OF EDUCATION,
KAMREJ CHAR RASTA, DIST. SURAT - 394185
GUJARAT**

**AFFILIATED TO
VEER NARMAD SOUTH GUJARAT UNIVERSITY
SURAT**

APRIL - 2014



**SMT. VASANTIBEN RANCHHODBHAI BHAKTA,
PANAMA (VAV) COLLEGE OF EDUCATION,
KAMREJ CHAR RASTA, DIST. SURAT - 394185
GUJARAT**



Late Smt. Vasantiben Ranchhodbhai Bhakta



Shri. Arvindbhai T. Bhakta
Chairman
(Shri Bhartiya Vidhya Mandal)

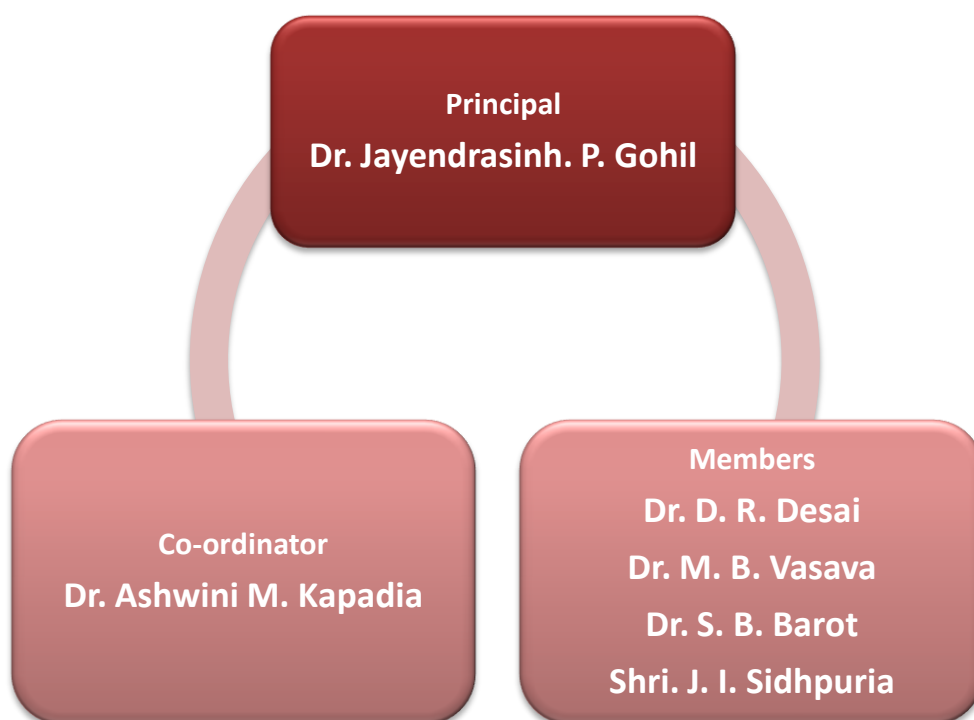


Shri. Vinubhai C. Bhakta
Secretary
(Shri Bhartiya Vidhya Mandal)



Shri. Jayendrasinh P. Gohil
Principal
(Smt. V. R. Bhakta College of Education)

STEERING COMMITTEE



THANK YOU NOTE

A warm thanks to, National Assessment Accreditation Council (NAAC), Bangalore for providing us a break to go through a meticulous attempt of self-discovery through the preparation of the Self-Appraisal Report (SAR) for Re-accreditation

During the preparation of the SAR, the institution has gone through the feeling of revivification identifying power and limitation to make further journey on the path of progress under the care of NAAC.

We look forward to the influx of Peer Team.

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PART 1: INSTITUTIONAL DATA

(A) PROFILE OF THE INSTITUTION

1. Name and Address of Institute

Name:	Smt. V. R. Bhakta college of education.
Address:	Kamrej Char Rasta,
City:	Kholwad
District:	Surat
State:	Gujarat
Pin:	394185

2. Website of Institute

www.shribhartiyavidyamandalkamrej.com

3. For communication:

Office:

Name	Telephone No. with STD Code	Fax	E-mail
Head-Principal Dr. Jayendrasinh P. Gohil	02621- 255181	02621- 255181	gohilsurat@yahoo.com
Self Appraisal Co-ordinator Prof. Dr. A M Kapadia	02621- 255181	02621- 255181	ashvinikapadia@gmail.com

Residence:

Name	Telephone No. with STD Code	Mobile No.
Head-Principal Dr. Jayendrasinh P. Gohil	0261-2646566	9898063645
Self Appraisal Co-ordinator Prof. Dr. A M Kapadia		9428450800

4. Location of the Institution:

Urban

☐

Semi-Urban

☐

Rural

☒

Tribal

☐

Any other (specify)

☐

5. Campus area in acres:

11.77.79 Sq. Mts

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year	
MM	YYYY
JUNE	1994

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

Veer Narmad South Gujarat University, Surat (Gujarat) (India) 395007

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

2(f)	Month & Year	
	MM	YYYY
	Sept	2008

12(B)

Month & Year	
MM	YYYY
Sept	2008

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) | <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. RIE | <input type="checkbox"/> |
| iii. IASE | <input type="checkbox"/> |
| iv. Autonomous College | <input type="checkbox"/> |
| v. Affiliated College | <input checked="" type="checkbox"/> |
| vi. Constituent College | <input type="checkbox"/> |
| vii. Dept. of Education. of a composite college | <input type="checkbox"/> |
| viii. CTE | <input type="checkbox"/> |
| ix. Any other (specify) | <input type="checkbox"/> |

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, has the institution applied for autonomy?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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

SI. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
I)	Under Graduate	B.Ed.	Graduate	Degree	1 Year	Gujarati
		----	Post Graduate		----	-----
		----	-----		----	-----

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Under Graduate	B.Ed.	No WRC/5-23/96/3737 Date : 10.07.98	Permanent	60

(B) CRITERIA – WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the institute have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

If yes,

No

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 faculties are on the various curriculum development/Vision committees/ boards of universities/regulating authority?

04

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

D.Ed.

--

B.Ed.

✓

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (Specify)

--

6. Are there programmes offered in modular form?

Number

Yes	✓	No	
All Subjects			

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

Number

Yes	✓	No	
02			

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

Number

Yes		No	✓

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

- Heads of practice teaching Schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

1 Year

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

Number

Yes		No	✓
-			

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

Number

Yes	✓	No	
All Subjects			

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

CRITERION II: TEACHING - LEARNING AND EVALUATION

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

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

✓

(Note: The Admission to B.Ed. colleges affiliated to Veer Narmad South Gujarat University, Surat, is centralized on merit basis)

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

15.06.2012
26.07.2012
04.05.2013
254
223

3. Total number of students admitted (Year 2012-2013)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	---	---	---	---	---	---	---	--	---
B.Ed.	13	47	60	08	36	44	05	11	16
M.Ed. (Full Time)	---	---	---	---	---	---	---	--	---
M.Ed. (Part Time)	---	---	---	---	---	---	---	--	---

4. Are there any overseas students?

If yes how many?

Yes		No	✓

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

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

a) Unit cost excluding salary component

Rs.8,039/-

b) Unit cost including salary component

Rs.10,632/-

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

Programme	Open Category		S.C. Category		S.T. Category		S.E.B.C Category		Other State	
	H (%)	L (%)	H (%)	L (%)	H (%)	L (%)	H (%)	L (%)	H (%)	L (%)
D.Ed.	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
B.Ed.	136.13	53.42	92.05	52.77	129.66	57.66	135.12	52.88	-----	-----
M.Ed. (Full Time)	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
M.Ed. (Part Time)	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

(H= Highest; L= Lowest)

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

Yes	✓	No	
-----	---	----	--

8. Does the institution develop its academic calendar?

Yes	✓	No	
-----	---	----	--

9. Time allotted in percentage

Programme	Theory [Per Week]	Practice Teaching [Per Week]	Practicum [Per Week]
D.Ed.	-----	-----	-----
B.Ed.	58.33	25.00	16.67
M.Ed. (Full Time)	-----	-----	-----
M.Ed. (Part Time)	-----	-----	-----

10. Pre- practice teaching at the institution

a) Number of pre – practice teaching days

3	0
---	---

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

0	8
---	---

11. Practice teaching at school

a) Number of Schools identified for practice teaching

2	5
---	---

b) Total number of practice teaching days

3	0
---	---

c) Minimum number of practice teaching lessons given by the each students

4	0
---	---

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

Number of lessons in simulation

Number	06
--------	----

Number of lessons Pre – practice teaching

Number	08
--------	----

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

Yes	✓	No	
-----	---	----	--

14. Does the institution provide for continuous evaluation?

Yes	✓	No	
-----	---	----	--

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

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

16. Examinations

a) Number of sessional tests held for each paper

0	4
---	---

b) Number of assignment for each paper

0	2
---	---

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

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / Courseware (CDs)	✓	
Audio Resources	✓	
Video Resources	✓	
Teaching aid and other related materials	✓	
Any other (specify)	-	-

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

Number

Yes	✓	No	
01			

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

Yes		No	✓
-----	--	----	---

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

Optional

Compulsory

CRITERION III: RESEARCH, DEVELOPMENT AND EXTENSION

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

Number	5	100	%
--------	---	-----	---

2. Does the institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

Details on the ongoing research projects

Funding Agency	Amount (Rs)	Duration (years)	Collaboration, if any
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

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

02

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

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

✓
✓
—

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

Yes		No	✓
-----	--	----	---

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

a) Ph. D.

03

b) M. Phil.

02

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

Yes

✓

No

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

		Yes	No	Number
International Journals		✓	–	02
National journals	Referred papers	✓	–	09
	Non referred papers	–	✓	–
Academic articles in reputed Magazines/news papers		✓	–	40
Books		✓	–	36
Any other (Specify)				
College Magazine		✓	–	22

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

Yes

✓

No

Number

05

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

	Faculty	Students
National Seminar	07	–
International Seminars	05	–
Any other academic forum	20	–

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

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

✓
✓
✓
✓
✓
-

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

Yes		No	✓
-----	--	----	---

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

08

16. Does the institution provide consultancy services?

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

Yes	✓	No	
-			

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

Local Level	✓
State Level	✓
National Level	✓
International Level	—

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

1. Built – up Area (in sq. mts.)

1176 Sq. Fts.

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

a. Methods lab

Yes	✓	No	
-----	---	----	--

b. Psychology lab

Yes	✓	No	
-----	---	----	--

c. Science Lab(s)

Yes	✓	No	
-----	---	----	--

d. Education Technology lab

Yes	✓	No	
-----	---	----	--

e. Computer lab

Yes	✓	No	
-----	---	----	--

f. Workshop for preparing teaching aids

Yes	✓	No	
-----	---	----	--

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

64

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

8,000/-

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

4,675/-

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

-

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

50,00,000/-

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

✓

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	02	01	01	01
Non-teaching	–	–	02	–

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	–	–	–	–
Non-teaching	3	1	2	2

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

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

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

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

C) Number of teachers from

Same State

05

Other States

–

12. Teacher student ratio (programme -wise)

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

13. A) Non-Teaching Staff

	Open		Reserved	
	M	F	M	F
Permanent	–	–	02	–
Temporary	–	02	01	–

B) Technical Assistants

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

14. Ratio of teaching – non teaching staff

5 : 2

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

31.29%

16. Is there an advisory committee for the library?

Yes	✓	No	
-----	---	----	--

17. Working hours of the Library?

On working days	7 Hours
On holidays	5 Hours
During examination	7 Hours

18. Does the library have an Open access facility

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

19. Total collection of the following in the library

a) Books	4071
- Text Books	134
- Reference books	3937
b) Magazines	20
c) Journals subscribed	
- Indian Journals	01
- Foreign Journals	–
d) Peer Reviewed Journals	–
e) Back Volumes of Journals	–
f) E-information resources	
- Online journals/e-journals	03
- CDs/DVDs	40
- Database	–
- Video Cassettes	05
- Audio Cassettes	30

20. Mention the

Total carpet area of the Library (in sq.mts.)	77.33 Sq. Mts.
Seating capacity of the Reading room	30

21. Status of automation of Library

Yet to initiate	<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 checked="" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" 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 checked="" type="checkbox"/>
Power back-up	<input type="checkbox"/>
User oriented / information literacy	<input type="checkbox"/>
Any other (Specify)	<input type="checkbox"/>

23. Are students allowed to retain books for examination?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="10"/>
Maximum number of days books are permitted to retained	
By the students	<input type="text" value="15"/>
By the faculty	<input type="text" value="15"/>
Maximum number of books permitted for issue	

For students	10
For faculty	unlimited
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	1 : 65

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

6.33

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

	2010-11		2011-12		2012-13	
	No.	Total Cost (in Rs)	No.	Total Cost (in Rs)	No.	Total Cost (in Rs)
Text Books	149	24820	423	36690	271	33013
Other Books	126	7551	54	4257	33	857
Journals/Periodicals	16	3580	22	4985	22	6025
Any other	-	-	-	-	-	-

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programme	Year 1 2010-11	Year 1 2011-12	Year 1 2012-13
D.Ed.	–	–	–
B.Ed.	02	02	01
M.Ed. (full Time)	–	–	–
M.Ed. (Part Time)	–	–	–

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

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

Yes	✓	No	
1:12			

3. Does the institution offers Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offers Bridge courses?

Yes		No	✓
-----	--	----	---

5. Examination Results during past three years

	UG			UG			UG		
	I	II	III	I	II	III	I	II	III
	2010-11			2011-12			2012-13		
Pass Percentage	98.31%	–	–	100%	–	–	100%	–	–
Number of first Classes	8	–	–	25	–	–	15	–	–
Number of Distinction	43	–	–	35	–	–	45	–	–
Exemplary Performances (Gold Medal and University rank)	–	–	–	–	–	–	–	–	–

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

	I 2010-11	II 2011-12	III 2012-13
NET	–	1	–
SLET/SET	–	–	1
Any other (specify) Institute of Banking Personal Selection	–	–	1

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

Financial Aid	I (2010-11)	II (2011-12)	III (2012-13)
Merit Scholarship	–	–	–
Merit-cum-means scholarship	–	–	–
Fee concession	–	–	–
Loan facilities	–	–	–
Any other (specify)			
Government Scholarship	3,115/-*	1,48,300/-	1,93,950/-
Endowment Fund	1000/-	1000/-	1000/-

** Amount was received and other amount was directly deposited in student bank account*

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

12

11. Does institute provide indoor and outdoor sports facility?

Sports Field

Yes	✓	No	
-----	---	----	--

Indoor sports facility

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes		No	✓
-----	--	----	---

12. Availability of restroom for women

Yes	✓	No	
-----	---	----	--

13. Availability of restroom for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-Collegiate	✓	–	01	✓	–	05
Inter-University	–	–	–	–	–	–
National	–	–	–	–	–	–
Any other (specify) Youth Festival	–	–	–	✓	–	10

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

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

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

If yes, give year of establishment

2007-08

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

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

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

	Year -1 2010-11 (%)	Year -2 2011-12 (%)	Year -3 2012-13 (%)
Higher Studies	3.33%	8.33%	1..67%
Employment (Total)	70%	80%	82%
Teaching	100%	100%	98.33%
Non-Teaching	-	-	1.67%

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?

2010-11	2011-12	2012-13
08	10	12

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

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

Governing Body / Management	02
Staff Council	Monthly
IQAC / or any other similar body/ committee	Quarterly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Library Committee – 02 2. Women Cell – 02 3. Student Council – 02

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

Loan Facility

Yes		No	✓
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Medical assistant

Yes		No	✓
-----	--	----	---

Insurance

Yes		No	✓
-----	--	----	---

Other (Specify) Help to Poor Student

Yes		No	✓
-----	--	----	---

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

10-11	11-12	12-13
—	—	—

5. Furnish the following details for the past three years

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

03

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

National

—

—

—

International

—

—

—

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

01

0

0

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

0

01

0

- e) Research development programmes attended by the faculty

04

11

07

- f) Invited/endowment lectures at the institution

02

02

03

Any other area (specify the program and indicate)

—

—

—

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

- a) Self-appraisal
b) Student assessment of faculty performance
c) Expert assessment of faculty performance
d) Combination of one or more of the above
e) Any other (specify) (P.T.A.)

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

7. Are the faculty assigned additional administrative work?

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

Yes	✓	No	
-----	---	----	--

04 hours per week

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

Grant-in-aid	31,506/-
Fees	2,43,900/-
Donation	—
Self-funded courses	—
Any other (specify)	11,49,724/-

9. Expenditure statement (for last two years):

	Year 1 (2011-2012)	Year 2 (2012-2013)
Total Sanctioned Budget	2,40,656/-	2,55,000/-
% spent on the salary of faculty	1,62,850/-	1,55,600/-
% spent on the salary of non-teaching staff		
% spent on books and journals	36,690/-	33,013/-
% spent on development activities (expansion of building)	36,690/-	33,013/-
% spent on telephone, electricity and water	35,661/-	41,245/-
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		50,00,000/-
% spent on maintenance of equipment, teaching aids, contingency, etc.		
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel	10,903/-	29,575/-
Any other (Specify and indicate)		
Total Expenditure incurred	2,46,104/-	2,59,433/-

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

	Surplus in Rs	Deficit in Rs
2010-2011	—	4583/-
2011-2012	—	6104/-
2012-2013	—	4433/-

11. Is there an internal financial audit mechanism?

Yes	✓	No	
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12. Is there an external financial audit mechanism?

Yes	✓	No	
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13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluations/	Yes	✓	No	
Assessment	Yes	✓	No	
Any other (Specify)	Yes		No	✓

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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes	✓	No	
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CRITERION VII: INNOVATIVE PRACTICES

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
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3. What is the percentage of the following student categories in the institution?

