

TOLANI COMMERCE COLLEGE

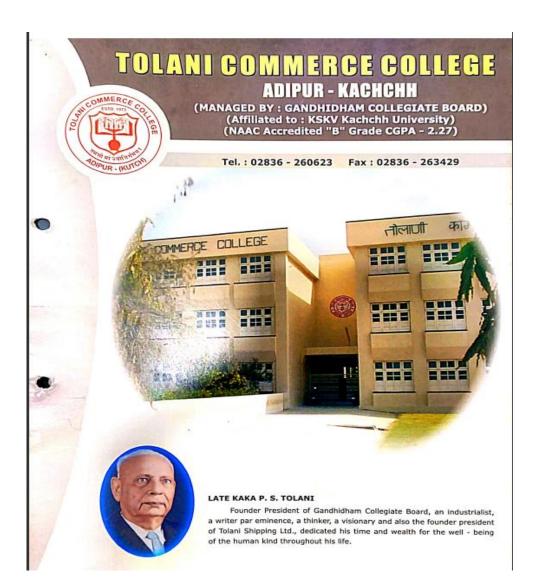
Nr. Post Office, Post Box no. 27, adipur – 370205 Kachchh Email: <u>tcctolani@gmail.com</u>

VISION MISSION

VISION: We envision the total transformation of this Drought Prone Area of Kachchh through promotion of Trade, Industry and Business by Way to imparting education in the field of Commerce.

MISSION: We dedicate ourselves to the mission of training young adults for academic excellence, development of skills and character with a view to upgrade their life styles.

Brochure





TOLANI COMMERCE COLLEGE, ADIPUR - KACHCHH

ADDITIONAL COURSES

- 1) I.C.W.A. : Oral Coaching for Foundation and Intermediate recognized by The Institute of Cost & Works Accountants of India-Kolkata. 2) C.A.: Foundation Course Center, accredited by The Institute of Chartered Accountants of India, Delhi. 3) C.S.: Company Secretary, affiliated to Institute of Company Secretary, India, New Delhi. • 4) Career Oriented Courses : (KSKV Kachchh University) - Certificate in Foreign Trade (One Year) Diploma in Foreign Trade (Two Years)
 Certificate in Computer Aided Accounting (Tally V.9) (One Year) Baba Saheb Ambedkar Open University (BAOU) -5) Study Center. Indira Gandhi National Open University (IGNOU) -6) Study Center. FEES TITLE a) DEPOSITS (Refundable) - Caution Money Library Deposit THE ON THES PER TERM (For Boys only) CONTRACTOR FERRE Concepto Selence a Plane. worsky Fees) State of the state in Artania Alistia (F.V Process Fund massion Fees Identity Card Floot Enrolment Fees & Form Group Insurance Premium REFUND OF FEES (Including Caution Money & Library Deposit) A) Full Term Fees will be refunded in case of death of the student concerned, if the death occurs within one month from the date of payment of fees. (B) Refund of Fees less Rs. 25 will be made in case of (I) Transfer of Student/Parent to other city, (II) Marriage of girl student (III) Admission of student to any professional course, if the application is made within 15 days of the payment of fees.
 - * (C) In other cases, Tuition Fees shall be refunded after deducting Rs.100, if the student applies within 10 days from the date of payment of fees or the last date fixed for payment of fees by the college, whichever is earlier.

MEDIUM OF INSTRUCTIONS

As the college has an heterogeneous group of Hindi, English & Gujarati Medium Students, regular classes are conducted bilingually and the student are provided Question Papers in English & Gujarati languages and they are permitted to write their answers in Hindi, English or Gujarati in terminal as well as annual examinations.

ATTENDANCE

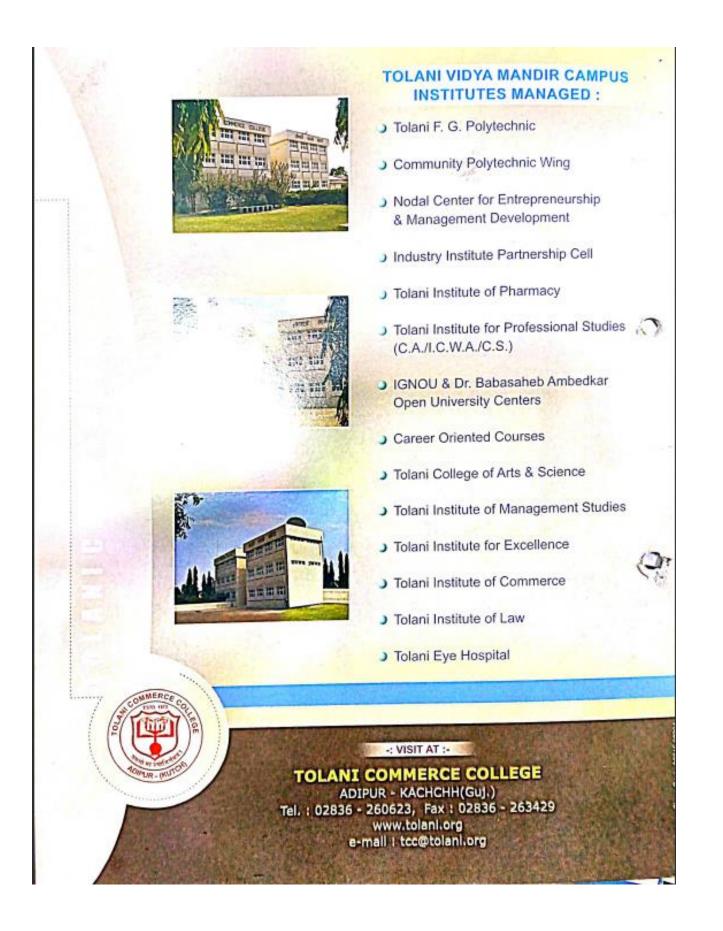
As per the ordinance of KSKV Kachchh University, every Student is required to remain Present in the College for minimum 75% in each Semester. The attendance in the lectures of every subject is compulsory. Less than 75% attendance may disqualify you from annual exam.

EVALUATION

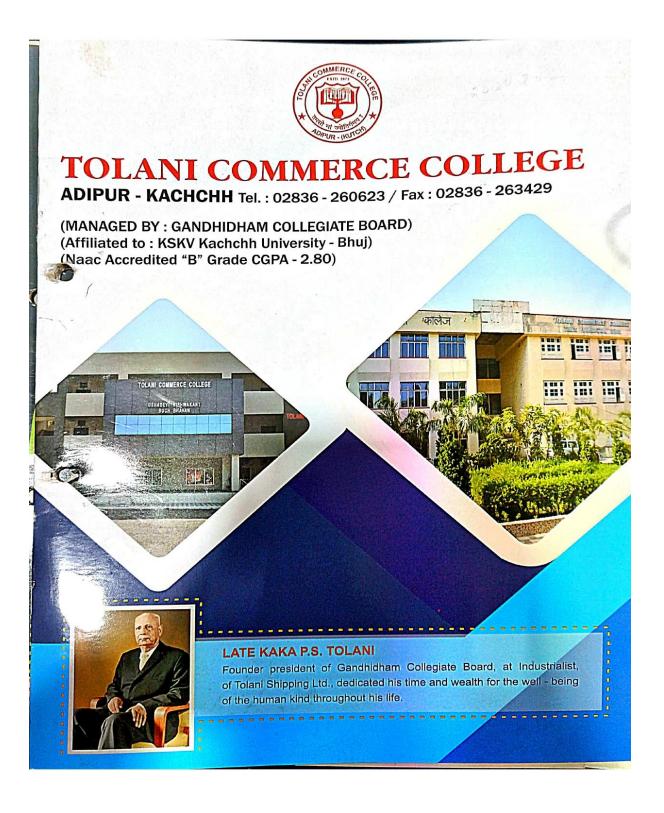
There will be internal examinations which carry 50 marks respectively at the end of each semester. The student who remains absent in internal test will have the option to give Re-test under medical circumstances only. The ratio of External & Internal weight-age is 70:30. Out of 30 marks, 20 marks allotted on the basis of their performance at the internal tests and remaining 10 marks are given on the basis of their regular attendance, general behavior and assignments/class tests etc.