Category		Men	%	Women	%
A	SC	01	7.69%	03	6.38%
B	ST	04	30.76%	13	27.66%
C	OBC	03	23.07%	21	44.68%
D	Physically challenged	-	-	01	2.13%
E	General Category	05	38.46%	09	19.15%
F	Rural	08	61.53%	10	21.27%
G	Urban	05	38.46%	37	78.72%
H	Any other (specify)	-	-	-	-

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

Category		Teaching Staff	%	Non-teaching Staff	%
A	SC	-	-	1	10%
B	ST	1	20%	-	-
C	OBC	1	20%	1	10%
D	Women	2	40%	-	-
E	Physically challenged	-	-	-	-
F	General Category	3	60%	-	-
G	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of course	
	Batch I	Batch II	Batch I	Batch II
SC	Not Applicable			
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any Other (specify)				

EXECUTIVE SUMMARY

'Shri Bhartiya Vidya Mandal' was established nearly 50 years ago by three eminent people of Kamrej Taluka of Surat District with a noble mission of providing higher education to the youth of the surrounding villages. These three visionary and long sighted men were Late Shri Manharbhai Vakil, Late Shri Padmanandbhai Vazir and Shri Girdharbhai Parikh. All three of them realised the need for a higher education institution in the vicinity and took upon themselves the Herculean task of collecting necessary funds. They approached the community in the surrounding areas and also the NRI's abroad. Their genuine efforts received a huge response and they succeeded in materializing their dream in the year 1966. The first institution they established was an Arts and Science College which officially started functioning in June 1966. Since then the progress made by Bhartiya Vidya Mandal is unbelievable. In the span of last 50 years the Mandal has to its credit a primary school, secondary and higher secondary high school, an Arts Science and Commerce College, Micro-biology College, B.Ed. College and a I.T.I.

The office of Bhartiya Vidya Mandal later found that the graduates of the area were facing difficulties in getting admission in other B.Ed. Colleges. Besides, they also realised that the schools of the vicinity were in need of good, sincere and trained teachers. They decided to respond to these problems and once again they approached the community for financial helps. Their efforts again got positive response and Shri Ranchhodbhai Bhakta of Village Vav came forward with a handsome donation of Rs.17,00,000/- with a wish to start a B.Ed. College in his Late wife's name. Thus the college was named Smt. Vasantiben Ranchhodbhai Bhakta B.Ed. College which started functioning from June 1994. The college is established on the campus of

Bhartiya Vidya Mandal, 18km. away from Surat City, on National Highway No.8. The objectives and goals set by its founders were:

- To provide quality education and adequate training to young graduates so as to prepare them as knowledgeable and devoted teachers for secondary schools.
- To help society to fulfill its need of trained, hardworking, sincere and honest teachers for secondary and higher secondary schools.
- To prepare and present such teachers to the nation who would play important role in National Development.
- To help young graduates to acquire such skills and qualifications which would open new vistas for job opportunities for them.

Since its inception the institute has been striving hard to accomplish its objectives and goals. From the year 1994-2001 the college was run from the private funds of the Management (Bhartiya Vidya Mandal) but it must be noted down here that it was run completely according to UGC, NCTE and University norms, rules and regulations. The Veer Narmad South Gujarat University fee structure for strictly adhered to and no extra financial burden was put on the students. In June 2001, College started getting grants from the stat government and so the institute was turned into a grantable institute owing to the efforts of its able Management.

At present the college has a total strength of 60 students most of them coming from the surrounding areas. The institute is affiliated to Veer Narmad South Gujarat University and follows its norms and regulations. Admissions are done by central admission committee of the University and the fee structure, curriculum etc. are also designed by same.

The CBCS Pattern of curriculum was designed and implemented from June-2011.

Although the institute does not have a very long and glorious history never the less it has a brilliant record of success within the small span of 20 years. The students graduated from this institution hold key position in many schools and colleges today. A list of our honorable Alumni is given at the proper place in this report. Students of this college have never legged behind in any activities either academic or extra curriculum. It would not be out of place here if we take a humble chance of listing some of our brilliant achievements.

Most of our students have achieved brilliant success in the University Examinations with grade points 8-9.

The institution has many other achievements in different fields which are listed at proper places in the SAR. Yet we would like to mention some of the outstanding achievements here. The Voters Awareness song composed by our trainees received first prize and got cash prize of Rs.10,000/- and a certificate. Our trainees also participated in Gujarat Quiz Competition and stood first. They also secured first rank at district level in Doha (a kind of Gujarati Poetry) and Chopai (kind of Gujarati couplet) competition.

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

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The college was established with several objectives which would individually as well as collectively lead to the main goal of presenting trained, sincere, hardworking, motivated, honest, well-informed and intelligent teachers to the society and the nation. The main objectives are listed below:

- To provide quality education and adequate training to young graduates so as to prepare them for becoming good and developed teachers in future.
- To cater to the need of the society for trained, knowledgeable, sincere and honest teachers for secondary and higher secondary schools.
- To prepare and present such teachers to the nation who would play important role in National Development.
- To help young graduates to acquire extra qualification which would increase job opportunities for them in the field of education.
- To motivate the trainees to indulge in the process of self-assessment and to set individual goals which would commensurate with the student's potentials.

- To teach the trainees to make best possible use of the available physical facilities like the classrooms, equipments, libraries, available books, computers and net-facilities etc and to mould the fixed curricula according to the needs-of the modern age.

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

The college is affiliated to Veer Narmad South Gujarat University, Surat and as such it follows the curricula designed by Veer Narmad South Gujarat University, Surat. The college does not enjoy the liberty to change or form its own curriculum. Even though efforts are made by its faculties to mould the set curriculum to suit the needs of the society. The University also modifies the curriculum from time to time. The present B.Ed. curriculum was modified in June-2009 and then again in June-2011. The University has changed and formed a new curriculum following the guidelines of University Grants Commission, National Knowledge Commission and Prof. Yashpal Committee report. Feedbacks on the curriculum are invited from the students, faculties, employers and educationist. The responses thus received are scrutinized and useful suggestions are sent to the Board of Studies of the University.

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

Changes have also been introduced by the University in the examining and evaluation system for B.Ed. students. New choice-based credit system has been introduced by the University from the year 2011. A seminar and workshops on the choice based credit system and new curriculum were arranged by us with a view to provide necessary information and training

to the faculties of other colleges. Topics like secularism, Democracy, Action Research, National Knowledge Commission, Brain Storming, National Integration, TQM etc are covered under the various subjects. Several courses such as Population Education, Environmental Education value education etc. are included in the foundation courses which reflect global trends. In short, our curriculum is upgraded, new and modern which will certainly help our trainees to compete globally.

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

National issues like environment, value education and ICT are incorporated in our curriculum through certain core course and also foundation course papers. Topics like Teacher in Emerging Indian Society are included in the curriculum. Special Weightage is also given to the use of computers, internet-skills, telephonic conference etc. to give exposure to the trainees to ICT. Due to importance is given to various co-curricular activities like tree plantation, protection of environment against pollution, cleanliness programmes etc. to bring environmental awareness in students. Efforts are made to imbibe life values in students through practical social work. Groups of trainees are sent to institutions like Old Age Homes, Orphanages, Hospitals etc to help the needy people. Academic tours are also arranged to impart environmental and value based education through self-experience and practical knowledge.

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

The college does make use of ICT for curriculum planning whenever possible Teaching lessons, notes and presentations are prepared on computers and CDs are also prepared for use in classrooms. Computer practical work is included in the core course paper.

1.2 ACADEMIC FLEXIBILITY

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

Our faculties very well understand that teaching and learning should always be a reciprocal as well as reflective practice. A static teaching activity cannot be of much help for our trainees who are going to be teachers in future. Keeping this in view trainees are encouraged to use different modern teaching techniques like audio-visual aids, CDs, graphs, charts, diagrams etc. Special teaching programmes are organised on the campus. Trainees are assigned different topics and they are asked to prepare lessons to be given before co-students and faculties. They are also guided to make use of internet to get a better perspective of topics and subjects and they are further guided to prepare their own and original notes keeping in view the capabilities and potentials of their own students. In short, all possible measures are adopted to make teaching a reflective practice for our trainees.

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?

As stated earlier the institute enjoys little liberty to modify or change the curriculum fixed by Veer Narmad South Gujarat University, Surat. However, adequate efforts are made to provide varied learning experiences to the students both in the campus and on the field. Internship and Block teaching programmes are the part of the curriculum. The trainees are allowed flexibility to select their activity they are comfortable with. At the end of the Internship the Students are supposed to prepare notes of their activities. Selected trainees are asked to demonstrate the activities they had

done before co-students. Field visits to other colleges are also arranged to give better exposure to the students.

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

As the institution follows the fixed curriculum of Veer Narmad South Gujarat University, Surat, it has no scope to introduce any special courses in its existing curriculum. However, efforts are made to bring ICT awareness, knowledge and skills among students by encouraging the use of audiovisual aids, CDs, computers, internet etc. An English language laboratory under Gujarat Government's Scope programme has been established which will start working in the near future. It is expected that our students will receive much benefit from this in developing their communication skills. Trained and experienced faculties will be providing guidance in spoken and written English to the students to develop their English Language Competency.

Various activities and programmes to develop life skills and sense of social responsibility among students are held through out the year. World Aids Day, was celebrated with the support of Navagam Health Center, Activities like Blood Donation Camps, tree plantation, promoting awareness among voters etc. are celebrated on the campus. Our students also participate in programmes held in other colleges. A group of students attended three day seminar on "Osho Rajnish" organized by Amroli College. Stress is laid on the learning of computer skills and the trainees are encouraged and guided to prepare power point presentation. An extra guidance is provided regarding TET and TAT exams and they are motivated to appear in such exams. Trainees are also given adequate

support and training to participate in various inter-college and inter-B.Ed.-College competitions.

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

(I) INTERDISCIPLINARY/MULTIDISCIPLINARY

The college organizes lectures and speeches of eminent educationists, faculties of other colleges, learned writers and authors to enlighten the students on various interdisciplinary subjects and topics. They are also guided to select the subjects of their own interest as a part of their courses and are encouraged to excel in their selected fields.

(II) MULTI-SKILL DEVELOPMENT

Due stress is given to multi-skill development among students and as such various activities like Academic Competitions, Elocution Competitions, Sports Day, T.V. Programmes, Drama Competitions, Dance and Garba Competitions, Puppet shows, celebrations of National Day Programmes, participations in Youth Festivals etc. are held and organized on the campus through out the year. The students are also trained and encouraged to participate in different off campus programmes and competitions.

(III) INCLUSIVE EDUCATION

Our faculties take care to see that the students develop their own comprehensive learning abilities and do not depend solely on the spoon-feeding of their teachers. The trainees are given topics for their self-study and asked to prepare notes and lessons on such topics. They are also specially trained to understand the various mental levels of learners and to design and set their lessons accordingly. They are also taught to cope up with the requirements of slow learners by maintaining various levels of teaching in a classroom. Special facilities

like the help of a writer in examinations, facility of taping the lectures, facility of vehicle for going to other campus etc. are provided to differently-abled students.

(IV) PRACTICE TEACHING

Students are asked to prepare 8 micro teaching lessons, 16 stray lessons and 2 annual lessons which develops their ability to understand each topic thoroughly and to prepare and set their own teaching methods. The trainees are also asked to visit different schools of the area to give lessons before various levels of students which provides them with good practical training of teaching, class control, facing students in the class, answering queries of the learners, reading the text in the class, black-board work etc.

(V) SCHOOL EXPERIENCE/ INTERNSHIP

A seven days internship programme is organized every year after the completion of Block teaching schedules. Schools of the surrounding areas which score very poor results in the SSC exams are selected for the purpose. The trainees are supposed to visit the selected schools in batches to give teaching lessons to slow learners. Our faculties guide the trainees to carry on such practical teaching activity which imparts good training to them in all classroom activities from teaching to taking roll-calls, controlling the class and maintaining discipline, answering the questions of the school students and so on. This also infuses them with self-confidence to face the class and other faculties present in the classroom.

(VI) WORK EXPERIENCE/ SUPW

Opportunities are created for the students to indulge in socially useful work by organising programmes like AIDS awareness among rural people, explaining the need of education, explaining the importance of

hygiene and cleanliness, promoting awareness about the rights and duties of the voters etc.

(VII) ANY OTHER

Besides the above stated socially useful activities the college also holds extra activities like arranging street plays reflecting the burning problems of the society such as evils of dowry, religious blind-beliefs, evils of alcohol and drugs, saving the girl child, how to take the help of 108 in times of causality etc.

1.3 FEEDBACK ON CURRICULUM

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

Opinnaries on the curriculum are prepared and distributed among the students to get their feedback at the end of each year. The responses thus received and analyzed by our faculties and taken note of a meeting of alumni association is called once a year wherein their suggestions and views regarding the curriculum and invited. Opinions of various school principals and staff are also welcomed. A detailed scrutiny and analysis of all such views, opinions and suggestions on the curriculum is done by our faculties. Following faculties of the college are the members of University Board of Studies who represent the responses received in the Board of Studies meetings.

- Dr. J.P. Gohil: Dean : Faculty of Education and Chairman - Board of study Philosophical and Psychological.
Foundation of Education
- Dr. A. M. Kapadia: Chairman Board of Education Technology & Statistics
- Dr. D. R. Desai: Representative & member Board of School Administration
- Dr. M. B. Vasava: Member-Board of Philosophical & Psychological foundation of Education.

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.

The outcome of the feedback is analysed and discussed by the faculties in the meetings held at the college level. At times such discussions are also held with the staff of other B.Ed. colleges. Opinions, views and suggestions thus obtained are also presented in the University Board of Studies meetings. All such measures are taken to identify the areas for improvement and changes to be brought in the curriculum. Curriculum of other Universities is also studied and compared without curriculum and efforts are made to identify the areas of improvement.

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

As stated earlier the college follows the curriculum prescribed by Veer Narmad South Gujarat University and as such it enjoys little liberty to change or set the curriculum independently. But our staff members who are also the members of University Board of Studies take active interest in curriculum development. They present their views and suggestions in

Board of Studies meetings and also voice the opinions of the students, alumni and other staff members in Board of Studies meetings.

1.4 CURRICULUM UPDATES

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

Many changes have been introduced in the curriculum during the last five years.

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

New topics like National Knowledge Commission, Secularism, Action Research etc. were included in the curriculum with a view to increase the student's interest in research and to make them aware of the present situations in the country.

A new pattern was also introduced in the internal evaluation of students. The Weightage of library work and other co-curricular activities was increased. This was done to motivate the students to take active part in activities other than purely academic.

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

As mentioned earlier feedback is obtained from students, alumni, school principals etc through opinionnaire and written communication. Responses thus received are regularly studied and analysed. Useful and good

suggestions are noted and often sent to the University for review and implementation.

As mentioned above regular feedback from Students, practicing schools, students input etc.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

- Our principal Dr. Gohil has worked on the post of a Dean in the University for three years and has actively contributed to the revision and upgradation of the curriculum during this tenure.
- Many of our faculty members are also associated with the University Board of Studies and have participated in major meetings for curriculum revision and upgradation and have expressed their views and suggestions.
- A seminar and workshop on choice Based Credit System was organized by our college with an intention to provide the information and understanding to the staff of other B.Ed Colleges.
- Our faculties make efforts to base their teaching on various methods like group discussions, puppet shows, power point presentations, brain storming etc. in the classrooms.

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

Along with the fixed curriculum taught in the classrooms efforts are made to make the trainees aware of the current situations and needs in the field of education. This is done through the use of ICT. Students are trained to make the use of computers and internet to get in touch with the modern

and global trends in Education. They are encouraged to collect latest information from the net and prepare powerpoint presentations on different subjects. They are also motivated to participate in the group discussions, question-answer sessions, oral presentations, lesson-preparations in the classrooms instead of becoming only passive listeners.

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

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

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Curricular Design and Development	The B.Ed. course designed by Veer Narmad South Gujarat University is offered by the College.	Curricular is designed as per the Choice Based Credit System. Four faculty members of our institution have actively contributed in the curriculum revision or upgradation. Our Principal Dr. J. P. Gohil acted as Chairman of the faculty of the education and Dr. A. M. Kapadia of our college was one of the core members of the committee. The rest of the faculty members have acted as members of the same committee. Also, our Principal Dr. J. P. Gohil and Dr. A. M. Kapadia are the chairman of the Board of students. Furthermore, Dr. D. R. Desai was the representative of Board of studies too.
	Employability in schools is a major consideration in curriculum design.	
	Few Senior Faculty members are involved in the curriculum development through membership in Board of Studies of the University.	
Academic Flexibility	Flexibility in choice exists only in the choice of Methods of Teaching.	Flexibility if also offered in methods as well as in foundation course for selecting subjects. Ours in one of those few colleges which offers choice of more than 2 subjects at foundation level. College does not follow annual examination system since 2011, because the affiliating university introduced semester system.
	By design of the university syllabus the college does not provide any other flexibility in the choice of subjects to students.	
	College follows annual system of examination.	
Feedback on Curriculum	The college has not evolved a formal mechanism to review feedback for curriculum improvement.	Feedback has been regularly obtained from the students, alumni, parent association and leading educationist during last five years.

Curriculum Update	The frequency of the revision of syllabus depends on the university.	The curriculum was upgraded and modified in 2009 and it was again modifies in 2011 to be based on Choice Based Credit System.
	The existing B.Ed. course was revised in 2006.	
Best Practices	Introduction of Accountancy as a method of teaching in lieu of Business Mathematics to meet the needs of the students.	In foundation course new subjects like Value Education, Population Education, Environmental Education, etc. were introduced in the curriculum to meet the needs of the students and society.

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

- When the curriculum was revised in 2011, all our faculty members actively participated in curriculum construction.
- Frequent feedbacks on curriculum were obtained from students, alumni, parent association and leading educationist.
- Remedial coaching classes are introduced and run before and after college hours for weak students.
- Blind students are provided the facility of audio cassettes of the curriculum topics by the faculty members.
- Special guidance if provided to girl students staying in the hostel.
- Parents of slow learners are called and discussions are held with them regarding the progress of their wards.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

The college is affiliated to Veer Narmad South Gujarat University and the entire admission procedure is done by the University through its Central Admission Committee which consists of the Dean of the Faculty, four members appointed by the University and one Syndicate Member appointed by the University and acting as an observer. The details regarding the admission are advertised in the leading newspapers by the University. The entire admission procedure is done on line on net from the year 2011-12. All admissions are done strictly on merit basis and following the NCTE norms. The basic requirements are minimum 45% of marks for reserved categories of SC, ST and SEBC students and 50% of marks for open category students at graduate or post-graduate degree examinations. No admissions are granted by the college independently. Total transparency is maintained in all admissions. Reservation quota for different category students is strictly maintained by the University.

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

A common advertisement for admissions in all B.Ed Colleges affiliated to Veer Narmad South Gujarat University in all leading newspapers. The prospectus of the college also contains detailed information like the

calculation of merit points, reserved seats, rules for admission information regarding different B.Ed colleges and help-centre, instructions to fill-up application forms and necessary documents for admission, admission procedure, fee-structure, the admission flow-chart, the last merit percentage for admission of the previous year, a map of different B.Ed. colleges showing the distance between them, the seats available in different colleges, subjects offered in various colleges, a sample of application form available on the net and the guidance to fill it up and lastly the telephone numbers for getting the information for B.Ed. admission programmes.

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

As stated above all admissions are done by the University Central Admission Committee. As such the college is not involved directly in the admission procedure. Due care is taken at the University level to see that the determined admission criteria is equitably applied to all applicants.

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

All possible efforts are made to bring educational harmony between the students of diverse economic, cultural, religious, gender and linguistic backgrounds. No special treatments are given to any student. All students are treated on equal levels whether economically sound or weak. Religious backgrounds of students are never discussed or no preference is given to any one religious group of students. Gender related difference never come in the way of learning or even participating in different activities. Female

students are also given equal opportunities. Though the main medium instruction is Gujarati, care is taken to see that students coming from other mediums like English or Hindi do not face difficulties of language. All possible guidance is given to such students in the language they are comfortable with. Due facilities and support is offered to physically challenged students too.

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

There is no set mechanism for assessing student's knowledge, needs or skills before the commencement of actual teaching programmes. However, the sessions for introducing the students to their syllabus are organized in the beginning of the year. As we have less number of students it is possible for our faculties to develop intimacy with them and know their interests, aptitudes, capabilities and even their problems and difficulties.

2.2 CATERING TO DIVERSE NEEDS

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

A peaceful and natural surrounding, good infrastructure and adequate facilities required for learning and above all our qualified and devoted staff makes the environment conducive to learning. Strict discipline is maintained on the campus and students are always motivated to concentrate on acquiring maximum knowledge and skill. Various learning related activities like workshops, seminars, symposiums are organized from time to time to help the development of the students. Students are guided to make use of the library and net to collect latest trends in teaching

and learning. And above all efforts are made to imbibe true love and devotion for the noble profession of teaching in the students.

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

Our faculties are well aware of the diverse learning needs of the students. Due to intimacy is developed with them and efforts are made to understand their problems and difficulties. Slow learners are spotted out and extra coaching and guidance is given to them. The following measures are taken to help such students

- Causes for learning difficulties are sorted out and due remedial measures are taken.
- Evaluation of all assignments is done meticulously and the errors and mistakes of the students are highlighted and discussed with them.
- Stress is laid on Peer group learning by making groups of intelligent and fast learners with slow learners.
- The seating arrangement in the classrooms is changed from time to time and all students are given equal opportunities of being close to their teachers.

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

The curriculum designed by Veer Narmad South Gujarat University, Surat includes many papers which help the students teachers to understand the role of diversity and equity in teaching learning process. Course 101 and 201 consists of papers like Teacher in Emerging Indian Society and Education in Indian Society that stress and analyze the issues of diversity and equity in education. Besides, topics like Indian Constitution, Democratic citizenship, Economic Growth and social changes, secularism.

Women upliftment and empowerment etc. also throw enough light on the role of diversity and equity in teaching and learning. College also celebrates festivals of different religions and culture in which all students take part with equal enthusiasm. Various days like Hindi Day (14th Sept) Teachers Day (5th Sept) World Population Day (11th July) World Aids Day (1st December), Republic Day, Independence Day etc. are celebrated on the campus which makes the students aware of the diversity existing in our country and the difficult role of a teacher to overcome this diversity in his profession of teaching. Competitions like Elocution Competition, Essay Competition, Debate etc. are organized to give opportunities to the students to express their views on the issues.

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

Following measures are adopted to ensure that the student-teachers are knowledgeable and sensitive to cater to the diverse students' needs.

- (a) Student teachers are divided into batches and asked to discuss certain topics among themselves. This method is known as macro lessons which tests their knowledge of the subject.
- (b) Students are assigned topics for self-study wherein they are supposed to collect all material available on their topic from all possible resources like books, magazines, articles, internet etc. and prepare notes and get these notes assessed by the faculties.
- (c) The student teachers are asked to guide and teach the weak learners of their class which trains them to face diverse students' needs.
- (d) The faculties take enough interest in the development and programme of the trainees and teach them the necessary skills to understand the diverse students' needs and the ways to cater to such needs. The principal also guides them from time to time.

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?

Programmes like quiz competitions, Talent Tests, Book Review etc. are arranged to test the knowledge and skills of the student teachers. Activities like Action Research, Remedial work, Field Work etc. are performed by the trainees under the supervision and guidance of the faculties. Student teachers are frequently reminded in lectures about the diversity they will face in future among their prospective students and they are guided to develop abilities to cope up with such diverse student.

2.3 TEACHING-LEARNING PROCESS

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

Different methods are adopted to engage the students in active learning.

- The trainees are divided in a group of thirty and each group is compelled to go the library everyday and read books and collect important material for seminars, group discussion and assignments. Each Unit has three credits in CBSC system out of which one credit is for the activities done by the students.
- Trainees are asked to collect relative additional information from the websites for the practical work they are supposed to do as a part of their course.
- Difficult units like core paper 103, 203 and statistics include peer group learning.
- Trainees make use of dramatic method in giving their lessons and even the faculties at times make use of such methods.

- Seven-days internship programme is held for the trainees in each semester. They learn the skills of teaching and giving lessons in the classroom. During this programme they also get the experience of school administrative work.

2. How is the '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?

Students are motivated to acquire knowledge and information by self-study method rather than by spoon feeding. Activities like Seminars, group-discussions, Paper Reading, Brain storming, role play, collection of Data from outsourcing etc. are arranged frequently and all trainees are supposed to participate in such activities as a part of the study. Encouragement is given to students to express their queries and problems related to learning and efforts are made to make them active and self-confident instead of being only passive listeners. Stress is laid on acquiring communication skills and activities like debates, elocutions, essay writing, lectures, quiz, visit to other institutions etc. are arranged with a view to impart such skills to the trainees.

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

Various modern teaching methods are used in place of old conventional lecture method. Different teaching aids like audio-visual aids, CDs, maps, diagrams, charts, power point presentations, self-study method etc. are used to make teaching more effective. Demonstrations and exhibitions are held to provide practical teaching. Students are often divided into smaller groups for better interactions. Students are encouraged to ask questions and express their views and opinions. Their suggestions are welcomed. An

environment of friendliness is created between the faculties and the trainees and teaching is done in such healthy and friendly environment conducive to learning.

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.

The college adheres to NCTE norms and the University rules for model teaching. According to new curriculum designed in 2011, student teachers have to give 16 (8+8) model lessons in two methods.

- 8 Micro lessons
- 11 Lessons during stray lesson programme
- 5 Lessons during Block teaching
- 10 Lessons in internship programme
- 2 Lessons as annual lessons.

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

Micro-teaching technique is used by our faculties to develop following skills in the students.

- (1) Skill of probing questions
- (2) Skill of re-enforcement
- (3) Skill of stimulus variation
- (4) Skill of illustrating with examples
- (5) Black-board writing skill
- (6) Topic introduction skill

Demonstration is given on each skill by the faculty. Prior to that they are shown videos based on developing skills. Micro lesson is organized under the guidance of method master. Each trainee is supposed to give one micro lesson according to the time table and before the faculty member. This

micro lesson is given before the co-trainees. Until the trainees acquire sufficient skills of all types they have to again and again repeat their lessons. This cycle of teach - feedback - Replanting - Re-teach - Re-feedback goes on until the trainee becomes perfect in all skills.

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

Each trainee has to give one macro-lesson daily which is observed by the method-master or teacher-educator or the peer. Three days per week are allotted to macro lesson practice. All trainees are supposed to attend and observe totally 40 lessons. The method-master notes down the goods points as well as areas which need improvements in the lessons given by the trainees.

One lesson per day is allotted for micro-teaching practice. The teacher-educator observes totally 12-14 such lessons per day. The trainees are guided by the masters to make yet better performances and to overcome their weaknesses and shortcomings. Each student is supposed to give 16 lessons during the year. A Block teaching programme of seven days is organized in the second semester. The school teachers also observe the lessons given by the trainees in Block teaching sessions and stray lesson sessions. The trainees are allotted their teaching units in advance to give them time to prepare and plan their lessons. All trainees have to undergo rigorous teaching practice which helps them acquire various teaching skills. They have to prepare and show their teaching plan to their method master before they actually appear for giving lessons. There is a system of obtaining feedback from the school principals and staff about the lessons given by the trainees is in force.

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

The concept of Block-teaching and internship as a part of the course is explained to all trainees in the beginning of the year. Discussions regarding the theoretical side of the curriculum and the practical teaching lessons is done by the faculties with the trainees. Students are taught how to bridge the gap between theoretical learning and practical teaching in classrooms. They are also informed about the problems of diversity among learners and the way to overcome such problems. Schools achieving lowest percentage of results in SSC Examinations are selected for the internship programme of the trainees. Our faculties provide detail information of the activities to be performed during internship.

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

Yes, the entire practice schedule is planned with the consultation of the schools. In fact, schools are approached before the fixing of the schedules of lessons. The school staff is involved in the practice teaching programmes. Open meetings with the school principals and staff are organized by our mentors and feedback is obtained from them.

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

The trainees are generally given schools of their choice, aptitude and capabilities. They are explained the problem of diversity among the children in school classrooms. They are also given a fair idea of the different economic, social, religious, cultural backgrounds of the children. Trainees are asked to plan and prepare their lessons keeping in view all these issues. They are also introduced to different levels of comprehensive and learning capabilities of the children.

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

Each paper has the Weightage of three credits under CBCS pattern out of which one credit is allotted to the activities like presentations and group discussions. Efforts are made to keep the trainees active through such programmes. Constant evaluation process is carried on by monitoring their progress from different angles.

Observation of the lessons is done in constant education pattern by other method master. The principals and the staff of the practicing schools also observe the lessons given by the trainees. Teachers of the practicing schools and sometimes even the principal observe the lessons of the trainees during internship programmes. The counselor provides guidance and discusses the important points after the lesson is completed.

2.4 TEACHER QUALITY

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

Not Applicable

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

The ratio of student teachers to identified practice teaching schools is as follows:

Macro Lessons 1:12

Block Teaching 1:15

Internship 1:08

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

- a) The result of the school
- b) Available physical and other facilities in the school
- c) Timings of the school
- d) The available conveyance facility available for the trainees.

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

A constant monitoring of the trainees activities and program of the trainees. Their practice teaching is observed by their mentors and their merits and demerits, strengths and weaknesses are noted down. After the completion of lessons of all trainees a week is allotted to the discussions with them about the positive as well as negative aspects of their lessons. Their strengths and weakness are analysed and they are given proper guidance to overcome their limitations and achieve better performances. Weak trainees are asked to observe the lessons given by their competent co-trainees and work hard to improve their own performances. Peer group learning system is also implemented for the benefit of the trainees. A method for getting feedback from the co-trainees is also implemented during the Block-teaching sessions.

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

Details regarding the needs and requirements of the schools are obtained from the Principals and staff. Meetings and discussions are held with them and their views and opinions are invited. The trainees are updated with all the information and background of schools before they visit the school for giving lessons. Topics for lessons are selected and allotted to the trainees according to need and requirements of the schools concerned.

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

Our faculties participate in the meetings, seminars and workshops organized on recent developments in school subjects and various teaching methodologies. In a way our teacher educators keep themselves updated with the recent trends in teaching. The benefit of this in turn is given to our student-teachers. They are explained different teaching methodologies in the modern age and their use in the classrooms. Our faculties also add to their knowledge by reading books, journals, and articles and also by using internet and make their knowledge available to the trainees.

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

The institution takes keen interest in the personal and professional development of its staff. The Principal grants leave to the faculties for attending seminars workshops etc. The Principal and different members of the staff took active part in the seminars and workshops organized on the new curriculum which came into force from June-2011. The Principal Dr.Gohil was also selected on the position of the Dean of the Faculty and he organized a seminar on CBSC system with co-operation of the University Vice-Chancellor.

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

The institution takes due note of the staff-achievements. The staff-members are honored with of bouquet of flowers in the prayer assembly and their achievements are admired before other faculties and students. Such achievements are also published in the college magazine namely 'Vasanti'. The published articles of the staff are also displayed on the

college notice board. The news of such achievements is also passed on to the college management board. Even the students are involved in such matters and their feedback is also obtained.

2.5 EVALUATION PROCESS AND REFORMS.

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

A healthy, safe and secured environment is maintained on the campus. Strict discipline is also maintained in the classrooms as well as college building. Due intimacy is developed between the staff and the trainees so that the trainee, feel safe and free to express their problems and difficulties. An environment conducive to learning is created by healthy discussions, between the faculties and the trainees. Trainees have free access to their teachers any time between the working hours when the teachers are free. They can bring their problems and difficulties and faculties are always ready to solve their problems even outside the classrooms. Proper exposure to the use of ICT is given through an access to computers and internet. They are taught to prepare presentations on CDs and internet surfing. Students coming from economically weak backgrounds are spared from extra expenses on educational equipments prepared by past students. At times such students are also given off the record financial help for various purposes. The facility of book-bank is made available in the library for such students. Various journals and internet facilities are available for students to acquire additional information and knowledge on their subjects. In short, the college identifies the barriers to learning and makes all possible efforts to overcome them.

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

Part-1 Theory of Education

(1) Theory of Education

External evaluation Sem-II : 350 marks

Sem-I : 100*

Sem-II : 100*

Annual Lesson : 100*

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

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

Total marks for both = $40 + 160 = 200$

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

(ii) Internship lessons 10 each of 4 marks. Total 40 marks

Semester-I total 200 marks are converted into 100 marks +

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

(2) Annual lessons-2 each of 50 marks. Total 100 marks

(3) Other than practice teaching

Semester-I

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

Converted into 100 marks.

Semester-II

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

Converted into 100 marks.

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

Internal evaluation outcome of the trainees is displayed on the college notice-board. Answer books are shown to the trainees in the classrooms

after the marks are declared. Their errors are pointed out and model answers are explained and discussed with them. The performance of each trainee is evaluated individually and guidance is provided for improvement.

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

The data of the internal evaluation marks is fed in the computers and the statistical analysis is done with the help of ICT. Graphs and charts of students and subjects are prepared with the help of computers. Mark sheets are prepared on computers and printout of mark sheets are obtained through printers. Internal evaluation results are prepared with the help of ICT.

2.6 BEST PRACTICES

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

The college has introduced certain novel practices in teaching.

- A test is arranged in the beginning of the year to evaluate the subject understanding of the trainees. Remedial measures are taken to improve the subject knowledge of the trainees who are found to be weak in it.
- Practices like Group Discussions, peer group learning use of CDs are made a part of teaching.
- Lectures of experts are often organised
- Trainees are taken to visit other colleges e.g. Visits to the language labs of P.T. Mahila College, Surat and Osmania University, Zampa Bazar, Surat were arranged.
- Use of various methods like dramatization, Puppet show, solo dialogues etc. are used in the subject of population education.
- Use of White Boards installed in the classrooms with the UGC grant.

Innovations in evaluation are as follows:

- Use of bar coding system on the answer books.
- Necessary instructions are written in the answer books during evaluation.
- Useful tips regarding the performance in Examinations are given time to time.
- Trainees are motivated to practice writing of University Question papers and internal evaluation Question papers of other colleges.
- Mock-interviews are arranged at the end of the year in the presence of local school principals and college principal to prepare the trainees for facing real interviews.

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

All instructions to the trainees are clearly displayed at proper times on the college notice board. Cuttings from the newspapers, magazines and journals regarding current information subjects of the curriculum are put on the college notice-board for providing additional information to the trainees. Internet facility is also used to obtain necessary statistical information. Trainees are also given knowledge of different web-sites so that they can collect more information on their subjects. Computers are also used for preparing roll-calls, marks sheets, various data etc.

**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?

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Admission process and student profile	The admission are made on the basis of merit index by the University Central Admission Committee	The admissions are given on merit index by the Admission committee of the affiliating University. Our Principal Dr. J. P. Gohil acts as a convener of the University Admission Committee. Since last three years, the admission processes are conducted online and students can avail the admission results from internet.
	Reservation policy of the State Government is followed and the college attracts students of fairly good merit.	
	A good representation of students from weaker and disadvantaged section of the society is reflected in the profile of the students admitted in the college.	
Catering to the diverse needs	The natural ambience and sanitation of the college is attractive.	Taking into consideration the observations made in the first assessment, the college building is further expanded and teaching learning is made more comfortable and student centric. A system of providing additional guidance to the slow learners before and after the college hours has been implemented. Besides competent trainees give a practice of examples to slow learners and this is done under complete guidance of the subject teacher and the method master.
	Strict discipline and conducive environment for learning and development of students is visible.	
	Slow and advance learners are identified through internal tests but no formal mechanism exists for remediation.	

Teaching Learning Process	Lecture-cum discussion and demonstration methods using traditional teaching aids are the main teaching strategies adopted by a majority of teachers.	Along with the traditional teaching methods, our faculties have adopted student centric teaching methods and techniques. In order to aid the same, all our classrooms are equipped with latest gadgets and equipments.
	The pre and post practice teaching skill development programme of the institution constitutes micro-teaching followed by stray lessons, block teaching coupled with internship.	
	Involvement of students for project work and assignments is operative.	
Teacher Quality	Four faculty members out of five have doctorate degree.	At present the college has five faculty members on regular basis and each one of them hold a Doctorate degree. All our staff members are recognized M.Phil guides and three members are recognized Ph.D. guides. Also, two of our staff members have cleared NET exam. Besides this, all our staff members participate in seminars, workshops and conferences which are organized in as well as out of our college.
	Maintained a balanced student teacher ratio to identified practice teaching schools.	
	Development of professional competencies through faculty participation in refresher courses is in existence.	
Evaluation process and reforms	There is a provision of 50% internal marks for all curricular activities.	Apart from internal examinations, the continuous evaluation system is adopted by our institution in order to evaluate the students' progress.
	The mid-term assessment of students progress is done through class tests.	
	Process of evaluation is made known to the students at the beginning of academic year.	

Best practices in teaching learning and evaluation	Rotation of students and teachers from one school to the other during practice teaching and supervision only by subject teacher.	In addition to the supervision made by the subject teachers, trainee's lessons are also observed and evaluated by the other method masters, teachers and the Principal of the concerned school.
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2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation

Continuous efforts are made by our faculties for the sustenance and enhancement of the teaching quality. They are actively interested in research and all five of our teachers hold the Ph.D degree. Two of our teachers have also cleared NET. As such the Teacher Quality of the institution is excellent and of course, the benefit of this goes clearly to the trainees. All our teachers are experts in their subjects and impart best guidance to the students.

Other Physical measures are also taken for enhancing the quality of the education training imparted. We have established an English Language Lab under Gujarat Government's SCOPE programme. This will surely increase the communication skill of our trainees. It will help them to acquire necessary proficiency in English Language which is the basic requirement of the modern age.