CODE OF CONDUCT

- Loitering in the lobbies during the periods invites fine to the students.
- It is a punishable offence to temper with any electric instruments or furniture or causing damage to the college building.
- Chewing tobacco, smoking within college premises is strictly prohibited and is a crime.
- Identity card is mandatary in the college premises and in the class rooms.
- Mobile phones are strictly prohibited in the college campus.
- Read the notice board daily as all the important dates and information are displayed on it.
- Copy in the examination (terminal or annual) will lead to expel from appearing in the examination. The marks will be zero in the subject.



Brochure 19-20



TOLANI VIDYA MANDIR CAMPUS Institutes Managed:

- Tolani Foundation Gandhidham Polytechnic
- Tolani College of Arts & Science
- Tolani Commerce College
- Tolani Institute of Pharmacy
- · Tolani Institute of Management Studies
- Tolani Institute of Commerce
- Tolani Institute of Law
- Tolani Eye Hospital & Research Centre
- Sri Ramakrishna Seva Kendra

:: VISIT US AT :: **TOLANI COMMERCE COLLEGE** ADIPUR - KACHCHH Tel.: 02836 - 260623, Fax : 02836 - 263429 www.tcc.ac.in, e-mail : tcctolani@gmail.com

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	(Sales Management)	
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Cales Omanisatio	n: Factors affecting sales organisation design & size; Types of Sales organisation; Methods	20%
determining numb	er of sales people: Affordability Method, Incremental Method & Workload Method	25%
3 Pecrultment & Se	lection :	
	allenges in sales force selection; Planning for recruitment; Sales Force Recruitment Selection of a	25%
4 Sales Promotion 3	Strategies	
Definition of Sales	Promotion; Trade Promotion tools; Consumer Promotion tools	25%
Text Books:		
	Management: By Dr. S. L. Gupta Excel Book	
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	nultiple choice questions based on the given units	
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	CC 202: Fundamentals of Communication Theory & Practice (Paper-II) (Business Correspondence)	
		Marks
	Course Contents : Modules/ Sub Modules	(%)
	Volution C's of Business Letter writing	25%
1.1	1 Important components of Business Letters, Kinds of Business Letters.	25%
1.	2 Sales Letters (induiry and reply, complaint and adjustment)	25%
	Resume and most Telex Messages, Facsimiles, Electronic Mail, Handling & Mail Business Presentation Techniques: Business presentation Techniques:	
	A game and methods (Speeches, personal meeting, Power Point)	25%
	Assignments:	
	2. One stage speech to introduce a new product	
1		c 14 Mari
	Distribution of multiple choice questions based on the given units 0.114 marks will have multiple choice questions based on the given units 0.2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc 0.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc 0.4 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc 0.4 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 0.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	2.14 Mari 2.14 Mari 14 Mari
4	Semester-II	
	CC 203; Economics (Paper-II)	
	(Fundamentals of Business Economics)	
	Course Contents : Modules/Sub Modules	Marks
2		(%)
	1 National Informet and NDP- Sectoral Composition of National Income - GDP at Factor Price and Constant Prices- Concept of GDP and NDP- Sectoral Composition of National Income - GDP at Factor Price and Constant Prices- Concept 0 GNP and NNP, Factor Cost and National Income-Per Capita Income, Disposable Income and Personal Disposable Income - Measurement of National Income - Difficulties in measuring National Income - Trends in India's GDP and Per capita GDP since Independence- Concept of GDP Deflator.	25%
	2 Money and Credit: Meaning and Evolution of Money- Commodity to Flat oneyDefinition of Money-Functions of Money — Demand for on e y-Quantity Theory of Money-Fisher's Equation of Exchange- Cambridge Theory and relationship between these two - Sup ply of Money — Determinants of Money Supply- Components of Money Supply-RBI's pproach;M 1, M2, M3, M4-High Money - Concepts of Credit-Types of Credit-Methods of Credit Creation — Instruments of Credit Control Bank rate operations — Reporate — CRR and SLR — Credit Ration"	25%
a	3 Keynesian Economic Theory: Simple Classical Model for income Determinations- Criticisms of Classical Theory by Keynes-Simple Keynes Model — Consumption Function - Concept and its determinants — Investment Multiplier — Investment Function- Marginal Efficiency of Capital and Factor affecting it.	25%
ľ	Business Cycle and Inflation: Business Cycle and Inflation: Concepts of Business cycle — Four phases of Business Cycle — Interest rate — Loan able fund Theory and Liquidit y preference theory; motives for liquidity preference: Transaction Motive, Precaution Motive, Speculative Motive — preference theory; motives for liquidity preference: Transaction Motive, Precaution Motive, Speculative Motive — preference theory; motives for liquidity preference: Transaction Motive, Precaution Motive, Speculative Motive — Precaution and Investment-Anti Inflation: Meaning, Types, Causes, Effects-Inflation and Investment-Anti Inflationary	25%
	policy	
	Distribution of Marks : 2.1 14 marks will have multiple choice questions based on the given units 2.2 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 3.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 1.4 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 1.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 1.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	. 14 Marks
1 May	Semester-I	
	CC 204 : Basic Disciplines of Management (Paper-II)	
all a		Martin
-C	(Fundamentals of Marketing Management) course Contents : dule No. Modules/Bub Modules	Marks (%)
1	Marketing:	25%
	in different situation of market demand.	
2	in different situation of market demand. Main functions of Marketing : Branding: Meaning-Types-Policy decisions-Importance of Branding Pricing: Meaning-Objectives-factors aflecting —Types-Importance Advertising:Meaning- Objectives-Importance-disadvantages-Difference between advertisement and Publicity.	25%
(Darlin)		