We also involve external experts in the process of observation of the lessons given by the trainees. e.g. Teachers and Principal of the schools are invited for observation in Block Teaching session. Even in internship; teaches and principals of other schools do the observation of the lessons given by trainees and of times also guide them for better performances. In short, efforts are made to give wide exposure and better experience to the trainees. Contacts are maintained with the teachers and principals of the

surrounding schools. Their opinions and suggestions are invited and their needs and requirements are considered. The students are taught and trained according to the modern trends in the field of education.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

The principal of the college extends full support to the teachers engaged in research work. Duty leave is granted to attend research related seminars and workshops. Necessary adjustments are made in the time-tables of such teachers. The faculties give the information of research related journals and magazines to each other. Two of our staff members Principal Dr. Gohil and Dr. Ashvini Kapadia are the members of All India Educational Research and Technology. Dr. Ashvini Kapadia also participated in the workshop for preparing Action Research Modules. The said workshop was organised by STTI Gandhinagar. We are proud to state that five out of five of our staff members hold Ph.D. Degree.

The trainees are also motivated for research work. Our trainees at B.Ed. level are given the training of preparing questionnaires, opinionnaire, interview questions etc. for Practical work

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

The institution gives priority to research work in the areas like Educational Technology Educational Psychology, case study and Educational Administration.

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

The institute puts much emphasis on Action Research.

Dr. Ashvini Kapadia was selected as an expert in the Action Research Workshop to prepare modules which was organized by STTI Gandhinagar. She also extended her services as an expert in the Action Research Workshop for teachers.

Our syllabus also includes a paper on Action Research. Our trainees also undertake research on the problems of teachers in the Practice schools and the outputs are sent to the concerned schools.

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

Faculty member -Seminar attending from 2008 to 2013

Dr. J. P. Gohil Principal

Sr. No.	Place	Workshop/Seminar/Conference	Year
1.	Lovely Professional University Phagwara, Puanjab.	International Conference of AIAER	2008
2.	I.J. Patel B.Ed. College Mogri Anand.	One day State Level Seminar on Female Feticide	2008
3.	Government of Gujarat Gandhinagar	Karma Yogi Workshop	2008
4.	J.Z Shah Arts & H.P. Desai Comm. College	Educational Quality Improvement Programme	2008
5.	Vivekanand College Rander Road, Surt.	One day State Level Conference Quality Education	2009
6.	Smt. V.R. Bhakta College of Education, Kamrej	One Day Seminar Workshop organized	2009
7.	Bhagwan Mahavir Education Foundation Surat	Seminar Education Technology	2009
8.	Bhagwan Mahavir Education Foundation Surat	Seminar Education Technology : Chairperson	2009
9.	Shree Sarvoday Shikshan Mandal B.Ed. College, Surat.	Nsational Seminar Quality of School Education	2009

Sr. No.	Place	Workshop/Seminar/Conference	Year
10.	Rajesthaan College of Education, Udaypur	International Conference Leadership for Global Excellence	2009
11.	Rajesthaan College of Education, Udaypur	International Conference Leadership for Global Excellence : Chairperson	2009
12.	R.K. Desai College of Education, Vapi	University Level Workshop on Social Science	2010
13.	R.K. Desai College of Education, Vapi	University Level Workshop on Social Science : Subject Expert	2010
14.	V.N.S.G.Uni. Surat	Acharya Kshamta Samvardhan Shibir	2010
15.	J.Z. Shah Arts & H.P. Desai Commerce College, Amroli	Sanskrit Parisawad	2010
16.	Smt. Z.S. Patel Women's College Surat	National Seminar Empowering Woman Through Education	2010
17.	Gujarat State College Principal's Association Ahmedabad.	State Level Seminar Semester System	2010
18.	N.H. Patel Anand College	National Seminar Human Right	2010
19.	Jawaharlal Naheru Smlriti Mahavidhyala Ganj Basoda M.P.	National Conference Religious and Moral Education	2010
20.	V.N.S.G.Uni. Surat	Mission Mode Implementation Training Programme	2010
21.	Shree Narmada College of Education, Mangrol	State Level Seminar Innovation Practice in Teacher Training Programme : Chairperson	2010
22.	S.R. Patel B.Ed. College	International Seminar Education for Global Peace	2011
23.	S.R. Patel B.Ed. College	International Seminar Education for Global Peace : Chairperson	2011
24.	V.N.S.G.Uni. Surat	Swarnim Gujarat Gyan Shakti Yuva Shakti	2011
25.	V.N.S.G.Uni. Surat	One Day Training programme C.B.C.S	2011
26.	V.N.S.G.Uni. Surat	One Day Training programme C.B.C.S Seminar System	2011

Sr. No.	Place	Workshop/Seminar/Conference	Year
27.	V.N.S.G.Uni. Surat	Workshop Colloquium Programme or Principal	2011
28.	V.T. Choksi College of Education Surat & V.N.S.G.Uni. Surat	International Seminar	2012
29.	V.T. Choksi College of Education Surat & V.N.S.G.Uni. Surat	International Seminar : Chairperson	2012
30.	J.Z. Shah Arts & H.P. Desai Commerce College, Amroli	International Research Conference	2012
31.	J.Z. Shah Arts & H.P. Desai Commerce College, Amroli	International Research Conference	2010

Dr. Ashvini Kapadia

Sr. No.	Place	Workshop/Seminar/Conference	Year
1.	Workshop- V.T. Choksi College of Education	Subject Expert- Question bank paper-4	2009
2.	Gujarati Uni Curriculum designing B.Ed. College, Khambhat	Expert in Population Education Paper	2009
3.	State level Seminar Moger - Anand	Seminar on Girl-child abortion	2009
4.	International Conference Dept. of Education, Lucknow	Subordination of Women in text-books	2009
5.	12th National Conference at Pune	Global climate change and community Education.	2009
6.	Workshop on Economics in Std.11 & 12 organised by Gujarat Pathya Pustak Mandal, Gandhinagar	Preparing modules in Economics Std.11 & 12	2010
7.	Workshop for the teachers of Economics of Gujarat State at Morbi.	as a Resource person	2010
8.	Gujarat Pathya Pustak Mandal, Gandhinagar.	as a Resource Person	2010
9.	World Conference organised by Lovely University, Punjab.	Extensive work for the Development of Teaching Profession	2010

Sr. No.	Place	Workshop/Seminar/Conference	Year
10.	Commissioner of Higher Education Gujarat State	Vanche Gujarat Abhiyan and Orientation of various initiatives of Commissionerate	2010
11.	Seminar: Knowledge consortium of Gujarat organised by VNSGU	MMI training	2010
12.	Production of a film on Freedom Fighter Purnimaben Pakvasa with the co-operation of Gujarat Education Technology Bhavan		2010
13.	A film with the co-operation Gujarat State Education Technology Bhavan	Rutumbhara Vidhyala, Saputara	2010
14.	A film with the co-operation Gujarat State Education Technology	Honeybee Breeding	2010
15.	Amroli	Swarnim Gujarat Seminar on Gyan Shakti and Yuva Shakti Development	2011
16.	Workshop on Psychology organised by VTC College of Edu.	Adjustment	2012
17.	Seminar on Edu. Technology organised by VTC	Use of Education Technology in the classroom	2012
18.	Seminar organised by J.Z Shah Arts College Amroli	New Visions and Directions in Educations	2012
19.	International Seminar organised by VTC and Dept. of Education, Surat.	Shorting of Research and Development Time	2012
20.	Veer Narmad South Gujarat University, Surat.	Voluntary Blood Donation and AIDS awareness Workshop	2012
21.	As an expert in Orientation Programme, Gardi College, Rajkot.	Changes in Education Technology	2013

Dr. D. R. Desai

Sr. No.	Place	Workshop/Seminar/Conference	Year
1.	J. Z Shah Arts and S P Desai Commerce College, Amroli	Workshop on Curriculum Construction	2008
2.	Sardar Patel College of Education, Amroli	Workshop on Project work – Practical work and curriculum as Chair Person	2009
3.	Vesu	Workshop on Project Practical and Curriculum as Chair Person	2010
4.	J. Z Shah Arts and S P Desai Commerce College, Amroli	Seminar - Swarnim Gujarat on Gyan Shakti and Yuva Shakti Development	2011
5.	V.T. Choksi Sarvajanik of Education, Surat	Workshop on Psychology	2012
6.	J. Z Shah Arts and S P Desai Commerce College, Amroli	Workshop on New Vision and Direction in Education	2012
7.	V.T. Choksi Sarvajanik of Education, Surat	International Seminar on Higher Education 2020	2012

Dr. M. B. Vasava

Sr. No.	Place	Workshop/Seminar/Conference	Year
1.	B.R.S. College Duniyani, Rajkot	Study the effectiveness at Basic Education in Indian Rural Development	2009
2.	Department of Education, Kherva	Examination with open books and evaluation systems peculiarities	2009
3.	Shikshan Bharti college of Education, Vesu, Surat	Role of various graphics and projected teaching aids to improve classroom instruction	2009
4.	Sarvajanik College of B.Ed./M.Ed., Mehsana.	Factor affecting to teaching learning process in Classroom	2009
5.	Vivekanand College of B.Ed., Jahangirpura, Surat.	Use of ICT for innovative practices in classroom instructions	2009
6.	J.G. College of Education for Women, Ahmedabad	Various Obstacles in Women Education	2009

Sr. No.	Place	Workshop/Seminar/Conference	Year
7.	Department of Education, Ganpat University, Kherva.	Study the use of various ICT to innovative practices in practice teaching	2010
8.	Smt. Z. S. Patel Women's College, Surat	Study the various obstacles confronting the expansion of Women Education at Different level in Indian Rural Area.	2010
9.	V.T. Choksi Sarvajanic of Education, Surat and Department of Education, Surat.	International Seminar on Higher Education in the year 2020.	2012

Dr. Shraddha Barot

Sr. No.	Place	Workshop/Seminar/Conference	Year
1.	NAAC and T.N.Rao College of Teacher Education, Rajkot	State Level Seminar on Effectiveness of Advance Organiser Model in relation to traditional teaching of Psychology	2009
2.	BAOU, AIAER and Bhartiya Shikshan Mandal, Gujarat, Ahmedabad	International Seminar on Comparative Study of the effectiveness of three instructional system of teaching Education Psychology to College Students	2011
3.	Smt. R. D. Gardi College of Education, Rajkot.	State level seminar on Challenges in SSA	2011
4.	Shri S.H. Shah Maitri Vidhyapeeth Mahila College of Education and ICSSR Mumbai, Surendranagar.	National Seminar on Comparative Study of Educational thoughts of various philosophers and on the basis of this construction of B.Ed. Curriculum	2011
5.	Childrens University, Gandhinagar, Educational Researchers Association Gujarat, Bhartiya Shikshan Mandal Gujarat and Higher Education Forum, Gujarat, Ahmedabad	International Seminar on Education from Womb	2013
6.	Jasani College, Rajkot	National Seminar on Indian Democracy and Awareness about Women's Right	2013

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The following material are developed and used by the institution for enhancing teaching during the last three years:

- (a) Charts, Transparency sheets etc. are prepared in subjects like Economics, Accounts, Social Studies, Gujarati, Hindi, Science & Technology, English and Math's etc.
- (b) A Programme on 'Urbanization' was organized in the form of puppet show.
- (c) Self-Study material was prepared on the subject of Statistics.
- (d) Readymade charts are also used for enhancing the quality of teaching.

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

The institute has necessary infrastructural facilities like Xerox Machine, Computer, Over head Projector, Tape Recorder, LCD Projectors facilities to prepare audio cassettes, CD etc. The college also has a facility of internet, Fax. The institution has also developed its own website - www.bhartiyavidhyamandalkamrej.com

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

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

Total 35 CD's, 36 Audio Cassettes, 25 Video CD's, 17 Transparencies etc. were prepared on different subjects making the use of technology.

Some of the details are as follows:

Video Film on "India an underdeveloped Country"

Transparencies on subject like:

- a. Unemployment
- b. Report on Share Market
- c. Hindi Grammar
- d. English Grammar
- e. Action Research
- f. Angles
- g. Information Technology
- h. Skills of Micro Teaching and Many more.

30 Video CD's on subjects like

- a. Population Growth
- b. Green Revolution in India
- c. Markets
- d. AIDS
- e. Science & Technology
- f. Barter System
- g. Types of Accounts etc.
- h. Depreciation
- i. Ratio
- j. Demand
- k. Supply
- l. Poverty

More than 36 Audio-Cassettes on Songs and Poems in Gujarati.

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

a. Organised by the institution

Our Faculty members provide guidance to the trainees for material development.

b. Attended by the staff

Staff Members take part in this type of seminars.

c. Training provided to the staff

Faculty members have taken training in intel programmes.

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

E-Journals:

Dr. J.P. Gohil

Dr. Ashvini Kapadia

Gujarati Journal

Dr. J.P. Gohil

Dr. A. M. Kapadia

Dr. M.B. Vasava

Dr. S.B. Barot

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

NIL

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

(a) Dr. J. P. Gohil completed his project "મધ્યાહન ભોજન યોજના" undertaken under DIET (2009).

(b) Dr. Ashvini Kapadia did a research project on "The tendency of girl fetus abortion in the Society". She interviewed 16 families having only daughter and coming from different economical and social backgrounds. After this She published a book on it namely 'છીપમાં મોતી એક'. This research work was done with the help of Rs.10,000/- given by Chalthan Sugar Factory.

3.3 CONSULTANCY

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

Our faculties provide consultancy in the field of education to different schools.

- An Action Research was undertaken and necessary instructions were given to Dihen High School wherein students secure poor marks in mathematics in SSC exam.
- Action Research was done during Internship Programme and guidance was provided to I.P. Mission Girls School where students get poor marks in mathematics
- Our trainees were provided guidance on TAT and TET exams in 2010-2011
- Students of B.N. Bhakta High School, Vav were given tips on getting better results in examinations.
- Our faculty members and our principal often offer consultancy and advice on various issues related to education which are faced by practice schools.

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

All our staff members holds Ph.D. degree and they are competent to undertake consultancy in the various lines of education field.

- (1) Dr. J. P. Gohil - Psychology
- (2) Dr. A. M. Kapadia - Technology
- (3) Dr. M.B. Vasava - Surveying and Reporting
- (4) Dr. D.R. Desai - Technology

(5) Dr. S.B. Barot - psychology

Besides, all our faculties give their services in the designing of B.Ed curriculum at Veer Narmad South Gujarat University level.

Dr. A.M. Kapadia, Dr. M.B. Vasava and Dr. D.R. Desai also offer their services as counselors at IGNOU, Kharod Center and Baba Saheb Ambedkar B.Ed. College, Surat.

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?

No such revenue is generated.

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

NOT APPLICABLE

3.4 EXTENSION ACTIVITIES

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

The college organizes lots of activities and outreach programmes throughout the year through which the local community is benefited in many respects. Programmes and camps are organized in the surrounding rural areas to guide and educate the uneducated villagers in areas like hygiene, cleanliness, literacy etc.

- Street plays demonstrating the importance of education and literacy are organized in the villages.
- Uneducated rural people were trained to avail the facility of 108 and were explained to go to hospitals for delivery cases.

- The villagers were explained to use paper bags instead of polythene bags to save environment and cloth bags made out of old clothes were distributed in a drive to save environment.
- Blood donation camps are organised every year on the campus.
- Dr. A. M. Kapadia is the chairman of the 'save the girl child' committee run by Navagam District Health Center.
- Besides many other activities like literacy missions, cleanliness drives, eradication of blind beliefs, street plays on the evils of alcohol etc. are held and all trainees are encouraged to take part in them.

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

The institution maintains good relationship and contacts with the community. The people of the area give donations for helping the economically disadvantaged students. Various societies and institutions like sugar factories co-operative societies, banks etc of the area take keen interests in the development of the college. The principals and Heads of the practicing schools also extend their co-operation in facilitating the practical training of the trainees. The regular health check-up especially sickle cell check-up of the trainees is done every year by Navagam Health center.

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

The future plans and major activities of the college:

Trainees will be made more aware of their social obligations, by organizing various outreach programmes, campaigns, and drives with the help of the community. Efforts will be made to collect donations from individuals as well as other institutions and Trusts so that such funds could

be used for the development of the college as well as for the benefit and help of poor students.

It is a plan of the college to organize a one week camp in the tribal areas and try to understand the problems and difficulties of the tribal people, observe their way of life, their customs and beliefs and in this way introduce the trainees to rural and tribal life.

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

- (1) Dr. Gohil had undertaken a project on Mid-Day Meals in Government schools with the co-operation of DIET. The stress was laid on the various strategies to attract the children of economically and socially backward class to come to schools in this project.
- (2) 16 couples having only a girl child were interviewed and their views were published in a booklet by Dr. Ashvini Kapadia to bring awareness among people to give equal importance to girls in the society. This project was undertaken with the co-operation of Chalthan Sugar Factory.

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

There are a number of programmes and the activities organised to make the trainees aware of their social obligations and motivate them towards social services. Blood-donations camps are organised on the campus every year with the help of NGOs. Other activities like literacy drives, cleanliness drives, Aids awareness camps, Voters awareness camps, World Population Day Celebrations etc are held on the campus and off the campus too wherein all trainees are included. Trainees also visit the nearby hospitals and distribute fruits to poor patients, visit surrounding villages and

enlighten the villagers on different topics like value of education, superstitions, hygiene etc.

With a view to imbibe citizenship values in the students, the college celebrates all National festivals like Independence Day, Republic Day, Sardar Patel Jayanti, Gandhi Jayanti etc. Pictures and slides of our National Heroes and their Autobiographies are kept in the library. Trainees are encouraged to read these autobiographies. Lectures and speeches are also organised on the topics related to our Independence struggle etc. All such activities develop citizenship values in the students.

3.5 COLLABORATIONS

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

National Level Linkages

NCERT	-	New Delhi provides necessary reference material
NCTE	-	Staff Appraisal Report is sent every year
UGC	-	The institution holds 2 (F) and 12 (B) certificate. Information regarding different UGC grants is obtained and the college also applies for various UGC grants.

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

NIL

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

- Curriculum Development
- Teaching

- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

The institute has no specific linkages with any national or international level organizations, given below are the details regarding the informal linkages and their benefits.

- **Curriculum Development:** Nil
- **Teaching:** Experts from university Departments and B.Ed. Colleges are invited for lectures and presentations.
- **Training:** Nil
- **Practice Teaching:** Trainees are guided by experts coming from various education colleges, whenever they are invited.
- **Research:** Nil
- **Consultancy:** Informal linkages are established with computer teaching institutes. The institution has its own computer lab. The trainees are able to update their knowledge and information through the net.
- **Extension:** Informal linkages with social service institution and NGO's help our college in organizing various programmes, campaigns, etc. for the benefit of the community.
- **Publications:** Some of our staff members contribute in the publication of books with the help of publishers like B.S. Shah, Varishan Prakashan, Nirav Prakashan.
- **Student Placement:** The institution helps and guides the trainees for the placement in schools. Students are informed about the

vacancies through displaying advertisements on the notice boards. Efforts are also made to provide placements to deserving candidates in the school situated on the campus. The interviews of the trainees are arranged at the end of the year with the help of local managements and school principals.

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

The institute has linkages with the following institutes:

1. Ram Kabir Secondary School situated on the same campus and run by the same Management.
2. B.N. Bhakta High School, Vav.
3. V.D. Galiyara High School, Kathore.
4. J.P. Patel High School, Kamrej.
5. M.A. I. High School, Kholwad.

All these schools situated in the surrounding villages and are at a very near distance. As such it becomes convenient for the trainees to go for practice lessons, Practical teaching, Efforts are made to bring scientific solutions to the problems of schools through active research. The college helps the school to solve their problems and difficulties.

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.

The faculty has the close contacts with the teachers and the principal of all these schools. Our staff attends all their programmes like cultural, sports events, farewell functions for the staff members, well wishing programmes for students, prize distribution day etc. Our principal and other staff members contact the school personally before arranging the practice lessons. Their convenience and availability is taken into consideration.

Concerned school teachers remain present during the practice lessons of the trainees. Their opinion and suggestion are invited. Practice lessons are designed according to the syllabus of the concerned school. The school curriculum, timings, availability of infrastructural facilities etc. is taken into consideration.

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

Our staff members work in collaboration with the faculties of other school, colleges and university departments.

University readers/ Professors/ Lecturers are often invited to throw light on various topics of the curriculum. Their lectures and speeches are also organised and trainees are also involved in this. The academic plans of other B.Ed. Colleges are brought and analyzed. Our staff visits different colleges and University departments for delivering lectures. A kind of co-ordination is established between our institution and other alike colleges so that there remains no scope for any confusion or discrepancy.

Our Principal Dr. Gohil has worked in the capacity of University Dean for three years. (2010-2011-2012). The new curriculum on CBCS pattern was designed under his guidance in the year 2011. A University level seminar on the same was held under his chairmanship and a curriculum society was formed. He is also invited to deliver lectures on various topics in other B.Ed. Colleges also. Principals and faculties of other colleges are also invited to give speeches for the college staff.

M.Ed. students from University Education Department and M.Ed. students of Mahavir College come to this college under their internship programme and in this way the college remains in close contacts with the University also.

Two of our staff members Dr. Kapadia and Dr. Desai extend their services as counselors at Baba Saheb Ambedkar B.Ed. Center run by V.T. Choksi College of Education, Surat. Similarly the same services are also extended at the IGNOU center, College of Education, Kharod.

Dr. Gohil, Dr. Kapadia and Dr. Vasava from our college also work as guides for Ph.D. Course at the University Education Department.

Our staff members are also invited at different schools for delivering lectures for such practicing school-staff. They also provide guidance to the schools regarding Science fairs and our faculty, Dr. Desai, also gives his services as a judge in such Science fairs. Dr. Kapadia had also given her services as an expert in a seminar in the subject of Economics. Our staff members also give their services as experts in many other activities and experts.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

1. Research: The College provides following facilities to the faculty members for Research.
 1. Duty leave is granted.
 2. Research Reference books are made available in the library
 3. Necessary adjustments are allowed to the staff members for attending seminars, workshops etc.
 4. The Psychology room is equipped with better facilities.
 5. All staff members are given computers.
 6. Information regarding the publication of Research in various journals and magazines is provided.

2. Consultancy: Faculties are encouraged for offering consultancy services to various schools. Our teachers extend their active co-operation to schools by attending their teacher training programmes and offer their guidance as experts in the field.
3. Extension activities: Various extension activities are organised on the campus and off the campus.

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

The institution constantly strives to achieve innovations and implement better practices in the field of Research Consultancy and Extension activities.

Research: Three of our faculty members' work as Ph.D. guides and four member works as M.Phil. Guides.

Three students have achieved Ph.D. degree and two students have got M.Phil degree under the guidance of Dr. Gohil. He has also published one Research Project on the scheme of Afternoon Lunch in the State Government's Schools.

Dr. Kapadia has published a book on the topic 'Save the girl child'. She interview 16 couples having a daughter as the only child and the booklet is based on these interviews. She was given the financial help for this work by Chalthan Sugar Factory.

Consultancy: Dr. Kapadia worked as an expert in preparing a module on the explanation of difficult terms in Economics. This project was undertaken by Gujarat State Textbook Committee. She also gave her services as an expert at Morbi for the preparation of Research Project. She also took part in the production of documentary film on one of our independence fighters namely Purnimaben Pakwasa's Life and on the school run by her at Saputara. This film is often released on Gujarati T.V.

network and it supplies necessary information to the students as well as the teachers.

Extension activities: Various extension activities and outreach programmes are held every year. Blood-donation camps, celebrations of various National festivals, Aids awareness programmes etc. are organised. Our trainees visit hospitals on the special day and distribute fruits to poor patients.

Our students took part in the district level competition for writing a song on the importance of Voting and won a prize of Rs.10,000/-

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

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

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Promotion of Research	Staff encouraged for research work through study leave and adjustment in teaching schedule.	Action Research is included in course 202. Dr. Kapadia extended her services as an expert in the modules on Action Research. Dr. Kapadia also guides and motivates the trainees to undertake Action Research projects on the various problems of practicing schools. Our faculty members also participate in various National and International level seminars and workshops on Research.
	Faculty encourages action research with one of the faculty members having expertise in preparing manual for action research.	
	Faculty participation in seminars/conferences is good.	
Research and Publication output	One paper presented by a faculty member in a seminar.	Faculty member are encouraged to present their Research Papers in Seminars. Self-study material is prepared with the help of ICT. Trainees are specially trained and encouraged to use PPT techniques during giving lessons. They are also guided to prepare various types of charts. Two faculty members have published their Research articles in International Research Journals and four faculty members have the honour of publishing their articles in National level Journals.
	Technology related instructional material developed by the college negligible.	
	Research publication in refereed journals absent.	
	One faculty member contributed for curriculum model development.	

Consultancy	The college is yet to develop expertise for consultancy work.	Our faculties give their consultancy services in various schools. They are also invited to deliver lectures in inter-college lecture series.
	Informal consultancy offered to nearby schools	
Extension Activities	Fulfilling social obligation by organizing various awareness programmes to orient society about the social evils.	All our trainees take active part in all extension activities organized on the campus and off the campus. Programmes like Blood donation camps, Aids awareness, Voters training and awareness, National Days celebrations, etc. are held on the camps. Students visits nearby Din Bandhu Hospital and distribute fruits to poor patients once in a year. They also visit the surrounding villages and educate the villagers in the field of hygiene, health, cleanliness, need for education, save the girl child, etc. Help of local institutions and NGOs is taken whenever required. A literacy drive was undertaken with the support of Kamrej Gram Panchayat.
	Involvement with Gram Panchayat in Literacy mission is in practice.	
	Evidence of active participation of students in campaigns of eradicating polio and blood donation.	
Collaborations	The college has good collaboration with practicing schools to benefit mutually.	Our Principal Dr. J. P. Gohil and Prof. Dr. A. M. Kapadia collaborated with outside agencies, DIET and Chalthan Sugar Factory respectively, in order to undertake their research work.
	No efforts are made for collaborating in research with any organization.	

Best practices in Research, Consultancy and Extension	Involvement in the literacy programme in association with Gram Panchayat.	In addition to conducting literacy programs in the nearby villages, we also encourage our trainees to participate in activities like “Remove Blindness”, “Cleanliness”, “Voter Awareness”, “Awareness about 108” etc. All these activities are executed with the collaboration and support of concerned NGOs and Government Departments.
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2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- After the first accreditation, a lot more stress has been laid on the importance of research, consultancy and extension activities.
- Faculty members are encouraged to publish their work in national and international journals.
- Trainees are encouraged to participate in extension activities which are public welfare oriented and necessary collaborations are made in order to support these activities.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

The college has good infrastructure as per NCTE norms. The total area of the institution including its campus, garden, main building is 1557 Sq. Mt. The main building consist of 24 Classrooms, a restroom for women, a staff room, an administrative office, library, an assembly hall boy room, psychology hall, computer lab, store room and a science lab. The total construction cost of the infrastructure was Rs.17,00,000/- which was received in the form of donations. The college building was expanded in 2011-12 with the total expenses of 53 lakhs. The master plan of the building is enclosed. The college has also developed a garden keeping in view the environmental issues.

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

The institution has enough infrastructures for its present use and needs. However keeping in view the future need due to rapid growth in the academic fields we have plans for keeping space wit it. We also have a future plan to start M.Ed. Program. For augmentation we would try to meet our requirement by,

Putting the scheme of improvement or extension in the existing infrastructure under the special scheme of UGC.

- a. Getting funds and help from the management
- b. Approaching the alumni
- c. Approaching institutions like banks, co-operative societies. LTD companies for donations.
- d. Any other sources available.

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

The facilities available for co-curricular activities are on the campus hall with all musical equipments like harmonium, drums, etc. We also have facilities like TV, OHP, Tape recorder, slide projector for conducting various programmes. For sport we have sports ground for outdoor games like cricket, volleyball etc. We also have facilities for indoor games like Chess, Carom, Badminton etc.

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

The institute is situated on the huge campus of Bhartiya Vidya Mandal in vicinity of many other institutions managed by the same management. As such many infrastructural facilities are shared by the institution.

The library of Arts, Science and Commerce College on the campus is often visited and used by our staff, even though we have our own library.

The hall on the campus is used for cultural programmes. The common sports ground is used for sports events. The sports ground is used specially for University sports like cricket.

The trainees are given computer knowledge in the computer laboratory of the ITI institute on the campus. Special internet facility is available for B.Ed trainees in this lab. Xerox machines and fax machines are available in the top management office on the campus are used.

Similarly our facilities like library. Psychology room, are used by the teachers and students of the school on the campus

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.)

Sufficient infrastructure facilities to ensure health and hygiene of the staff and students are available. The institution has separate rest room for women trainee with adequate sanitary facilities like W.C., wash basin etc. For men trainees also sufficient sanitary facilities are available. The staff room also consists of good sanitary facilities there is also provision for preparing tea coffee for the staff on the campus. Bhartiya Vidya Mandal has developed a canteen and from the same students can get refreshments. There is a facility of R.O Plant for providing pure drinking water to the trainees and the staff. The management has appointed special staff for maintaining cleanliness on the campus. Security staff is also appointed for the Security.

To ensure the health of the trainees and the staff a facility of first aids box is available for use in emergency. For more serious requirements there is a hospital (Dinbandhu Hospital) near the college which provides all health regarding services to the institute on priority basis.

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.

Hostel facility is available for the women trainees. The hostel consists of rooms with adequate facilities. Rooms are shared by girls own twin sharing basis. There is a separate reception hall for visitors. There is a ground attached with the hostel which can be used by the girls for outdoor sports. Equipments of indoor games like chess, carom etc. are available in

the hostel. There is enough sanitary facility available. Drinking water facility is also provided and care is taken to keep drinking water pure and safe. Special persons are appointed to sweep and clean the hostel and keep the W.C. bathroom etc. clean. A ladies rector is appointed to take care of girls staying in the hostel. In any health related emergency they are taken to the nearby hospital by the rector.

4.2 MAINTENANCE OF INFRASTRUCTURE

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Building	-	-	-	5,30,000	-
Laboratories	-	-	-	-	-
Furniture	-	13,500	24,165	55,000	23,500
Tools	-	-	-	-	44,700
Computers	-	-	1,40,590	90,769	-
Transport/Vehicle	-	-	-	-	-

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

The institution makes efforts for the optimum use of infrastructure. All rooms are utilized for intensive class room teachings. Facilities for extra curriculum and co-curriculum activities like hall, sports ground, library are also used sufficiently for related activities.

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

The college has its own green, clean campus with a beautiful garden. The institute is situated in a rural area so there are little problems of any type of pollution. No noise pollution is found on the campus. The environment of the college is peaceful, noise free, fresh and healthy. The campus is kept clean as the sweeper is appointed to maintain it. A Supervisor is appointed to keep an eye on the sweeper's discharge of his duties.

4.3 LIBRARY AS A LEARNING RESOURCE

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

The institute has a qualified librarian to maintain the library. All support functions like collection of materials, etc is also looked after by the librarian.

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.).

The following are the various resources in the library of this college for the staff members as well as trainees.

1. Number of Books: 4072
2. Volumes and its Titles:
 1. Encyclopedia of Educational Research, Vol-7
 2. Encyclopedia of Educational Research, Vol-5
 3. Gujarati Encyclopedia, Vol-18
 4. Encyclopedia of Educational Planning & Development Vol-5

- 5. Fourth Survey of Research in Education, Vol-2
 - 6. Encyclopedia of Education, Vol-4.
 - 7. Fifth Survey of Educational Research, Vol-1
 - 8. Sixth Survey of Educational Research, Vol-2
 - 9. Psychology of Encyclopedia, Vol-5
 - 3. Journals: National: 1
International : 1
 - 4. Magazines 20
- Audio visual teaching learning Resources Complies TV, CD. The SOUL Software facility is made available.

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.

The institution has a separate library committee constituted by the following members.

- a. Shri Vinubhai Bhakta - Secretary, Bhartiya Vidya Mandal
- b. Dr. J. P. Gohil - Principal
- c. Dr. A.M. Kapadia - Associate Professor.
- d. Shri Rajeshbhai Joshi - Librarian

Functions of the library committee

- To prepare the list of books to be purchased.
- To prepare the list of magazines to be subscribed.
- To Design the format and method of lending books to students.
- To take decisions regarding the purchase of new software's.

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

Yes, the process of Computerization is going on. The college has taken measures to purchase SOUL Software. The said software will be purchased from INFLIBNET in near future.

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 library has computer facility for the trainees. Internet facility is also provided. Xerox machine is available in the management office the next door. The trainees are allowed to use this facility.

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

Yes, SOUL Library Software developed by INFLIBNET is being used.

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

Working days of the library in an academic year are 254. It remains open for 7 hours every day. The library timings are 10.00 AM to 5.00 PM. The trainees are given library facility according to their requirements.

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

The new arrivals like magazines are displayed on the rack of the library. A list of new arrivals in books is maintained by the librarian and gives the list to the staff whenever asked for. The faculties also give information to the trainees in the class rooms and guide them to refer certain books.

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

The college library has a book bank facility under which needy students are given syllabus related books for use during the whole academic year. The prize value of this book is Rupees.40,000/-

Details of book bank facility availed by students during last three years.

2010-11 13 students

2011-12 11 students

2012-13 12 students

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

There is no special facility for visually challenged persons. Co-trainees help such physically challenged students to fulfill their requirements and get the books they want.

4.4 ICT AS LEARNING RESOURCE

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

The college has its own computer lab with 30 computers. The library consist 6 computers. Computers are installed in the cabin of each faculty member. All computers are connected with B.S.N.L Broad Band Internet Device. One laptop is also there. Other equipments like O.H.P., C.D Player, 2 CD Projector, two TV's, two tape recorders, two smart boards etc are also available in the college. The faculties as well as the trainees make use of all these ICT facilities in teaching, learning, preparing study materials, obtaining latest information, collecting various data, preparing CD's etc.

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, a practical exam to test the computer knowledge and skill of the trainees is held every year. This exam includes various computer

knowledge skills like word, power point presentations, excel, internet, browsing etc.

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

The faculties make use of ICT in teaching

- The trainees make use of transparencies sheets in demonstrating their lessons.
- Trainees also prepare power-point presentations with the help of computers.
- Experts are invited to enlighten the trainees on topics of Internet, E-mail etc.
- Faculty members also make use of power-point presentations in teaching
- Tape recorders are used in the observation process of micro-teaching.
- Trainees are shown video films prepared on various teaching skills before their micro lessons.
- Video films of the trainees lessons are prepared with the help of mobiles and discussions regarding their lessons are done.

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)

Trainees make use of ICT for the following purposes in the practice teaching

- CDs are prepared on the units of practice teaching
- Audio cassettes and transparencies are prepared
- Internet facility is used to prepare graphs and charts
- Maps and photos of authors and Economists are downloaded from net
- Self study material is prepared on computers.

4.5 OTHER FACILITIES

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

The entire instructional infrastructure is shared with other colleges and schools.

- Instructional material like charts, drafts, CDs prepared by trainees is given to the schools where they go for giving their practicing lessons.
- Faculties of other B.Ed. colleges take the CDs and lessons prepared by the faculties as sample models.
- A song on 'Voter's awareness' was prepared by our trainees in the year 2011-12. This song is played before the local people and even during rallies organised for bringing awareness among the Voter's .

- 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?**

CDs on various subjects, audio-cassettes and transparencies are available with the faculties.

- Faculties make use of LCD projectors in seminars. Micro-films prepared by past students are shown to the trainees during micro teaching sessions. Trainees are asked to express their views on such films and the faculties discuss various aspects of the films with the trainees. As such the trainees are encouraged to make use of audio visual material and resources.

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 facilities are available in the college:

Psychology Room: Dr. S. B. Barot is in charge of this room. The room is equipped with books on Psychology, Psychological test and experiment equipments and pictures of well known Psychologists. All these resources are used as and when required.

Science Lab: The charge of this lab is with Dr. D. R. Desai. Various charts, equipments for experiments, models and photos of great scientists are kept here. The trainees make use of these things during their practice lessons.

Education Technology Lab: Dr. Kapadia is the in charge of this lab. The lab contains the facilities of OHP, Tape Recorder, LCD Projector, Sound system, T.V. and DVDs.

Separate room for each method: All these rooms are equipped with charts CDs, transparencies, graphs pictures etc. The charge of each such room is given to the respective method master who allows his own trainees as well as the trainees of other method master to use the facilities available.

All instructional material and infrastructure is bought according to the requirements of the trainees as well as the faculties.

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

The institute shares a common Hall managed by Bhartiya Vidya Mandal for its cultural programmes. Musical equipments like harmonium, drums, Tabla, Casio etc. are available in the college.