	Censumer Behaviour : actors influencing consumes bahaviour-Buying behaviour ProcessMarket Segmentation: Meaning-Basis and Importance	
3 6	actors influencing consumes bahavlour-Buying benative	25%
	actors influencing outstantion - Target Market 5% Market Segmentation - Target Market	- 10
4 1	actors influencing consumer that the second	9 25%
		4 - 10
-1	Distribution of marks:	
		14 Mark
õ	3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	14 Mark 14 Mark
Q	2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 4 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	14 Mark
0	E Annuar two short questions of the g	14 Mark
	Semester-II	
	CC 205 : Accountancy (Paper-II)	
	the second se	
Mo		Marks
1	Investment Accounts: Accounting for interest bearing (Fixed Earning) securities in the Books of Investor only.	(%)
	Accounting for Interest Dearing (Fixed Latiting)	25%
2	Joint Venture	25%
	Computerized ACCOUNTING:	-0%
3	Computerized Accounting: Introduction; various components of a computer including Hardware and Software, Features of a computer, role of Introduction; various components of a computer including Hardware and Software (7.2 version) computer in accounting, Accounting information system vs. Management Information system; Selection of the best	23
	computer in accounting, Accounting information system vs. Management and the set of the best software for the business; Advantages and disadvantages of a domputer system; Tally software (7.2 version)	25%
	software for the business; Advantages and disadvantages of	
4	Hire Purchase Account Distribution of Marks :	25%
	the will have multiple choice questions pased on the given drive	
		1.1
034	swer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	14 Marks
Q.4A	nswer two short questions OR Any one question which could be a long question, case study, application of concepts etc. nswer two short questions OR Any one question which could be a long question, case study, application of concepts etc. nswer two short questions OR Any one question which could be a long question, case study, application of concepts etc. swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. A swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. A swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. A swer two short questions OR Any one question which could be a long question, case study, application of concepts etc. A swer two short questions of the study	14 Marks
Q5An	swer two short questions OR Any one question which could be a long question, case study, application of concepts etc.A	14 Marks
	Semester-II	-+ Marks
	CE 206 A : Financial, Cost and Management Account (Paper —II)	
	CE 206 A : Financial, Cost and Management Accounting)	
	Course Contents : e No. Modules/ Sub Modules	Marks
lodul	the second	(%)
	A. Purchase of Business by a Company (Accounting Instantion and Accounting, AS — 10 B. Indian Accounting Standards; AS — 2 Valuation of Inventories, AS — 6 Depreciation Accounting, AS — 10	25%
	(A) Underwriting of Charge and Debenfures (15%) (Computation for fixing the habilities of under writers)	25%
	(D) Dedemation of Debootures (10%) (Own debenfures if Dill open indirect)	250
	(A) One that Deduction (4 EP/) / Evoluting properation of Scheme of Internal (5000001)	25%
- Joer	(A) Capital Reduction (15%) (Excluding preparation of shares into stock and its re-conversion (10%) (B) Sub-division / consolidation of shares, conversion of shares into stock and its re-conversion (10%)	25%
	Revenue Accounts of General insurance company (Invertical form)	20%
	Distribution of Marks :	
	narks will have multiple choice questions based on the given units wer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 1	
5Ans	wer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	4 Marks
1.26		4 Marks
	Semester-II Semester-II	11:2
	CE 207 B : Statistical Method (Paper —II)	
	(Operations Research)	
	The second se	
0	course Contents :	Marks
dule		(%)
	leaning of linear programming, its uses, assumptions and limitations, Explanation of basic terminologies,	1.01
N	athematical fonn of linear programming problem. Solution of linear programming problem by using graphical	25%
N		
N N	ethods, Simple formulation problems (for two variables).	
M T	ransportation Problem:	
M T D	ransportation Problem: efinition of balanced Transportation Problem (T.P.). General Transportation table and its mathematical form Initial	25%
M T D b	ransportation Problem: efinition of balanced Transportation Problem (T.P.), General Transportation table and its mathematical form, Initial asic feasible solution and initial cost by using North-West Comer rule, Least Cost Method, Vogel's Approximation	25%
M T D b	ransportation Problem: efinition of balanced Transportation Problem (T.P.), General Transportation table and its mathematical form, Initial ssic feasible solution and initial cost by using North-West Comer rule, Least Cost Method, Vogel's Approximation ethod, Examples base on these methods.	25%
M T D b	ransportation Problem: efinition of balanced Transportation Problem (T.P.), General Transportation table and its mathematical form, Initial sic feasible solution and initial cost by using North-West Comer rule, Least Cost Method, Vogel's Approximation ethod, Examples base on these methods.	25%
M T D b	ransportation Problem: efinition of balanced Transportation Problem (T.P.), General Transportation table and its mathematical form, Initial ssic feasible solution and initial cost by using North-West Comer rule, Least Cost Method, Vogel's Approximation ethod, Examples base on these methods.	25%

	Assignment and Replacement Problems:	
	P particulation of maximization and minimization problem, Meaning of Replacement problem (R.P.), Simple examples of replacement problem when the units are deteriorate depending on time and money value remains earns.	
	Manning the events, Meaning of Critical Path Method (CPM), Differences between PERT and CPM, Extension's rule by numbering the stant time, Latest finish time, Total float time of activities, Uses and limitations of PERT and CPM	25%
	Distribution of the state of th	14 Maria
	Bamester-II	
	Course Contents:	Marks
	and ule No. Modules/Sub Modules	(%)
L	Alteration in Share Capital:	25%
0	Modes of alteration ion share capital as per Company Law-procedure and provisions of reduction in share capital-Legal provisions for Right Bhares and Bonus Bhares and its Guiding Principles. Debenture: Meaning and types of deterture —procedure and legal provisions of Company law Board to issue debenture. Methods of redemption of ebenture- Guiding Principles of SEBI. Administration of Company Law:	
F G	Department of Company affairs-The Company Lqw Board- regional directors- The company registrar. Investigation of Company's Administration: Provisions of Continent Law and a law affair in a domain of a directory of the interview of the second seco	25%
-	Appointment of map out of y contran Government it's provisions, his power and report. Corporate Governance: Meaning-its development inindia — contents of corporate governance report — Importance of corporate governance.	
	Meaning of Primary and Secondary Capital Market - Share Market meaning and experied	
	Types — BSE, NGE, NiF 17,01 CE-Types of trading in share market — Derivatives — Dernate Account-Main Provisions of Securities Contract RegulationAct, Mutual Fund; Definition-Types-Advantages and Disadvantages. 4 Winding up/Liquidation of the Company: Meaning and modes of winding up and liquidation of the company-Provisions regarding compulsory liquidation-meaning and procedure of voluntary winding up of a company-Provisions regarding company's voluntary winding up bymembers and creditors — appointment — Powers and duties of liquidator.	25%
0	Distribution of Marks: 0.114 marks will have multiple choice questions based on the given units 0.2 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 0.3 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 0.4 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 0.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 0.6 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc.	4 Marks
2	Bemester-II BE 207 E : Advance Business Management (Paper -II)	
	(Distribution Management)	
	Course Contents: Modules/Bub Modules	Marks (%)
	Distribution System Distribution Channels why are they required? Activities that a typical distribution channel perform; Distribution Channel Strategy; Distribution Channel Management	25%
	2 Distribution costs, control & customer service Designing customer oriented marketing channels; Conceiving the Channel Flows; Linking the Service Output objectives to the 25% flows; Conducting Cost Analysis; Designing the Ideal Channel; Comparing the Ideal with the reality.	25%
	3 Selection of Channel & Belection of Ideal Channel Partners Channel Relationships; Channel Control; Channel Power;	25%
	Channel Positioning	
	Channel Positioning Motivational Tools of Distribution Channels Channel Influence Strategies; Managing Channel Conflicts; Promotion and Payment systems as a tool of Motivating Channel Members	25%
	4 Motivational Tools of Distribution Channels	25%
一上の一部の一部で	Motivational Tools of Distribution Channels Channel Influence Strategies; Managing Channel Conflicts; Promotion and Payment systems as a tool of Motivating Channel Members Text Books: Sales & Distribution Management: By Dr. S. L. Gupta Excel Book Distribution of Marks :	25%
二、一、一、一、一、一、一、一、一、一、一、一、一、一、一、一、一、一、一、一	Motivational Tools of Distribution Channels Channel Influence Strategles; Managing Channel Conflicts; Promotion and Payment systems as a tool of Motivating Channel Members Text Books: Sales & Distribution Management: By Dr. S. L. Gupta Excel Book	4 Marks 4 Marks