The sports ground used for all outdoor games like cricket, volleyball, kabaddi etc is also managed by the managing society. Indoor games equipments for Chess, carom etc. is also available in the college.

The college has no transport vehicle of its own. But transportation facilities are hired when the trainees go for field visits. The management society own's owns vehicle and the college authorities can use this facility when required.

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.

The classrooms are equipped with the facility of mikes. The Prayer room and the Hall are equipped with Smart Boards.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

All faculties have a positive approach towards the use of technology in teaching. Power point presentations are given in the classrooms and use of OHP is also done in the process of teaching. Educational exhibitions related to population Educations are organized by the trainees. Vivid graphs, pictures, statistical tables, charts etc are prepared on computers and displayed in the exhibition. Besides puppet shows and documentary films are prepared and shown to the trainees. Efforts are made to make the teaching student centered and interesting.

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

The facility of computers with internet is made easily accessible and available in the computer lab, library and in the cabins of faculties. Even the trainees make ample use of internet to obtain latest information on various issues and subjects.

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

The college has adopted the following practices in infrastructure and learning resources.

- Micro lessons CD's are prepared for the use of trainees in their practice lessons. New B.Ed. Colleges approach us to hire these CD's.
- The institute has a separate psychology room where trainees are taught to conduct psycho test and its analysis.
- The institute every year prepares a separated magazine based on various current topics like CBCS pattern, RTI, Noble Prize etc. This magazine is given to each trainee. It is also sent to different B.Ed. Colleges affiliated to VNSGU.

**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?

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Physical Facilities for Learning	Class rooms are adequate for the present intake.	The institute has taken measures to augment its Infrastructural and Learning resources. The college has now made its own computer Lab and the trainees need not share the lab of sister institution as it was during the time of First accreditation. Personal computers are installed in the cabin of each faculty, in the administrative office and in the office of the Principal. The college has also made an Educational Technology Lab and a Science Lab after the first accreditation.
	Some of the infrastructural facilities like computer and internet are being shared by other institutions of the same management.	
	Educational Technology, Language and proper Science laboratories are not available.	
Maintenance of Infrastructure	Management provides adequate fund for maintenance of infrastructure.	After the first accreditation, college has expanded its infrastructure and the augmented areas of the institution are also maintained well with the co-operation and support of our Management.
	Garden around the building and the common sports facility are maintained well.	
Library as Learning Resources	Automation of library is in process.	Computerization of the Library is in process. More reference books and Encyclopedias are purchased and efforts are made to enrich the library.
	Book bank facility for the needy students available.	
	The college has limited number of books and inadequate number of journals and magazines.	

ICT as Learning Resource	The use of ICT at present is limited to surfing and power point presentation as learning resources.	After the first accreditation, more emphasis on developing ICT based teaching material is laid on trainees. College has also developed its own computer lab. All our classrooms are also equipped to support ICT based teaching techniques.
	The college does not have a computer laboratory of its own.	
Other facilities	The college has separate rest rooms for girls and boys.	There is no significant number of boys students coming from outer areas. Hence, there has never been a necessity of developing a boys hostel. However, we look forward to develop the same if there will be any requirement in future.
	The college extends hostel facility only for girls students.	
	The college shares good outdoor and indoor sports facilities with sister institutions.	
Best practices in the development of Infrastructure and Learning Resources	Optimum utilization of space and infrastructure.	After the first accreditation, we have expanded the almost all the teaching rooms and two of our classrooms also have white board facility installed.
	Separate rooms for methods of teaching subjects.	

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?

- The institution has developed its own computer lab after the first Accreditation. All faculties are provided computers with internet in their own cabins. The Principal's office and the administrative office are installed with computer facilities. It is worth noticing that during first accreditation the institution only had 5 computers but today we have 64 computers.
- The college also has the facility of ET and Psychology Hall.
- The procedure of computerization of the library is ongoing. There are adequate number of reference books, magazines and encyclopedias available in the library.

- Books on subject like Science, Mathematics, Economics, Accountancy, Social Science, Gujarati and English are available to the trainees as well as the faculties whenever they need.
- As English Language Lab under the SCOPE programme of Gujarat Government is being established in the college. The project will be completed in near future and it will benefit the trainees to learn functions English and communication skills.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

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

All admissions to the institution are done by the Veer Narmad South Gujarat University Centralised Committee. Once the students secure admissions, efforts are made to give them proper advice and guidance before the commencement of actual teaching. A welcome function is held after the admission procedure is complete. The Principal, the staff and the members of the management committee welcome the trainees and enlighten them towards the necessary aptitude, skills, noble qualities which are a prerequisite for teaching profession. They are also informed about their course, the methods of teaching in the college, the methods of teaching in the college, rules and regulations of the college etc. They are motivated and encouraged to devote completely to the profession they have selected. A Talent Hour is celebrated in the beginning of the year and through it the faculties try to find out special talents of each trainee. After that various activities are held through out the year to develop the talents of the trainees.

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

The institute makes efforts to promote peaceful, safe, secured and pleasant environment on the campus. Good landscaping is done and a gardener is appointed to take care of the garden. Security is appointed on the campus gate and outsiders are not given any entry. All expense is borne by the management. Strict discipline is maintained on the campus and in the college building. The staff takes care to see that no nuisance is created and students are not allowed to loiter on the campus in their free lectures. They are asked to make use of the library during such free time. In short, the environment on the campus is good enough to motivate the students towards learning which in turn leads to better performance.

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

Year	Male	Female	Reason
2008-09	-	-	Due to got Job as a Primary Teacher
2009-10	-	02	Due to dead
2010-11	-	01	Due to got Job as a Primary Teacher
2011-12	01	01	Due to got Job as a Primary Teacher

The average drop-out ratio during last five years is 1.35%. Various factors are responsible for this **meagre** drop-out. However, the trainees are explained and encouraged to complete their studies. At times even parents of such trainees are called for counseling and efforts are made to see that all students complete their degree.

- 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?**

Year	M.Phil	M.Ed.	Ph.D.	Remarks
2008-2009	1	1	1 - pursuing	
2009-2010	1 complete 1 pursuing	1		
2010-2011	1	4		
2011-2012	-	5		
2012-2013	-	1		

We help our students to train themselves for exams like SLET and NET. General Knowledge questions are asked during the prayer session. A Training session for SLET/NET exams was also held in the year 2011-12. One of our ex-student has successfully completed SLET exam and one of our staff member has cleared NET exam. One trainee has appeared for UPSC Exam.

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

Year	Further Studies	Percentage	Job
2010-11	4	(7%)	85%
2011-12	6	(10%)	80%
2012-13	1	(2%)	82%

- 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.**

The door of the college are always open for all its students. Many times our past students approach us for their various requirements like CDs, Charts, Audio cassettes etc. Past students who go for advance studies are allowed to use our library. All past students are given adequate support and guidance.

- 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 college arranges interviews for the trainees at the end of the year with collaboration of school principals and management society members. The following trainees have secured job in the schools of Kamrej District and Surat City Practicing school during last two years with the help of the institution.

Year	Number of Trainees
2011-12	16
2012-13	25

- 8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?**

There are certain difficulties that the placement cell faces in securing job for the trainees. As there is no Permanent recruitment done in any grant-in-aid schools the trainees get jobs only in non-granted schools. If there is a

long time leave vacancy in any grant-in-aid school, then the trainees are appointed purely on temporary basis.

Sometime it becomes difficult to contact proper past-student for a job because once they leave the institution many times their address are changed.

Grant-in-aid schools appoint only those candidates who have cleared TAT exam. However, measures are taken to solve such problems.

- (1) /Friends of the trainee whose contacts is not found are contacted and efforts are made to reach to that particular trainee.
- (2) Trainees are provided practice and training for clearing TAT Examination. They are also motivated and encouraged to get through this exam.

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

At the end of the year the placement cell arranges for interviews of the trainees and invites the practicing school principals and the members of the management in such interviews. In this way efforts are made to secure job for them. When the trainees go for practice lesson in schools, their performance is observed by the school staff and the principals. The address, Phone number, name etc. are obtained of good performers by such schools. At time of vacancies such schools contact those particular trainees and offer them jobs.

The name, address and phone numbers of all trainees are printed in the college annual magazine. Copies of the magazine are sent to various schools.

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

The college Placement Cell Committee consists of four members. No special financial help is provided to the placement committee. But whenever the school principals or members of the management are called for attending interviews all expenses for their refreshments are borne by the college.

All information and data regarding our graduates are stored in computers.

5.2 STUDENT SUPPORT

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

The teaching of the curriculum, all co-curricular and extra-curricular activities are planned in the beginning of the year. A meeting of the staff with the principal is held to prepare this institutional calendar. Days and dates are fixed for the subject wise teaching work, practicing lessons, co-curricular activities like arrangement of experts lectures and speeches, various competitions, celebration of different days etc. in the beginning of the year. The working of the institution is generally carried on according to this plan. However, this calendar is kept flexible. Changes are made in it if such requirement arises. Each faculty also prepare his/her own subject-wise teaching diary which consists of day and date wise teaching plan.

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

The ratio of physically challenged students is 3%. The staff and the co-trainees provide all possible help and support to such students. Facilities

like providing a writer in the examination, providing lessons on audio-aids for blind students, helping such students to get books from the library etc. are made available with the support of the staff and other trainees. Other co-trainees are specially instructed to help such students during their practicing lessons in schools.

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

Though we do not have special mentoring arrangement, our faculties act as mentors. We have only 60 students enrolled and as such our faculties get ample opportunity to interact individually with each student. The staff remains in constant touch with the students, guide them in all activities. Supervise and check their performance through out the year and gives them suggestions and instructions for improvements.

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

The faculties are encouraged to participate in various workshops and seminars held on District level, state level, National level, and International level. Necessary leave is sanctioned for such events.

The facilities of Technology lab and science lab are available in the college.

The library is enriched by purchasing more books and reference materials every year.

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

Yes, the institute has its own website www.shribhartiyavidaya-mandalkamrej.com Details like the history of the institution the

management society's information. The Profiles of the Principal and the faculties, programmes offered, infrastructural details, University results of Past years, special achievements of the trainees etc. are provided on the website which is up-dated every year.

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

Yes, special coaching classes are arranged for the students who achieve low marks or fail in the internal examinations. Good students are also asked to coach such slow-learners.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

Bright students are given more challenging tasks. They are allotted assignments and practical work. Their practicing lessons are arranged in higher classes of the schools. They are provided with extra reading material and books.

The slow learners are given special coaching in extra (zero) periods. They are given easy topics for assignments. They are shown their mistakes and errors in their assignments and are guided to improve their performance.

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

The various guidance and counseling service provide are as below:

Academic guidance and counseling.

All faculties provide necessary guidance to the trainees in preparation of practice lessons, projects, data analysis, collecting reference material, extra reading etc.

Career Counseling

The trainees are provided all necessary information regarding further studies like M.Ed., M.Phil., Ph.D., SLET, NET, TAT etc. experts are invited to deliver lectures and career-building.

Personal and Placement Counseling.

As our trainees come from different social and economical backgrounds it is likely that they face different problems. Our faculties develop adequate intimacy with them and look into their problems. They help and console such trainees and infuse them with moral courage. They are also trained to face interviews and communication skills are also taught to make them more competent.

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

There is a special grievance redressal committee which works in this field. The complaints and the grievances of the trainees are resolved amicably. There is a complaint cum suggestion box kept in the college. Students can drop their complaints in it. This box is opened at proper intervals and the principal and the staff take all measures to redress the grievances if found. Besides, a women cell is also formed to solve the difficulties of women trainees.

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

The progress of the trainees is monitored on the basis of their performances in internal evaluation exams, project work, assignments etc. The trainees are called personally and guided on their track records from time to time.

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?

Students are supposed to undergo rigorous micro teaching programme of 15 days before they go for practice lessons. Different teaching skills are taught to them in such sessions. The use of ICT is also made during micro teaching lessons. Such micro-lessons are observed by the faculties. Our class for feedback is arranged after five micro-teaching periods. In such feedback class trainees on the plus points and minus points. They also get guidance to overcome their weakness and increase their strengths.

5.3 STUDENT ACTIVITIES

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

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

(i) List the current office bearers

Yes, the college has an Alumni Association named as "Vasanti Parivar" The office bearers are listed below:

Sr. No.	Designation	Names	
1	Chairman	Prin. Dr. J. P. Gohil	Principal
2	Vice-Chairman	Prin. Shri D. R. Desai Prof. Shri Ajay V Shah	Staff member
3	Secretary	Dr. A. M. Kapadia Prof. Rakesh Bhakt	Staff member
4	Joint Secretary	Dr. M. B. Vasava Prof. Devangana Patel	Staff member
5	Treasurer	Shri Ketanbhai Desai	
6	Committee Member	Prin. Dakshes Sukhadia Shri Nalinbhai Rathod Shri Nilaben Parmar Shri Durgaben Chaudhari Shri Bhartiben Rathod Shri Pallaviben Patel Dr. Pareshbhai Patel Dr. C.B. Patel Dr. Shetalbahen Shah Shri. Alpaben Tandel	

(ii) Give the year of the last election

2012

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

- Dr. Motibhai Patel expressed his views on the challenges faced by Modern teachers.
- Shri Vacharajani spoke on the changes that come in Education World.

- Dr. Ashwin Desai from Veer Narmad South Gujarat University, Comparative Literature Department expressed his views on the topics and issues outside the curriculum in a light style.

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

Details of the top ten Alumni occupying prominent position.

Sr. No.	Name of Alumni	Present Position
1	Ajay V Shah	Lecturer, Navyug Arts, Science College, Surat
2	Naik Parul U	Lecturer, Vivekanand College of Education, Jahangirpura, Surat.
3	Sanjay Barad	DIET, Surat.
4	Tandel Alpa	Swaminarayan B.Ed. College, Sarthana, Surat.
5	Patel Devangna	Mahavir B.Ed. College, Vesu, Surat.
6	Desai Ketan	Supervisor Ramkabir High School, Surat.
7	Patel Paresh	Principal, L.P. Savani High School, Surat.
8	Parmar Vasantiben	Lecturer, M.E.T. B.Ed. College, Bharuch
9	Dr. Madhuben Patel	Lecturer, S.K.P. College of Commerce, Surat.
10	Latewala Hemlata	Assistant Teacher in Higher Secondary Pravanti Vidyalaya Surat.
11	Patel Chetan	Lecturer in Saraswati College of Education, Pandesara

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

Our Alumni takes good interest in the progress and development of the institution. Financial help to economically weak students is provided by them whenever required.

Our past student Ajay Shah funds for giving a shield to the student who comes first in B.Ed. Examination every years.

Dr. C.B. Patel who has done his Ph.D. on modules visits the college for delivering lectures. Our alumni extends their services as a judge in various competitions held in the college.

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.

Annual sports Day is celebrated in the college to encourage the trainees to take interest in Sports and games. Various competitions like cricket, long jump, disc throw etc. are held. Various other activities are also organised through out the year.

Details of the achievements of students during last two years:

2011-2012

Sr. No.	Practical Work	Names	Number
1.	B.J. Patel College of Education organised: "Sex Education"	Kansara Mansi	3
2.	Gujarati Quiz Competition at Naranlala B.Ed. College	Shekh Rukshana Gohil Daksha	1
3.	Gujarati Quiz Competition at J. Z Shah Arts and Commerce College, Amroli	Shekh Rukshana Gohil Daksha	1
4.	Translation program at district level, regional level	Chahan Hemaxi	2
5.	Inter college Elocution competition at Commerce College, Valsad.	Kansara Mansi	2
6.	Inter College Elocution Competition at Z F Wadia Women's College, Surat.	Kansara Mansi	3
7.	Power point Presentation organized by College of Education Kharod,	Kansara Mansi	3
8.	Elocution Competition organized by Arts Commerce College	Barot Ankita	1
9.	Youth Festival Kamrej Taluka	Kansara Mansi	3

Sr. No.	Practical Work	Names	Number
10.	Youth Festival, Kamrej Taluka	Group Song	3
11.	Youth Festival, Kamrej Taluka (Kathak)	Lad Sneha	3
12.	Youth Festival, Kamrej Taluka (Doha-Chhand-Chopai)	Gadhia Nitin	1
13.	Youth Festival, Kamrej Taluka District Level	Gadhia Nitin	1
14.	Regional Level	Gadhia Nitin	3
15.	Water Awareness Song at District Level	Barot Ankita Sayana Samir	1
16.	Inter-college National Song organized by C.D. Barfiwala College	Sayana Samir	2
17.	National Song Competition organized by Arts, Science, Commerce College, Kholwad.	Sayana Samir Barot Ankita	1 2
18.	Sugam Sangeet organized by P.T. Mahila College, Surat.	Sayana Samir	1
19.	Youth Festival, Kamrej Taluka – Mono Acting	Kansara Mansi	3
20.	Youth Festival, Kamrej Taluka – Essay Competition	Nima Naik	1
21.	District level	Nima Naik	1
22.	Essay Competition organized by Vivekanand B.Ed. College	Nima Naik	1
23.	Essay Competition organized by Jai Jalaram Training College, Thava	Ansari Anjum	2
24.	Mehendi Competition organized by Sir K.P College of Commerce, Surat	Shaikh Rukshana	1
25.	Essay Competition organized by P.T. Mahila College Surat.	Shaikh Rukshana	1
26.	Discussion on My Favorite Book organized by B.J. Patel College of Education, Surat.	Kansara Mansi	3

2012-2013

Sr. No.	Practical Work	Names	Number
1.	Elocution Competition on World Population Day	Tada Kirti	1
2.	Elocution Competition on World Population Day	Kareliya Diksha	2
3.	Elocution Competition on World Population Day	Rana Nimisha	3
4.	Power Point Presentation organized by B.Ed. College, Vapi	Dhruval Aaytoda	1
5.	Bhajan Competition	Manisha Pandya Tada Kirti Berawala Foram	1 2 3
6.	Youth Festival Kamrej Taluka	Group Song	2
7.	Youth Festival Kamrej Taluka- Vocal Song	Manisha Pandya	1
8.	Youth Festival Kamrej Taluka-Ghazal and Shayari	Rajput Rashesh	2
9.	Youth Festival Kamrej Taluka- Harmonium	Manisha Pandya	2
10.	Mahavir B.Ed. College – Shlok Pathan	Manisha Pandya	2
11.	National Song Competition organized by Arts and Commerce College, SURat.	Wadhia Sejal Patel Mohini	Equal Distributed 3
12.	Youth Festival Kamrej Taluka- Essay Competition	Christian Rini	2
13.	Youth Festival Kamrej Taluka- Drawing	Wadhia Sejal	3
14.	Best Lesson Planning organized by B.J. Patel College of Education, Bardoli	Buha Hetal	1
15.	Mehendi Competition	Rana Nimisha	1
16.	Narmad Janma Jayanti- Poster Competition	Patel Bhavini	1
17.	Slogan Competition- World Population Day	Mendpara Sheetal	1
18.	Pot Decoration- Janmastami	Patel Bhavini	1
19.	Rakhi making Competition	Vara Daksha	1
20.	Street Drama – Small Family is Happy Family	Trainee's Group	-

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.

Students are encouraged to develop their creative skill by motivating them to write essays, articles, poems, short-stories etc. Their writings and creative material is displayed on the notice-board specially devoted to this. The college every year publishes its own magazine named 'Vasanti'. Trainees are encouraged to publish their articles and creative writings in this magazine.

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

Students' selection is held every year according to the circular from Veer Narmad South Gujarat University. One General Secretary is selected. Various committees are formed with one chairman, one secretary and other members. Different committee details are given below.

- (1) Finance Committee
- (2) Gymkhana Committee
- (3) Planning forum
- (4) Debate Committee
- (5) Cultural Committee
- (6) Magazine Committee
- (7) Educational Tour Committee

Various committees handle and organise different activities in the college.

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

Different committees work in their own fix field. Various activities like cultural programmes, sports competitions, elocution and debate

competitions etc are organised according to the college calendar by the respective committee office-bearers. The general secretary remains active in all activities and extends his guidance and co-operation for successful organisation of various activities. The staff also provides proper guidance to all committees and sees that all activities are successfully completed.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

There is no special mechanism to seek the feedback from its past students or employers. However suggestions are invited from the trainees. These suggestions and views are taken into consideration for future activities and programmes.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

- The college maintains its own welfare fund for students. This fund is generated from the donations of donors. Economically weak and needy students are provided financial help from this fund.
- Efforts are made to imbibe the qualities of social service and good citizenship among trainees through various activities and lectures of experts.
- Slow learners are offered extra guidance and coaching. Bright students are encouraged and motivated for still better performances through giving them names of reference books, allotting them challenging task, giving them difficult topics for self-study and assignments.

- A Placement Cell is formed to help the graduates to secure jobs in the surrounding schools.
- Students are trained to face interviews by arranging mock-interviews

**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?

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Student Progression	The college has almost no drop-out and the passing percentage of students in University Examinations during the last three years has been around 100% with majority passing in first division.	Since the first accreditation, a considerable stress is laid on placement cell. The institution strives hard and takes all the necessary steps to promote activities like “on the campus job interviews”.
	System of monitoring the progression of students to higher education and job exists.	
	Informal assistance to the students for placement is in operation.	
Student Support	The institution does not have any provision of incentives/ scholarships; however all the government scholarships are given as per rules.	The institution takes care to provide all government scholarships to the trainees as per rules. Besides, the college has its own fund from which financial help is given to needy students. This fund is generated from the donations from Alumni, other donors and trusts. All our staff members encourage trainees to participate in various extension activities and collaborations with outer agencies are also made to support such activities. No considerable need has so far been faced by the institution concerning boys hostel. However, we are positive to develop boys hostel if there will be any requirement in future.
	Encouragement to the students to bring out their talent in cultural activity exists.	
	Hostel facility for girls exists but not for boys.	

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Student Activities	The college has an active student's council.	Our college publishes its annual magazine “Vasanti” on specific topics every year and students are constantly encouraged by our faculty members to work on that very topic and give their work for publication.
	The college publishes an annual magazine to provide platform for creative expression.	
	Students' representatives contribute to the active through the committees.	
Best Practices in Student Support and Progression	Students' representatives contribute to the activities through the committees.	We understand that our trainees are teachers of tomorrow. Hence, we try to involve them as much as possible in all the activities of the college and try to prepare them for taking good decisions in their careers tomorrow.

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?

- Since first accreditation, we have given due importance to the activities of placement cell of our college and activities like ‘on the campus job interviews’ are encouraged.
- Apart from government scholarships, we have also developed a welfare fund and the amount generated in the said fund is given as scholarships to needy students.
- Students are more and more encouraged to work on publications for our annual magazine ‘Vasanti’.
- By involving a student’s representative in all our committee works, we try to enhance their leadership and decision making quality.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

1. What are the institution's stated purpose, vision, mission and values?

How are they made known to the various stakeholders?

Following are our purpose, mission, vision and values:

Purpose:

- To provide quality education and adequate training to graduates to make them competent teachers.
- To imbibe the trainees with the qualities like good moral character, sincerity, honesty and love for young school children.
- To create interest and aptitude towards teaching profession.
- To develop the IQ, EQ and SQ of the trainees.
- To bring out creative aspect of the trainees.
- Impart value based education
- To present good teachers to the society.

Vision:

To attain new heights of progress and achievements year after year to earn the fame of being one of the best Education Colleges of the State.

Mission:

To help the young graduates in developing their worth and to make them confident and self-sufficient to compete in the job markets and to help them secure good jobs after the completion of their course.

Values:

To provide value-based education and training to the trainees and to make them aware of their social and national obligations. To inculcate the

qualities of honesty, righteousness, compassion, co-operation, empathy in the trainees.

The purpose, the vision and the mission of the institution are displayed on the notice-board and are also printed in the college annual magazine so that all stakeholders come to know about them.

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?

The institute's goal and objectives are inclusive of its concern for the society and school sector. Education institutes' tradition and value orientation are also a part of the institutes' mission. To fulfill its mission and achieve its goal, the college organizes various activities and programmes which inculcate the trainees with qualities of social service, humanity, compassion, love for nation, good citizenship, honesty, hard work, sincerity etc. Efforts are also made to impart such skill and knowledge to the trainees so as to make them good teachers and serve the school sector.

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.)

The office bearers of Bhartiya Vidya Mandal co-ordinate and co-operate in taking decision for the effectiveness and efficient transaction of teaching and learning process. The managing body of the society consists of the following members

President	Shri Arvindbhai Bhakta
Vice – President	The Post of the Vice-President is vacant due to the death of Shri. Jayantibhai Patel on 17-5-2013
Secretary	Shri Vinubhai Bhakta
Treasurer	Shri Pareshbhai Bhakta
Joint Secretary	Shri Vinubhai Modi
Joint Secretary	Shri Dharandrabhai Shah
Joint Secretary	Shri Bhogibhai Patel

Plus other committee members.

All the office barriers frequently visit the institution and take keen interest in all its activities. Their meetings with the staff are regularly held and they always show their readiness to solve all types of difficulties whether financial or any other. They also interact with the trainees and encourage them to improve their performance. They also guide the students teachers on matters like how to be useful to the community, how to help in the development of the nation, etc. The teachers of the institution also get their support in all matters. Thus good co-ordination between the Top management and the Staff of the college helps to create environment that makes the teaching and learning process effective.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The various committees are framed in the institution with the Principal as the head. These committees are as below:

- Discipline Committee
- Examination Committee
- Administrative Committee
- Library Committee
- Cultural Committee

These Committees work under supervision and guidance of their convener. The duties of the staff are well defined. Besides the Principal communicates the responsibilities and assignment of duties through written communication measures like staff-notices, office orders etc. Apart from these meetings are also held with the staff and they are given even oral instructions regarding their duties.

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

The head of the institution ensures that all valid information received through feedback and personal contacts are available to the management to review the activities of the institution by communicating with the management on telephone, through letters. The principal also keeps the management well informed about all its activities, programmes etc. held by the institution. Record of the result of the University Examinations are maintained. All this is kept open for the review of the management. The members of the management are also invited to grace the occasions and programmes held in the college.

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

The barriers in advising the vision/mission and identified through constant check and observation of all activities of the college. The principal also calls staff meetings from time to time and discussions regarding the functioning of the institution are held at length. The views and opinions of the staff are always welcomed. Interactions with the trainees are also held. If any problems are found, immediate measures are taken to solve such problems with the help of the teaching staff, the non-teaching staff and even the trainees.

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 provides enough encouragement to the staff for improvement in the institute's progress and development. Staff is honored for its contribution in various functions of the college. The members of the management actively participate in various activities. Frequent meetings are held with the staff. All decisions regarding institutional progress are taken with the consultation and co-ordination of the staff. A feeling of trust is created. No decisions are imposed on the staff without having proper dialogue with them. The barriers and the difficulties faced by the staff are solved readily. Thus the management encourages the involvement of the staff in all matters. There remains cordial relationship between the staff and the management. Grievances, if any, of the staff are immediately redressed. All this motivates the staff's involvement in all institutional matters.

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

The principal is the head of the institution and plays a significant role in taking all major decisions regarding matters like curriculum, administration, allocation and utilization of resources for the preparation of students etc. He holds final powers in almost all internal - matters of the institution. At the same time he also delegates special responsibilities to different faculty members. In this way duties are assigned and the functioning of the college is decentralized. This helps in smooth functioning of the institution. The Principal's guidance, work experience, knowledge and foresight are always available to the staff and the trainees.

6.2 ORGANIZATIONAL ARRANGEMENTS

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

➤ **Discipline Committee**

Meeting and decision taken: 18-06-2011

1. The discussion was taken for the discipline in the college for entire year.
2. The policy was decided to come regularly in the college.
3. The discussion for the practicing school's discipline was held.
4. Students were informed that they are not suppose to be absent without the permission of concerned professor.
5. Trainees were asked to adopt proper dress code in order to meet and suit a teacher's profession.

➤ **Examination Committee**

Meeting and decision taken: 24-06-2011

1. Decision was taken for the First Semester Test & Second Semester Test.
2. Decision was taken regarding instructing trainees and informing them about sitting arrangement and bar coding system.
3. To control discipline in examination regarding any sort of misbehavior.
4. To take decision regarding supervision.

➤ **Arrangement of Practice Lessons Committee**

Meeting and decision taken: 27-06-2011

1. To get permission form the selected schools during the year.
2. To decide the dates of stray lessons and block teaching.

➤ **Finance Committee**

Meeting and decision taken: 09-06-2011

1. To discuss and decide the budget for the whole year.
2. To distribute the amount for each head.

➤ **Cultural Committee**

Meeting and decision taken: 04-06-2011

1. To provide information regarding the celebration of various days and organization of different activities through out the year.
2. To discuss regarding the programmes celebration like Janmastami, Rakhi Day, National Days, Annual Functions etc.
3. The report of the activities and programmes held in the previous year was read.

➤ **Academic Committee**

Meeting and decision taken: 07-07-2011

The institutes Academic calendar was prepared take into consideration the bank Holidays and the vacations of the year. Details regarding teaching of various units of the syllabus, different papers and their Weightage of teaching according to CBCS pattern etc. were fixed and circulated to all staff members.

➤ **Internship Committee**

Meeting and decision taken: 16-01-2012

1. To decide the school and date of internship programme.
2. To make groups of trainees according to subjects.
3. To provide necessary detail regarding internship to the principal at related school's principal as well the trainees.

➤ **Infrastructure and Physical Facilities Committee**

Meeting and decision taken: 19-07-2011

Measures were taken to enrich the computer lab with more equipments. Necessary communication was done with various members of the parliament, legislative assembly and government office bearers and authorities for financial aid.

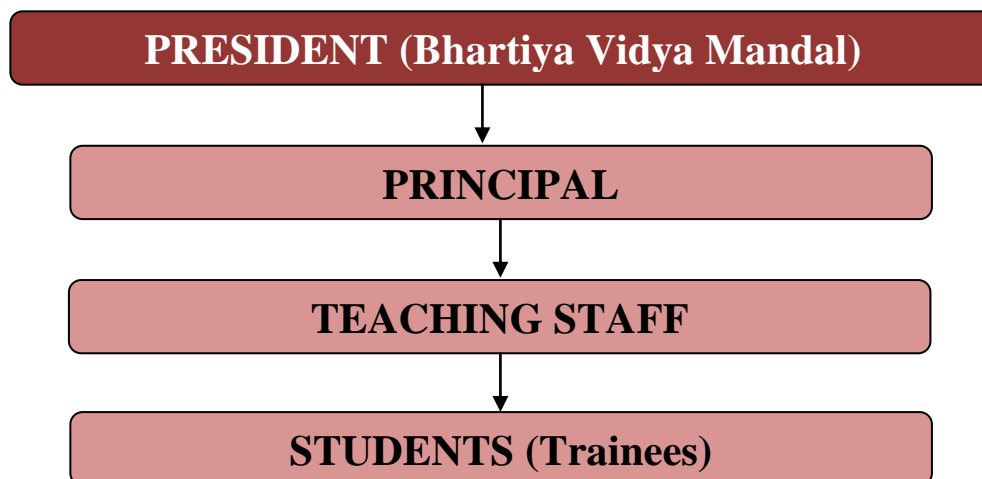
➤ **Sports Committee**

Meeting and decision taken: 25-07-2011

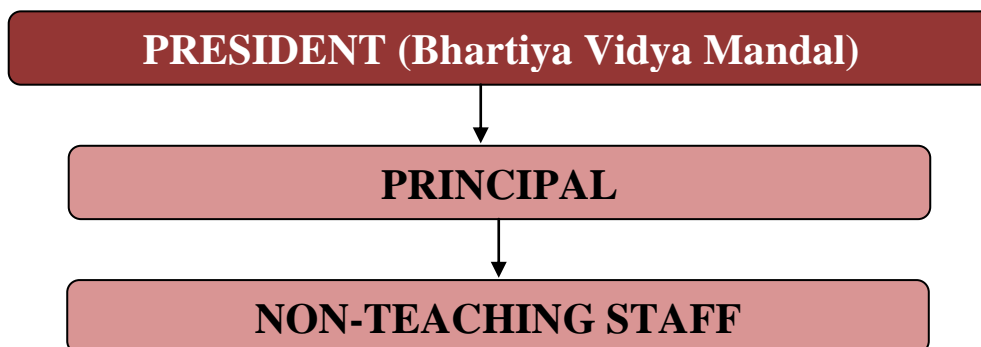
1. Took decision regarding the date of the sports day.
2. To maintain the time table for the sports day activities.
3. To decide the leaders for each activity in the sports day.

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

ORGANIZATIONAL STRUCTURE FOR ACADEMIC BODIES

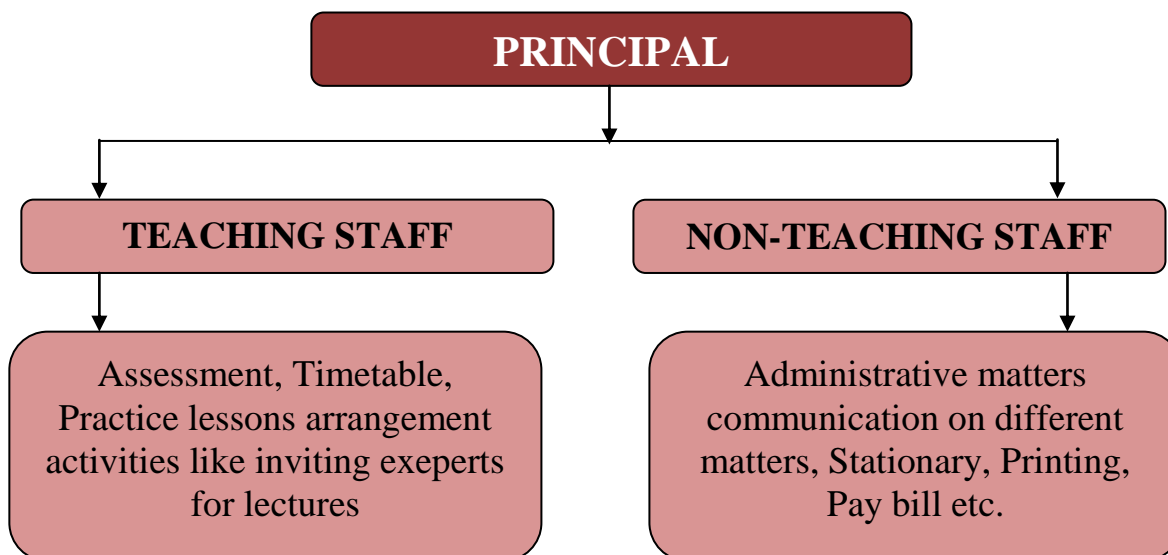


**ORGANIZATIONAL STRUCTURE FOR
ADMINISTRATIVE BODIES**



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

**THE ADMINISTRATION OF THE COLLEGE IS
DECENTRALIZED IN THE FOLLOWING PATTERN**



As the structure shows that the Principal is the final authority in all academic and administrative function. But at the same time functions are decentralized by giving powers to the staff as well as non-teaching staff in many matters. The approval of final authority is needed in all matters.

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

The institute works with the close co-ordination with other education and University departments. There is a constant interaction between the staff of this college and the staff of other B.Ed. colleges as well as education departments. This ensures the better quality of educational provisions. The teachers of our college always participate in the seminars, workshops, lectures organized by other departments and colleges. Similarly teachers from other institutions are invited in our college. Discussions regarding the curriculum, teaching plans, preparation of instruction materials are held at this interaction leads to improve in the quality of educational provisions.

The institute also remains active in the quality improvement of teaching in practicing schools. Regular feedback is obtained and the trainees are guided to improve their performances accordingly. In the times of long leave vacancies in school, the trainees are asked to take more periods during their internship or block teaching programmes and complete the syllabus.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Necessary feedback is obtained from the trainees to improve the teaching performance. The staff as well as the principal adopt various strategies to get true feedback from the trainees. The data and information thus received is used for taking important decisions to enhance the quality of teaching M.Ed. students also collect feedback from our trainees during their internship programmes. 'Mock-interviews' are also arranged for the same purpose.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The staff of the college works as one family. There is full co-ordination between different departments and individual staff members. Each member works in consultation with others. Problems regarding teaching curriculum, Modern Trends, Practical work, practice lessons, are discussed across the table. A feeling of oneness prevails in the staff room. Knowledge is also shared, new methods of teaching regarding of latest books etc. is communicated to each other. This helps to create conducive environment in the college.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

The institute does not use formal structure for this purpose. The MIS functions are carried out by the staff. Information's regarding educational matters are received from the educational department, university, other B.Ed. colleges etc. blue prints are prepared based on such information. Efforts are made to follow the instructions in the institutes external as well as internal management and administration. NCERT, University and UGC rules and guidelines are followed in the running of the institution.

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

The institution is an aided institute getting grant under grant-in-aid from UGC and State Government. But it after needs extra funds for meeting the expenses of different programmes and activities, for infrastructural requirements for organizing academic programmes, etc. These budgetary deficiencies are met by the financial helps received from various institutions like co-operative societies, banks etc of the area. The management of the college e.g. Bhartiya Vidya Mandal also provides funds for the development and progress of the institution.