		TOLANI COMMERCE COLLEGE – ADIPUR – KACHCHH ACADEMIC CALENDER YEAR 2019-20
		ACTIVITY
and the second sec	NTH	SR NO i Online admission process, Merit List, Fees etc. for sem-1, iii, V
124	NE	Online admission process, inc. College Reopens Torres with Rem.1 eludents
A	11	Ocientation program Meeting war commission
		4 Teaching work begins
		 Teaching work begins Co-curricular and extracurricular activity information – NSS, NCC, Saptadhara Co-curricular and extracurricular activity information – NSS, NCC, Saptadhara Cultural, Sports, CWDC, Placement, Different committees etc.
		the description of contents
		7 Great Lecture for students
		Community outreach program
JUN JUN	r	Registration & Starting of Co-curricular and extracurricular activities. (N55,
		NCC) 2 Meeting of all the coordinators for the programme planning for the academic
		year 2018-19
		KKKA's Death anniversary program KKKA's Death anniversary program Co-curricular and Extra-curricular activities (Saptadhara)
		COUNT NEE NEE NEE NEE NEED AND NEVEL
		c lastweet on Environment and sustainability
AUGUS	T	in the set of the set
1000		a NCC Army and Navyenrolment and other activities
		3 Student oriented activities – cultural, sports, NSS, NCC
		NSS - Regular activity NCC parade training for Independence Day celebration
		6 Independence Day Celebration
		7 Different activities for new students
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		8 Celebration of Rakhi Festival, KAKA's Birth Anniversary
		Cultural competitions Cultural competitions Student oriented activity (NCC, NSS, SPORTS, CWDC, RED RIBBON)
SEPTEMBE		Krishna Janmasthami Celebration (NSS, NCC, Culture, sports, CWDC) Teacher's Day Celebration – Tolani group of institutions
-		CWDC program (Collegiate Woman Development Cell)
	3	Thalassemia check-up, Blood donation
		AIDS Awareness Program (GUIARAT AIDS CONTROL SOCIETY) One day NSS Camp – Kukma Village
	4	
and some the	1 '	Saptadhara district level competition
	6	Mid Sem Exam for Sem I, III, and V
	7	University Youth Festival preparation
OCTOBER	1	Mahatma Gandhi Jaynti celebration – different activities
l	2	Celebration of Navratri and Dusherrah University Exam for Sem I/III/V
	4	Sardar Vallabhbhai Patel Jayanti
NOVEMBER	1	Diwali Vacation
	2	College Reopens / Admission to Sem – II, IV and VI/ Declaration of Mid Sem Results
DECEMBER	1 1	Children's Day celebration - NSS, NCC, SPORTS, CWDC
- N. 19 - 19 - 19 - 19 - 19 - 19 - 19 - 19	2	Feedback form from students/Teachers and parents IQAC/AQAR
	3	CWDC Lecture Parents/Alumni Meeting at TCC
	4	Industrial visit / Sem – VI, COC, ICWA students
	6	UDISHA CLUB / Placement Cell Activity
	7	NSS CAMP (One week)
ALC: \$ 21.0	8	Days celebration at college
JANUARY-20	1	College Annual Day
	2	Essay Writing Competition (Vivekanand Birth Day)
	3	Republic Day Celebration
FEBRUARY-20	2	Mid Sem exam for Sem II/I/V/I
MARCHIOR	1	Declaration of mid semester exam Results Control of Con
MARCH-20 APRIL-20	1	University Exam M.Com
MAY-20	1	Summer Vacation

	TOLANI COMMERCE COLLEGE - ADIPUR - KACHCHH
	ADMISSION INFORMATION& RULES – 2019-20
1) 2)	Keep (in two sets) all your documents ready before filling the online admission form. (Copy of mark sheet/s and
	certificate of attempt, two passport size photographs, blood group report, School leaving certificate, caste/Cremilayer certificate for reserved category students etc.)
3)	SC/ST category students are required to submit their caste certificate issued by the competent authority. Without caste certificate, the student will be treated as general category student.
4)	OBC category students need to produce non-Cremilayer certificate issued by the competent authority and valid for the current financial year, i.e. 2018-19. The admission form is incomplete without it and is not eligible for reservation. No claim will be entertained after due date.
5)	Fees should be paid in time in any branch of Bank of Baroda as per the time slot allotted on our website at the time of merit list. Failure to this may lead to the cancellation of your right to the admission.
6)	Students have to produce all the original documents for verification before paying the fees at college.
7)	As per Gujarat govt. rules, students having domicile of other states will not be given reservation rights to the admission to this college. Getting admission on this basis may lead to cancellation of the admission at any time.
8)	Keep your form/payment receipt carefully and produce at the time of admission or at any inquiry related to admission.
9)	Do not do any financial transactions to any institutions/agent/persons regarding admission to this college. Admissions are done purely on merit.
	Students except Gujarat Board (CBSC board and the students from other states) are required to produce PROVISIONAL ELIGIBILITY CERTIFICATE from KSKV Kachchh University, Bhuj at the time of admission. Students have to submit MIGRATION CERTIFICATE to the KSKV Kachchh University directly within 45 days from the date of admissionand FINAL ELIGIBILITY CERTIFICATE to the college. Failing to this may lead to cancellation of admission.
	Students of parents of Kashmiri migrants will be given benefits of admission as per the letter of MHRD no. 3-1/2012 NER dated 7-3-2013.
12)	Students who have passed 12 th exam before 2018 will be considered only if the seats in their respective category will remain vacant after the admission to 2018 passed students. 15 marks per attempt will be deducted from the total marks at the time of merit.
13)	RESERVATION RATIO:
-9-h)	ST
	OBC 27%
533 -	OPEN 51% of barriers of the second seco
10	3% seats for physically challenged persons EBC 10%
14)	Students getting admission to commerce stream must have commerce subjects in 12 th standard. Hence the students without these subjects are not eligible for the admission to commerce stream. (Arts and Science students)
15)	No students in any circumstances will be readmitted after the cancellation of admission and reimbursement of fees.
16)	Ragging is an offence. It is strictly prohibited, involvement of any students in such activities may lead to cancellation of admission and judicial inquiry and punishment.
17)	Attendance in the classroom is a must for all the students. Failing to this may lead to termination of the student
18)	rom the college. Such students are not allowed to appear in the mid semester exam of the college.
19) (card is a must during college hours. No student is permitted to enter the college premises without it. Jse of mobile phones and electronic devices are strictly prohibited in the college building. If caught with mobile,
	Rs. 500 fine will be charged from that student. For more rules, visit university website using following link:

About Kaka P. S. Tolani - The Founder President - Tolani Vidya Mandir

About Kaka P. S. Tolani - The Founder President Revered Kaka Shri Prabhudas S Tolani was born on 25th August 1893 at Larkana, Sindh (now part of Pakistan). He revered Kaka Shri Prabhudas S Tolani was born on 25th August 1893 at Larkana, Sindh (now part of Pakistan). He revered Kaka Shri Prabhudas S Tolani was born on 25th August 1893 at Larkana, Sindh (now part of Pakistan). He revered Kaka Shri Prabhudas S Tolani was born on 25th August 1893 at Larkana, Sindh (now part of Pakistan). He revered Kaka Shri Prabhudas S Tolani, came to this region with a mission to spread high of high the Sindh in aftermath of partition of India the second high of high here to the Sindh in aftermath of partition of India the second high of high here to the Sindh in aftermath of partition of India the second high of high here to the Sindh in aftermath of partition of India the second high of high here to the Sindh in aftermath of partition of India the second high of high here to the second high of the second high of high here to the second here to the s About Kaka P. S. Tolant - the construction of Stohal was born on 25th August 1893 at Larkana, Sindh (now part of Pakistan). He was constructed Kaka Shri Prabhudas S Tolani was born on 25th August 1893 at Larkana, Sindh (now part of Pakistan). He was constructed to the problem of the state o his own resources into a polytechnic and arts college were added and a science college was started. In 1970 Kaka brought more resource, buildings for polytechnic and arts college were added and a science college was started. In 1970 Kaka brought more resource, buildings for polytechnic and arts college were added and a science college was started. In 1970 Kaka brought more resource, buildings for polytechnic and arts college were added and a science college was started. In 1970 Kaka brought more resource, buildings for polytechnic and arts college were added and a science college was started. In 1970 Kaka brought more resource, buildings for polytechnic and added new laboratories and workshops to polytechnic. Then there was no looking back. Kaka kept pouring his owner added and a science was no looking back. Kaka kept pouring his owner the polytechnic and added new laboratories at Adipur, Kutch.