Human resources are allocated by inviting experts from other institutions and by taking the help of the Alumni.

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

Financial resources are obtained by making appeals for donations, by approaching various institutions like co-operative societies, banks, sugar mills etc. and by explaining the financial difficulties to the top management.

Human resources are obtained with the support of other alike institutions, Education Department and Alumni & Parent Teacher Association.

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

Our teacher Dr. Ashvini Kapadia performs the duty of preparing the teaching plan for the whole academic year. The procedure of developing the academic plan is as follows.

Dr. A. Kapadia first of all contacts different schools for the purpose of practicing lessons. The academic plan of the respective schools is taken into consideration. Their working days are noted down. Then after the meeting of all staff members is held. Teaching duties of different papers is allotted to respective teachers. Topics of teaching are also allotted according to specialization of the faculty. Then after periods for macro lessons and theoretical teaching are fixed. Three days per week are allotted to macro lessons and three days are allotted to theoretical teaching accordingly the timetable of the college is prepared.

There after different programmes and activities and co-curricular activities and tour to be done during the year are fixed. These dates and days are fixed in this way a yearly calendar is prepared. Copy of this calendar is displayed on the notice-board so as to make the trainees aware of the various activities and their respective dates in advance. We complete these activities with the help of student's council. A plan for practice lessons is prepared by Dr. M.B. Vasava in co-ordination with the academic plan.

Schools teachers are not directly involved in the planning but they are always consulted before fixing the dates and timings of practice lessons in their schools.

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

The objectives and the missions are always given priority in the functioning of the institution. Frequent meetings between the Principal, Staff and the top management are held where the objectives and the missions are discussed. The objectives and missions are also discussed in the alumni meets. Trainees are also made aware of it in lectures and speeches. The principal motivates the teaching and non-teaching staff as well as the students to contribute in the accomplishments of goals.

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

Blue prints are prepared on the objectives and missions of the institution and it is often monitored and evaluated. The progress and development of the institution since its inception is evaluated by the top management as well as the principal and the staff. Feedback is invited from the experts, leading man of the community, alumni, managing body, schools etc. The responses thus received are analyzed. This procedure gives clear picture of the institute's success in achieving its mission. This also gives chance to revise and improve.

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

All our faculty members have knowledge of computer skills. All of them have taken, Computer Department.

All staff members are provided with computer and internet facility.

All staff members have completed -training of Intel computers in the Veer Narmad South Gujarat University, Surat Computerization of the college library is under process. All non-teaching staff members are also given facility of computer training.

6.4 HUMAN RESOURCE MANAGEMENT

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

The college identifies the faculty development needs and progression of the staff with the help of self-appraisal report, observation and interaction with faculties from time to time.

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?

Our college has adopted Self-Appraisal method and feedback from students for performance assessment of faculty with reference to teaching and research.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

- Immediate treatment and medical aid are made available in the nearby hospital if any of the staff members falls ill on the campus.
- If the staff has to work till late night in some emergency then they are provided boarding facilities in the management's office.
- Financial aid is provided to non-teaching staff in the times of calamities or to meet the expenses of unexpected illness in the family or death in the family.

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.

A seminar on CBCS pattern was arranged for B.Ed. College teachers in the Veer Narmad South Gujarat University Education Department by our Principal during his tenure as the dean of the Faculty.

A meeting with the college staff and the principal on the burning problems of society was organised the beginning of the academic year. Experts are also invited from outside to speak on various problems in the field of education.

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.)?

The recruitment of the staff is done according to the norms and rules prescribed by the state government, Veer Narmad South Gujarat University, UGC and NCTE. First of all the N.O.C for the recruitment is obtained from the Higher Education Commissioner Office, Gandhinagar. There after on-line applications are invited by the Higher Education Commissioner, Gandhinagar and the interviews are fixed at Gandhinagar only. The interview committee consists of (1) Representative of the University, (2) Representative of the State Government, (3) Representative of the Management and (4) Subject Expert appointed by the management. A merit list is then prepared according to the fixed marking system (95+5). Fixed pay of Rs.16500 per month is given to the appointed candidate for five years.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Adhoc faculty is employed totally on temporary basis no compromise is based in the qualifications. Adhoc faculty is appointed by the top management on fixed pay basis. The salary of the Adhoc staff is fixed and paid by the management.

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).

The institution provides budget for purchasing books, Journals and Encyclopedia etc in the library which are useful for the staff in research

work and professional development. But no special funds are provided for attending any conferences, workshops, seminars etc. duty leave is granted to the staff for attending such programmes. Special leave is also granted if any faculty wants to participate in some activities of state, national or international level. These duties in the institution during that level period are divided and allotted to other staff members.

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 provided with a separate cabin with computer and internet facility. Basic requirements like table, chairs, cupboard etc. are also given where the faculty members can carry out their work. They can also make use of the library whenever they need.

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

All information is displayed on the notice board of the college, Besides, the office staff helps the faculties and stake holders to obtain necessary information. Senior faculty members also help the teaching and the non teaching staff in matters like income tax and other circulars. We also have a grievance redressal committee for teachers and the staff members are free to lodge their complaints in it. At the college level the principal is always available and ready to solve all problems and provide useful guidance to all.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The work load policies and practices are according to NCTE rules. The student-teacher ratio is also as per NCTE guidelines. None of the faculties

engage more than three lectures per day. Faculties get ample time for their personal development as well as for supporting student activities.

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

The faculties who obtain special achievements are honoured by the invited dignitaries in the college annual function. Besides their achievements are noted in the college annual report of the management. The Bhartiya Vidya Mandal.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

The institute is a grant in aid college it received the following grant from the Gujarat Government.

Year	Type	Amount
2010-2011	Salary	39,14,574/-
2011-2012	Salary	47,35,664/-
2012-2013	Salary	55,75,598/-

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

Equipments purchased with the funds provided as donations

Year	Equipments
2010-2011	-
2011-2012	Computer Set
2012-2013	-

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

The financial deficit is provided by the top management every year special care is taken by the management for the smooth running of the institute.

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)

A copy of audit report is enclosed.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit para's, objections raised and dropped).

The institutes' accounts are audited by an external Chartered Accountant every year. The State Government Auditor also audited the accounts in 2011-12.

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

The finance management system is not completely computerised. But it is partly computerised. E.g. the salary bills are sent on-line.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The Principal is the Head of the institution and decisions regarding all matters at college level are taken by him in consultation with the faculty members. He is the best and the most successful leader who never imposes

his decisions on the staff without their prior consultation. A totally democratic environment prevails in the working of the institution and transparency is maintained in all matters. The staff wholeheartedly supports this healthy working system. The principal has all leadership qualities and he employs these in the management of the college. To ensure the speedy and fair implementation of any policy, the principal develops co-ordination between all teaching and non-teaching staff members. Individual responsibilities are well defined and faculty members are allowed adequate freedom to discharge their responsibilities in a fair way. At times even the trainees are involved in decision making regarding the matters connected with the students in general. Leadership qualities in trainees are enhanced with their participation in co-curricular and 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?

Aspects Analyzed	Observations made by the Peer Team	Actions Taken by the Institution
Institutional Vision and Leadership	The vision/goal of the institution is in tune with National objectives on education and focus upon rural development.	The institute has striven hard during the last five years to achieve its goals and objective more effectively. To fulfill the social obligations, to focus upon school sector and to be helpful to the rural communities have been some of our primary concerns.
	The dedication of the governing body towards the mission is also reflected by its contribution to infrastructure augmentation and keeping the fee as low as possible.	
	System of participating management is in operation.	
Organizational Arrangements	The governing body is the main management body which runs the institution through sub-committees.	The institution has full support of management and all the activities of the institution are governed and supported by the management.
	Effective internal co-ordination mechanism is ensured between committees for operation and delivery.	
	Active involvement of management in overall activities of the college exists.	
Strategy Development and Deployment	The developmental programmes are implemented with the involvement of management and faculty.	The institute prepares its own academic calendar with the provisions of teaching activities as well other co-curricular and extra-curricular activities to be done on specific days and dates. It also plans for quality
	Planned academic programmes taking into consideration the	

	<p>academic plan of the respective practice schools in vogue.</p> <p>The system of perspective planning does not exist.</p>	<p>enhancement in teaching as well as augmentation of physical facilities quite in advance. It was planned in the year 2009-10 to increase the physical facilities by developing a separate computer lab which has been successfully completed in 2011-12 from donation received from a member of parliament.</p>
Human Resource Management	<p>Recruitment and filling of vacancies is done according to the prescribed norms of NCTE, VNSGU, UGC & State Government.</p> <p>Professional development of staff is encouraged through deputing them to attend various seminars, conferences and other training programmes.</p> <p>Performance assessment system of teachers by the students has been introduced.</p>	<p>All our staff members are recruited keeping norms of NCTE, VNSGU, UGC and state Government. Furthermore, our faculties are always encouraged to participate in seminars and workshops organized at state, national level and international and for the same they are granted leaves too. In addition to students feedback, feedback on teacher's performance is also taken from parent-teacher association, alumni, management and academicians.</p>
Financial Management and Resource Mobilization	<p>The budget allocation in the Government grant for various units and activities is reasonably sufficient and optimally utilized.</p> <p>System of regular internal audit is in operation.</p> <p>Major financial requirements are met by donations and funds mobilized by the management.</p> <p>Partial computerization of finance management system exists.</p>	<p>All the government grants are optimally used and also the additional funds that are received from other donors and trusts are utilized in welfare activities. Furthermore, if any deficit is faced, the same is fulfilled by management. All our accounts are regularly audited by approved auditors as well as government auditors.</p>
Best practices in Governance and Leadership	<p>Participatory role of management in activities of the college.</p>	<p>Our institution is fortunate enough to have a management which takes due interest in all academic and extra-curricular activities of the institution.</p>

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?

- Continuous feedback on teaching as well as all co-curricular and extra-curricular activities is obtained from the trainees, the practicing school staff and all other stakeholders.
- The management body is involved in all programmes and information regarding the functioning of the college is regularly passed on to them.
- The principal provides his guidance and leadership in all matters. Co-ordinal relation are maintained between the staff, the principal and the managing body care is taken that good, healthy, conducive to learning, safe and motivating environment prevails on the campus.
- Efforts are made to provide better academic and physical facilities to the trainees.

All this leads to the quality enhancement in teaching and all extension activities.

CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

The institute has established its own IQAC cell in the year 2008-09 with Dr. J.P. Gohil as its chairman and Dr. A.M. Kapadia as its coordinator. The meeting of the cell is held in the beginning of the term for defining and deciding the measures for enhancement and perseverance of quality in the field of teaching as well as different co-curricular and extra-curriculum activities. The implementation plan of these measures is framed with the consultation and involvement of all staff members. Various duties are assigned to different faculties. Once again a meeting is held to check the growth and the quality assurance of the institution. If it is found that the results are not satisfactory and certain goals have not been reached then efforts are made to sort out the obstacles that hinder the way. Steps are then taken to remove the obstacles and again a new action plan is framed. The following functions were included in the IQAC plan.

- Expansion of college building
- Procedure for obtaining UGC grant
- Expansion of Computer Lab.
- Enrichment of Psychology room
- Purchase of equipments for science lab
- Increasing the facilities of ET.

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

The college invites feedback from the following sources to evaluate the achievement of its goal and objectives:

- From the teachers of the practising schools.
- From the community on the social activities done by the trainees.
- From the top management on the various aspects related with institutes progress.
- The academic excellence is outlined from the overall results of the trainees at the end of the year.

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

The college ensures the quality of its academic programmes through University results and feedback from the students as well as PTA.

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

The principal as the head monitors all administrative procedures and financial management process. The head of the non-teaching staff is responsible for all these procedures. Regular accounts are maintained. Final accounts are audited by the Chartered Accountant. Income-Expense reports are prepared every month. The Principal also holds meetings with the administrative staff to review the work done during the month. The top management is also always kept informed about all administrative and financial matters.

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

The good practices are shared with people of the top management to the employees of the lowest level. Even the trainees are made a part of it.

Cordial and healthy relations are maintained from the top to the bottom level. The members of the management are highly respected and also informed about the smallest incidence or development in the institution. The principal also acts as a good link between the staff and the management. The achievements of the staff as well as trainees are duly appreciated and awarded. Management members are invited in all functions and programmes. Students are involved in all activities. Personal relations are maintained with the students. All teaching and non teaching staff members work together as a team. The feeling of belongingness exists in all who are connected with the institution.

7.2 INCLUSIVE PRACTICES

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institute takes all necessary measures to sensitize its teachers to issues of inclusive education and focus given to these in the national policies. In the beginning of the year a meeting is held to discuss such issues. If at all there are such physically disadvantaged students admitted, teachers are asked to take special care of such students. Teachers as well as trainees are asked to behave normally with them not to create any situation so as such students may feel insulted or embarrassed. No distinction is made between them and the normal students through all necessary help and guidance is provided to them. Teachers are guided to accept such challenges in their profession. Even they are made aware of the national policies regarding it by calling experts of the field for lectures. All curricular, co-curricular and extra curricular activities are planned keeping in mind these issues.

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.

The academic plan is designed in a way where all trainees learn about all inclusion. All students including the physically challenged are involved in all co-curricular and extra-curricular activities. No distinctions are made on the basis of gender. The programmes and activities are organized in such a way that all trainees (academically bright, normal, girls, boys, physically challenged, economically weaker etc.) get equal opportunities to participate and to show their worth.

Stress is laid on peer group learning in the academic field. This gives opportunities to normal and slow learners to compete with bright students. Both, male as well as female students are assigned same duties and given equal representation in all activities.

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.

All activities organised in the institution whether curricular, co-curricular or extension aim at the trainees interaction with various social groups and individuals. Activities like cultural, sports, social service, blood donation camps, literacy drive, cleanliness drive in rural areas, voters awareness programmes. Aids awareness programme etc. definitely require the interaction and relation of the trainees with vivid social groups, societies, village-Panchayat office bearers, NGOs, Health centers etc. On the academic side the trainees go to practicing schools for giving lessons and meet the school principal, the school staff and even the school children coming from different sections of society. There are occasions when the trainees come in contacts with the members of the top management e.g. at the time of mock-interview programmes on the prize distribution day etc.

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

The curriculum includes a chapter on Exceptional children. The trainees get theoretical knowledge of the issue from this chapter. The faculties also guide them on the subject during teaching and discussions in the class rooms. Even in Pre-practice Preparatory classes trainees are given tips on this schools of urban as well as rural areas are selected for practicing lessons so that the trainees get opportunities of teaching children coming from vivid social and economical backgrounds.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institute provides adequate facilities to the physically challenged and differently abled students. e.g. Writer facility during examination, they given permission to bring a helper in the practice teaching center, blind students are allowed to type the lectures etc.

A quota of 3% is kept reserved for physically challenged candidates at the time of admission. The institute gets two students of such category every year. The faculties as well as the co-trainees take care of such students and offer them help and support in all activities.

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)?

A healthy environment prevails on the campus and as such the institute does not face any gender sensitive issues. Male and female trainees are treated equally and allowed equal opportunities of development and progress. However, a Women Cell is established with Dr. A.M. Kapadia as

a chairperson. The information regarding this displayed on the notice-board.

7.3 STAKEHOLDER RELATIONSHIPS

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

The institute ensures complete transparency in its academic and administrative pursuits. Any stakeholder can get easy access to it. The institutional plans, performances, progress, strengths and weakness are openly discussed in the meetings held with parents, Alumni, management body, donors, eminent members of neighborhood community, practicing school authorities etc.

College results reports of all co-curricular and extra-curricular activities, the achievements of the institute, as well as the faculties and the trainees are published in the college annual magazine "Vasanti". Information on all this is also displayed on the notice-board.

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?

An IQAC cell is active in the institution Monitoring of the institutes progress, success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders etc. is done by the cell. Discussions and meetings are held with faculties, Alumni, Stakeholders, parents, trainees and college administrative staff. Opinions, suggestions and views of all are welcomed and considered. Improvements are efforts are made to bring qualitative improvement.

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?

Feedback on the quality of teaching campus environment, abilities and knowledge of the faculties, physical facilities in the college etc. is obtained from trainees, Alumni, practicing school principals and staff. The Principal fills self Appraisal Report year. The information received from such feedback is analysed and step to the limitations are designed.

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

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

The core values of NAAC as often defined and as understood by us are top quality teaching, value based education extension activities related to service community, developing good citizenship qualities and love for nation among students, making the trainees competent to face the challenges of the modern age, making them aware of the recent global trends in the field of education and last but not the least make the young generation future backbones of strong, prosperous and progressive India.

Our institution aspires to achieve all these objectives in its academic as well non-academic activities. As stated at various places in this report the prime concern of the college is to provide top quality education to its students and to make the best teachers. All our efforts are directed towards attaining this goal through providing systematic classroom teaching by highly qualified teachers. Apart from concentrating on academic activities the institute also put equal stress on co-curricular and extra-curricular activities like organizing lectures of experts, elocution competitions, debates, essay competitions, quiz, mock-interviews, blood-donation camps, literacy drives, Aids Awareness programme, cleanliness drive in villages, voters awareness programmes eradication superstition programmes, save girl-child programmes, street plays on various social problems, Save environment programme, etc. are organized every year. A special "Zola Pustak" programme was held in which books were given to the rural bus conductor was instructed to distribute these books to the passengers of the bus for reading during bus travel. This was a novel concept for developing reading habits among people. Feedback was also obtained from the bus conductor on the issue. Our trainees also visit nearby

hospital and distribute fruits to poor patients. People of the villages were explained about environmental pollution created by use of polythene bags and bags made out of cloth were distributed among them with an urge to give up the use of polythene bags. Besides National festivals like 15th August, 26th January, 2nd October, Vivekanad Jayanti etc are also celebrated with host of activities like National Songs singing and many others.

In short, the institute is fully conscious of its role as an institute of Higher Education and strives hard to fulfill its obligations in all spheres of Higher Education and to attach to the core values of NAAC in all activates.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and orientation																																	
Theory																																	
Tutorial																																	
Assignment																																	
Practical Work																																	
Preparation of Internship, Demonstration, Observation of Lesson, Micro Teaching																																	
Practice Teaching / Internship																																	
Co-curricular Activities																																	
Working with Community																																	
End Term Examination																																	

D. DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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

**Signature of the Head of the institution
with seal:**

Place: Kamrej, Char-Rasta, Dist. Surat.

Date: 11.04.2014