- An Oasis of Knowledge in the Desert of Kutch. " Tolani Vidya Mandir "

*Tolani Vidya Mandir * An Oasis of Knowledge in the Desert of Kutch. Triends this is not all. We do not believe in haphazard plarning or merely constructing half a dozen or a dozen building to have the statutions. In fact our alm is to make Adipur a centre of attraction in the field of higher education, with as many as education is would, in due course, to establish a small university. These are the words said by Late Rev. Kaka Pribhdas Tolani, Founder Paulou, and the course of education in a very backward area. These gentlemen knew about the dream or a vision that Kaka had in the jail in the set of higher education. He was a firm believer that Ti you educate one person and in the jail in the set of education. He was a graduate from Wilson College Bombay as there were no colleges in whole of Sind. In 1965 Kaka was a graduate from Wilson College Bombay as there were no colleges in whole of Sind. In 1965 Kaka was a form Wilson College Bombay as there were no colleges in whole of Sind. In 1965 Kaka was a there were no colleges in the form of Sind. In 1965 Kaka was a strate were no colleges in the form of Sind. In 1965 Kaka was a there were no colleges in whole of Sind. In 1965 Kaka was a strate were no colleges in whole of Sind. In 1965 Kaka was a strate were no colleges in whole of Sind. In 1965 Kaka was a strate were no colleges in whole of Sind. In 1965 Kaka was a strate were no colleges in whole of Sind. In 1965 Kaka was a strate were no colleges in whole of Sind. In 1965 Kaka was a strate were no colleges in the state was added to know was formed, for management and development of Higher Education in this backward district of Kutch. Science faculty was added in the ison was tormed and pragmatic but also inspired people around him to dedicate their time and state were the tolamic of states of the form of states of the intervent of the was added in the ison was to only passionate and pragmatic but also inspired people around him to dedicate their time and states of thigher education. His untiring efforts to de

taming, According, and the second sec Kaka PribhdasTolani did not nave eyesigin to the Management of the higher education needs of more than 7,000 students specially campus Voja Mandir' which was made by him 40 years back is fulfilling the higher education needs of more than 7,000 students specially from wetlen Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, where there are no facilities of Higher Education available, offering courses in Arts, Science, Commerce, Engineering, Phamiacy, Home Science, Computer Aided Costigher Education Management, Law etc., 'TolaniVidyaMandir' campus today not only boasts of having maximum number of faculties and courses, but add years back to the provide the district on having students ranking in top ten at University level and Technical Board examinations of Gujarat State, Looking to the weather of Kutch District and no medical facilities for eye diseases, Kaka established Tolani Eye Hospital & Research Centre in 1982. The second state for eye diseases with level and operates for cataract and other eye diseases with level and the eye dis weather of Kutch District and no medical facilities for eye uscases, runn established formation of prospilation research Centre in 10 hospital conducts free eye camps through out the district in various villages and operates for cataract and other eye diseases we

equipments and techniques of surgery. Legends are however difficult to carry on. Gandhidham Collegiate Board was faced with this challenge in 1988 when our beloved Kaka passed away. And it was known that he transferred all his belongings to the trust for development of education. Because Kaka always believed, The GIFT OF EDUCATION is far higher gift than that of food & clothes. It is even higher than giving LIFE to man because the real life of man

consists of KNOWLEDGE. Mrs. Samvantii-H. Kanal, the eldest daughter of Kaka, inherited the courage, determination and vision from her father. She took over the reigns of Gandhidham Collegiate Board in her able hands in 1988. Under her leadership, many new initiatives were taken and existing facilities to the support of the support of the eldest daughter of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Production reigns of Gandhidham Collegiate Board in her able nands in 1900. Under ner reader strip, meny new innautres were taken and existing facilities were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. were further improved. The successful securing up of total insuluce of management studies (TIMS) in 1995, an institute offering PostGraduate Diploma in Business Management (Recognized by All India Council for Technical Education ~ New Delhi), with very good infrastructure and academic facilities and boasts to have very good placement record in leading and big companies not only in Gujarat but even outside. The building for Totani Institute of Pharmacy, New Hostels for Boys & Girls, Learning Resource Centre (Under World Bank Schere) to Polytechnic, Water Harvesting Project, Post-Graduate Centers at Arts & Commerce Colleges, Professional courses like CA, & LCWA Open University (IGNOU) & Dr. Ambedkar centers, were some of the developments which gave the campus a look of a university what Kata has thought of.

The Earthquake of January 2001 shook the roots of TolaniVidyaMandir campus as well, having loss of human lives, destruction of safe quarters, hostels and college buildings and damage to almost all the infrastructure facilities on the campus. There was all over depression and gloomy atmosphere. During this time the youngest daughter of Kaka Tolani, Mrs. AnjanaHazari, the current President of Gandhidhan Collegiate Board, who was staying in U.S.A. for last 30 years, was invited by her elder sister and past president of Gandhidham Collegiate Board, who was staying in U.S.A. for last 30 years, was invited by her elder sister and past president of Gandhidham Collegiate Board, Mrs. J. H.Kanal, to help her in the administration of the campus. Her motivation and dedicated work lifted the morale of all in the campus. With grace of GOD as well as her Sincerity and Honesty, the assistance came from all the direction and the reconstruction of camp could be done with new colors. She took over as President of Gandhidham Collegiate Board after death of Mrs. J.H.Kanal in May 2004. After earthquake the NGO's like Kandla Port Trust Earthquake Relief Fund, Rajiv Gandhi Foundation, Times Foundation, Akhil Bharat Mahesheri Samaj etc. helped to rebuild the campus. Once the work of reconstruction was over the President, Mrs. Hazari has diverted her concentiate for further development of the campus. The Tolani Institute of Commerce — an English Medium Commerce College. Tolani Institute of Excellence — an institute to train the children for all types of Competitive Examinations like MAT, CAT, GMAT, GCET, TOFEL, PMT, JEE AIEEE, etc. and to conduct saminars for all ansure of conduct and the Analysis. ALEEE, etc. and to conduct seminars for all groups of society are started. Mrs. Anandiben Patel, H'ble Minister of education, Gujarat State. inaugurated Technical Diploma programs in Civil, Electrical, Mechanical and Computer Engineering under self-finance scheme in 2006. The Tolani Institute of Law recognized by Bar Council of India has been started since June 2007. Today the 'TolaniVidyaMandir' campus spread over 43 acres of land, is having modern infrastructure facilities including hostets for boys & girls, a big sports stadium, an auditorium, staff, professors & principals quarters, libraries having more than 65,000 volumes of boys & girls, subscription of more than 200 jomnals, well equipped laboratories for science, pharmacy and engineering colleges. There is also gar Ramakrishna Seva Kendra for spiritual development of the students on the campus. Thus, in true sense the campus is an Oasis of Knowleden to Desert of Kutch. In Desert of Kutch. In Desert of Kutch. Mrs. Hazari expressing her feelings on the development of the campus says: "The Kutch University has been declared as Role Model for other Mrs. Hazari expressing her feelings on the development of the campus says: "The Kutch University has been declared as Role Model for other Universities and I wish to give maximum contribution from TolaniVidyaMandir Campus to make it a role model university.

Choice Based Credit System

The Gularat Initiative

Lead In Lead in The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and make the higher education in Indian Universities compatible with the universities in developed nations, the UGC (11th plan, March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations: Semester System

Choice Based Credit System.

3. Curriculum Development 4. Examination Reforms

Administrative Reforms

5. Administrative Reforms All the above recommendations for reforms have been reviewed in by representatives of various universities in the State and considered for All the above recommendations for reforms have been reviewed in by representatives or various universities in the State and considered for implementation with the aim of transforming Higher Education — a transformation where students change from being passive recipients of knowledge to becoming active participants of the knowledge imbibing process. The education system in the State thus changes from a teacher-centric to learner-centric mode. It should aim at all-round integral development of students' personality so that they become good

citizens of the new world order. In consonance with the recommendations of the Gyanam committee, National Knowledge Commission and UGC recommendations the Government of Gujarat under the visionary leadership of Honorable Chief Minister Shree Narendra Modi, guidance from Honorable Education Minister Shree RamanabhaiVora as well as Honorable Minister of State for Technical and Higher Education SmtVasuban Trivedi directed the office of the Commissioner of Higher Education to constitute a committee of experts and educationalists to study the different recommendations and to prepare a framework for implenientation of Choice Based Credit System (CBCS). The meeting of about 60 experts was held on 25th March 2009 under the chairmanship of Shri Kireet Joshi, advisor to Honorable Chief Minister. The project was entrusted to Maharaja Sayajirao University of Baroda. The Vice Chancellor of M.S. University of Baroda Prof. Ramesh K. Goyal and ex Vice Chancellor of Gujarat University Prof. A.U.Patel carried out an intensive study of existing system of higher education. The report was presented to academicians and prepared a report which was submitted to the office of the Commissioner of Higher Education. The report was presented to all Vice Chancellors in a meeting (Sectember2009, Saurashtra University) which was chaired by the Princing Sectember 2009. all Vice Chancellors in a meeting (September2009, Saurashtra University) which was chalred by the Principal Secretary, Education Dr. asmukhAdhia

HasmukhAuna. This was subsequently followed by a series of workshops involving various stakeholders including Vice Chancellors, Members of Statutory This was subsequently followed by a series of workshops involving various stakenoiders including vice chancellors, Members of Statutory bodies, Deans, Members of the Board of Studies, Principals, Faculty and students form the State Universities. Based upon such workshops, a tandard framework was prepared and was presented to all Vice Chancellors in a meeting. (March 2010, Gujarat University) With their commitment for quality in Higher education Vice Chancellors of all State Universities implemented Choice Based Credit System at Postgraduate level from the academic year 2010-1 1. It was implemented at Undergraduate level at Saurashtra University, Sardar Patel University of Browda.

Postgraduate level from the academic year 2010-1 1. It was implemented at Undergraduate level at Saurashtra University, Sardar Patel University, and Bhavnagar University and in the faculty of Science at M.S.University of Baroda. The framework was further refined, consolidated and standardized with input received from the universities that had already implemented the CBCS. The present draft has been prepared after having considered the successful models in different Universities of India as well as operational feasibility of the Choice Based Credit System in the State Universities.

In semesterization. The duration of academic transaction has varied in different institutions in different periods. What should be the ideal length of an academic In e ouration of academic transaction has vaned in different institutions in different periods. What should be the ideal length of an academic term? 3 years? 2 years? 1 year? 6 months? At months? All the above models are in use in universities across the nation. The annual system has now been almost completely discarded internationally. The examination at the end of a year or two years puts a greater demand on memory recail and the examination nucleusing in use in an examination the examination coverage of topics studied. Shorter duration terms — like 6 months — seems to be more suited as:-

They will have relatively less demand for memory recall

They will have relatively less demand to memory recent Questions can cover topics more comprehensively It is easier to ensure cohesive leaning experience and academic momentum for shorter terms.

It is easier to ensure cohesive leaning experience and academic momentum for shorter terms. In a bi-semester system, an academic year consists of two semesters. The odd semesters may be scheduled from July to November, and even semester from December to April. Each semester will have 15-16 weeks for academic work equivalent to 90 days. 1. Choice Based Credit System (CBCS) As per the Report by the Times of India on Challenges of Higher Education (2010) are the challenges of Globalization. They can be met by: 1. Making the curriculum interdisciplinary. All cutting edge development in technologies occur at the interface of two or more discipline. Interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance findamental understanding or to solve problems whose solutions are beyond the scope of a single discipline 2. Endging the gap between professional and liberal education. This will greatly improve the employability of students.

 Promoting students' mobility — horizontal as well as vertical.
 Promoting students' mobility — horizontal as well as vertical.
 Collaboration with industry and foreign partners to foster innovations. This will go a long way in capacity building of students.
 Collaboration with industry and foreign partners to foster innovations. This will go a long way in capacity building of students.
 Collaboration with industry and foreign partners to foster innovations. This will go a long way in capacity building of students.
 Collaboration with industry and foreign partners to foster innovations. This will go a long way in capacity building of students. 3. Promoting students' mobility — horizontal as well as vertices of the second students and the second students and the second students. A Collaboration with industry and foreign partners to foster innovations. This will go a non-second students a flexible system of learning. The system Choice Based Credit System (CBCS) contains all salient features mentioned above. It offers a flexible system (CBCS) contains all salient features mentioned above. It offers a flexible system of learning. The system (CBCS) contains all salient features mentioned above. student to Undergo additional courses and acquire more than required number of credits Adopt an interdisciplinary approach in learning Inter college/University transfer of Credits Complete a part of programme in the parent institute and get enrolled in another institution for specialized courses Complete a part of programme in the parent institute and get on one shift employability by taking up project work, entrepreneurship and vocational training. Carry on and transfer their credit Make best use of the expertise of available faculty. Some of the terms used in the new system along with their short definitions are as follows: The term "Programme" is used for a fixed educational programme instead of "Degree" Programme." The term "Programme" is used for a fixed education and the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a transformer of programme, i.e. in the new system; papers will be referred to as courses. Each course is a course is not of equal weightage. While designing syllabus, course can have defined weightages. These weightages are transformer of the transformer Course:-A "Course" is a component of programme, i.e. in the new system; papers will be released to be defined weightages. These weightages. These weightages. While designing syllabus, course can have defined weightages. These weightage weightage weightage weightages weight A "Course" is a component of programme, its weightage. While designing syllabus, course called credits. Each course is not of equal weightage. While designing syllabus, course called credits. Each course, in addition to having a curriculum, will have learning objectives and learning outcome. A course may be designed credits. Each course, in addition to having a curriculum, will have learning /viva voce etc or a combination of some of the designed credits. Each course (https://doi.org/10.1000/1000/10.1000/ course code. Every course is indexed to having a curriculum, will have realised and the course of a course in addition to having a curriculum, will have realised and course in addition to having a curriculum, will have realised and course in a combination of some of back to comprise lectures/ tutorials/ laboratory work/ field work/ project work/vocational training /viva voce etc or a combination of some of back to comprise lectures/ tutorials/ laboratory work/ field work/ project work/vocational training for a course of a combination of some of back to comprise lectures/ tutorials/ laboratory work/ field work/ project work/vocational training for a course of a combination of some of back to comprise lectures/ tutorials/ laboratory work/ field work/ project work/vocational training for a course of the co to comprise lectures/ tutorials/ laboratory were a course and is determined by the course and is determined by the course the quantum of content/syllabus provided for the course. It may be a unit prescribed for a course and is determined by the course the quantum of content/syllabus provided for the course credits will be assigned on the basis of the no. of hours remined by the course to course and is determined by the course to course and is determined by the course and the course are considered as the course are c Credit-Credit defines the quantum of content/syllabus prcribed for the course. It may be a straight of the basis of the no. of hours is determined by he credit defines the quantum of content/syllabus prcribed for the course credits will be assigned on the basis of the no. of hours required by he nmnber of hours of instruction required per week. Thus, in each course in a single semester. 1 credit = 1 hour of direct teaching / week 1 credit = 2 hours of lab work /week 1 credit = 2 hours of field work /project /week 1 credit = 2 hours of field work /project /week Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hours per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours Thus, 1 credit course requires 1 hours per week during a 15 week semester and accordingly a 3 credit or 4 hours 1 hour A course which has 3-4 hours per week per semester with weightage of 3 to 4 credits is considered as a full course. Apaper with 2 credits is like a half paper. Apaper with 2 credits is like a nan paper. Accurse of 3 credits may be so designed that there will be 2 credits for theory and 1 credit for lab work/field work/project work Accurse of 4 credits may be so designed that there will be 3 credits for theory and I credit for lab work/ field work project work. Typically a course will comprise of 4(four) units. Grade:-Grade is an index to indicate the performance of a student in a particular course. Types of Courses: Courses in a programme will be of three kinds: Core, Elective and Foundation. 9 1. Core Course:-1. Core Course:-There will be a Core Course in every semester. This is the course which should compulsorily be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. to complete the requirement of a degree in a salo discipline of others. A course may be a soft core if there is a choice or an option for the candidate to choose from a pool of courses from the sisteri allied disciplines. A course may be a soft core if there is a choice of an option for the called "Core Elective" or "Core Allied" In contrast, a Compulsory Course paper is called "Core Elective" or "Core Allied" In contrast, a Compulsory Course paper is called "Core 2. Elective Course:-Elective course is a course which can be chosen from a pool of papers. It may be: Supportive to the discipline of study Providing an expended scope Enabling an exposure to some other discipline/domain Nurturing candidate's proficiency/skill. An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective be "Discipline centric" elective. It may be called "Subject Elective. An elective paper may be chosen from an unrelated discipline. It may be called an "Open Elective." The Foundation Courses will be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. "Elective Foundation" courses are value based, and are aimed at man making education. The credit framework for the Core course, Elective

	pulsory	and the second	Generia E	lective		Compulsory	foundation	
Course II.	e I -3 credits e II -3 credits 2 credits/semester jits/semester				1	2 credits/semester		
	tore Elective (Allied) Discipline centric elective/Open elective					Elective f	oundation	
Course I Course II 6 credits/	-3 credits	goothead.	2 credits/semester			2 credits/semester		
per states o crounte	Care c	ourses, thus	, shall have 1	2 creiter. Elect urses shall ha	ive courses s	hall have 4		1
ormal graduation pro- every course is ind ing cross-border and rat Knowledge Soci ity offered as Electiv courses may be in alities. heral framework for	ind Inter- disciplinety and SCOPE re and Foundati troduced by th	nary mobility E which have on courses. e departmen	of the students been Standar t/ Institution at	a. The courses t dized according t any time depu	being offered t g to the CBCS ending upon t	by Dr.Babasa framework a the requirem	and so declared	Open University I by KCG may be leting necessary
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h 1	2	3	4	5	20	20	8	
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A 24	24	24	24	24	24 25	24	24	144
S 20	20	25	25	25	20	20	25	190
P.S.: S level shall the semester wise	weightage of c	for impleme ore, elective	and foundation	n courses shall	be as follows:	hiocitar rail		1000 BOL
Academic year		re & Core A			plinary Elect		Foundation	courses
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Sem III & IV	1. N. 1. 1. 1. 1.	60%	地できる		20%	1.0	20%	14 C. M.
Sem IV & IV	2.1	60%	An ananturin In	the man aper	20%	- pri	20%	
Candidate has a p	egistering for a mination fee to	be fixed up b	by the universit	y will be in acco	ordance with t	he number c	LU CIEURS IUI	alent to courses

4

c) There is a proposal to set up an Audiovisual room in the colleges across the State. This would facilitate learning through programmer of the colleges at the set of CBCS. The motivation and support to be introduced as a part of CBCS. The motivation and support to be introduced as a part of CBCS. c) There is a proposal to set up entrue
 would be telecast live.
 d) There is plan to prepare E content of various courses to be introduced as a part of CBCS. The motivation and support to device of the teachers across the state and the response as well as result has been quite of the teachers. would be telecast live. (a) There is plan to prepare E content of various courses to be introduced as a part of CBCS. The motivation and support to develop under NME-ICT has been provided to the teachers across the state and the response as well as result has been quite group tacilitate learning at anytime and for as many times as the student wishes. tacilitate learning at anytime and for as many times as the student wishes conducted as a part of CBCS. The motivation and support to develop tacilitate learning at anytime and for as many times as the student wishes. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state and the response as well as result has been quite group. The provided to the teachers across the state across the st

d) There is plan to prepare a contrast of the teachers actions as the student wishes. under NME-ICT has been provided to the teachers action as the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers action of the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. Inder NME-ICT has been provided to the teachers at the student wishes. I under NME-ICT has been patient and for as many times as the field computer laboratories each naving IUD computers and internet comparison facilitate learning at anytime and for as many times as the field computer laboratories each naving IUD computers and internet comparison a) The higher education department plans to set up 160 computer laboratories will serve as learning centers. The higher education department plans to set up 160 computer vork/field work, Outz as well as presentations by the students. The higher education department plans to set up 160 computer vork/field work, Outz as well as presentations by the students. The teaching learning process shall also involve project work/field work, Outz as well as form a part of internal (Comprehensive) evaluate largely taclitated by Teacher Fellow (TF) as well as Course Assistant (CA). This will lead to development of analytical as well as well as the students as well as it will lead to development of analytical as well as well as the students. C) The teaching learning process such (TF) as well as Course Assistant (Cr), this this part of internal (Comprehensive) of largely facilitated by Teacher Fellow (TF) as well as Course Assistant (Cr), this this part of internal (Comprehensive) of largely facilitated by Teacher Fellow (TF) as well as Course Assistant (Cr), this this part of internal (Comprehensive) of analytical as well as it will lead to development of analytical as well as the students. This will help imparting the necessary skill to the students as well as it will lead to development of analytical as well as the students. This will help imparting the necessary skill to the students as well as it will lead to development of analytical as well as the students. This will help imparting the necessary skill to the students as well as it will lead to development of analytical as well as the students. This will help impart of analytical as well as the students.

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the storents anong the students. aptitude among the students. aptitude among the students. A. Teacher Capacity Building a. Teacher Capacity Building is going to be carried out to enhance the skill, knowledge as well as to create right kind of a The teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of The teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of the teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of the teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of the teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of the teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of the teacher training and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology of the teacher training and teacher. It will not only increase the competency with respect to the skill of technology of technology of the teacher training and teacher. It will not only increase the competency with respect to the skill of technology of techn a. Teacher training and capacity building is going to be carried out to out to the sector of the sector training and capacity building is going to be carried out to the sector training and capacity building is going to be carried out to the sector training and capacity building is going to be carried out to the sector training and capacity building is going to be carried out to the sector training and capacity building is going to be carried out to the sector training and capacity building is going to be carried out to the sector training and capacity building is going to be carried out to the sector of the 5. Continuous and Comprehensive Assessment

Continuous and Comprehensive assessment is an integral part of CBCS.

teaching and peuges). 5. Continuous and Comprehensive Assessment is an integral part of CBCS. Continuous and Comprehensive assessment is an integral part of CBCS. A continuous and Comprehensive assessment is an integral part of CBCS. A continuous assessment system in semester system (also known as internal assessment/comprehensive assessment) is spread should be duration of course and is done by the teacher teaching the course. The assessment is done through various means including: Written tests MCQ based quizzes Presentations Projects Field visits Seminars Group discussions/activities etc Written tests MCQ based quizzes a feedback on teaching learning process. The feedback after being analyzed is passed on to the continuous assessment provides a feedback on teaching learning process. The feedback after being analyzed is passed on to the continuous assessment provides a feedback on teaching learning between the distinct components.

Written tests into the provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides a feedback on teaching terms of the continuous assessment provides and terms of terms of terms of terms of terms of

Units covered	Weightage	Weightage Unit wise	Period of cont-assessmen
	15%	7.5%	To be consolidated by 8th week
	15%	7.5%	To be consolidated by 16th week
Semester	70%	17.5%	To be consolidated by 18-20 wee
	1.2 3.4	In a course F 1.2 15% 3.4 15% Semester 70%	Units covereu Weightage Unit wise In a course 15% 7.5% 3.4 15% 7.5%

The end of semester examination shall have assessment from following perspective with respect to all courses:

The end of semester examination shall have assessment from the unit power standing. 3. Evaluation with respect to skill. 4. Evaluation with respect to knowledge. 2. Evaluation with respect to Understanding. 3. Evaluation with respect to skill. 4. Evaluation with

respect to Applications. 5. Higher Order Thinking Skills With respect to all above components, there will be following four types of questions from each unit of the

I. MCQ 2. Short Questions 3. Long Answer Questions 4. Very Long Answer Questions

I. MCQ 2. Short Questions 3. Long Answer Questions 4. Very Long Automation advestions as mentioned above. The question bank shall be prepared by the subject experts across the State. It will have all types of questions as mentioned above. The question bank shall be prepared by the subject experts across the Course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and it will cover all the aspects of the course outcome and the course outcome a Question bank shall be prepared by the subject experts across the state. It will have an spece of questions as menutined above. The questions will be largely based upon the Course objective and the Course outcome and it will cover all the aspects of the course content. Question will be largely based upon the Course objective and the Course outcome and it will cover all the aspects of the course content. Question will be largely based upon the Course objective and the Course outcome and it will course in the appendix of the course content. Question papers will be set in such a manner that even a very ordinary student would be able to successfully clear/answer a part of the question paper appendix will be set in such a manner that even a very ordinary student would be able to successfully clear/answer a part of the question paper appendix will be set in such a manner that even a very ordinary student would be able to successfully clear/answer a part of the question paper appendix of the market based on a basic level of Conceptual clarity, understanding and application. The part and papers will be set in such a manner that even a very ordinary student where to be determined and application. The question p and obtain minimum % of the marks based on a basic level of Conceptual clarity, understanding and application. The next 30% question and obtain minimum % of the marks based on a basic level of Conceptual clarity, understanding and application. The next 30% question and obtain minimum % of the marks based on a basic level of Conceptual clarity, understanding and application. The next 30% question and obtain minimum % of the marks based on a basic level of Conceptual clarity. would be tough and will be of that level that about 30% of the class can attempt successfully.

The next 10% will be of a higher level of difficulty which only about 5% of the class can attempt successfully.

The next 10% will be of a higher level of dimiculty writerious about 0.5 of all each of a level of difficulty that barely 1% of class can attempt both in terms of speed and difficulty.

Aquestions bank shall be prepared for each course based upon learning objectives and learning outcome of each of the course.

A student shall have on option to go for on demand on line examination (ODOLE).

Preparations for development of a module for ODOLE are being made on the model of National Institute of Open School.

The evaluation papers/ assessments during component I and component II of assessment will be immediately returned to the candidates. The duration of component I and component II examination shall be I hour.

The duration of semester end examination shall be of 2 hours.

There shall be no practical examination for component I and II.

The evaluation of semester end practical viva voce examination, wherever such an examination is required to be conducted, will be carried out by a panel consisting an internal examiner and an external examiner in case such an examination is to be conducted at University level. In case of viva voce examination, the examiners should particularly test for the creative and problem solving capabilities in a candidate. The distribution of maximum marks for practical examination will be 20 and for theory examination will be 50 and the total semester end examination will be for 70 marks for bachelor degree programme.

In Internal assessment, the student will have to score 40% marks in each of the component.

The candidate will NEVER be said to have failed in a course if he/ she is unsuccessful in completing the course by the end of the semester. On the contrary he/ she is said to have DROPPED the paper.

The regulations of the university and provisions therein would determine conduct of continuous and comprehensive assessment 6. Grading

Grading constitutes the core of CBCS, as it tries to reduce the subjective element in Assessment/evaluation and there by prevents any disadvantage to the student. Grade is an index of the performance of a student in a particular course. It is the transformation of scaled marks secured by a student in a course. Grade point is the weightage allotted to each grade depending on the range of marks awarded in a course.

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1 K . Y .	5 5	Contraction of A	Aver	age	$\mathcal{F} = \{ f_i \}_{i \in \mathcal{I}}$	40% - 49%		ss/E	
10 Date	6		Fair			50% - 59%		cound/D	
	7		Good	d		60% - 69%		sVC	
1	8		Very	Good	-	70% - 79%	and a state of the	st/B	
	9		Exce	llent		80% - 89%			
	10	2.2	Outst	tanding		90% - 99%		st/A	
	Grade Points		Desc	ription		% OF MARKS	a film and a second	ision/Grade	

CGPA = 780/120 = 6.5 The Classi Division shall be awarded on the basis of CGPA The Classi Division shall be awarded on the basis of CGPA	and a set of the set o
The Classi Division shall be swarbed of the I. First division with Distinction CGPA9.00 to 10.00	and a second
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Lead Out: A stud	lent is provided
Lead Out: CBCS is the mother of student centric educational reforms. A stud CBCS is the mother of student centric educational reforms.	with
abundant provision for skill practice and activity error and	s/ she could learn in depth without sacrificing his/her creativity. If learning- slow, nonnal or accelerated plan and sequence his/her choice and may venture out to acquire extra knowledgel proficiency through add or on would be in terms of grades, computed through a
13	f learning- slow, nonnal or accelerated plan and sequence his/her choice or and may venture out to acquire extra knowledgel proficiency through addon on would be in terms of grades, computed through a more science relative weighing of the performances against evenue.
> A student can exercise the option of term work/ project work/ a	ind may venture out to acquire extra knowledgel and sequence his h
paper, lean to lace chancing of the system of the	get proficiency three choice
A student enjoys an extra ordinary benefit that his/her evaluation	and may venture out to acquire extra knowledgel proficiency through addon on would be in terms of grades, computed through a more scientific relative weighing of the performances against evaluating in an absolution uous and the evaluation process is not only made continuous but also me ent of a student.
>The great advantage is that the learning process is made contin	boos and the evaluation process is not only made continue an absolution and a
learner-centric and is designed to recognize the capability and take	on would be in terms of grades, computed through a more scientific and a divergence of the performances against evaluating in an absolute way, usous and the evaluation process is not only made continuous but also made and of a student. Would yield the result in subsequent years and after a few cycles of he are an ar
>CBCS is a process of evolution of educational reforms that	would yield the result in subsequent years and after a factor made
implementation.	Cycles or
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CBCS Regillation fo	r Undergraduate Programme
These Regulations shall govern Undergraduate programmers u	r Undergraduate Programme Inder the Choice Based Credit System. These regulations shall come into
force from Academic year 2011-2012.	so isguiations shall com
Definitions:	wine into
1 "Indergraduate programmes" mean Bachelor's degree prog	rammes in the Faculties of Science, Arts Comment
Science, Law and Home Science (Where ever it is applicable to the	e concerned university.) er will have 15-16 weeks for academic work equivalent to 90 days. The odd mester from December to April. e of Degree. A normal Lindergraduate programme et an
2. "An academic year" consists of two semesters. Each semester	er will have 15-16 weeks for academic work equivalent to co
semesters may be scheduled from July to November and even ser	nester from December to April.
3. Programme is used for a fixed could brid programme programme	g
duration.	nester from December to April. e of Degree. A normal Lmdergraduate programme shall be of six semester's swill be referred to as courses. Each Course to the units of the semester's
4. "Course" is a component of programme i.e. in the CBCS; papers	s will be referred to as courses. Each Course is identified by a unique course addition of having a curriculum, will have learning objectives and learning aboratory work/ field work/project work/vocational training/viva voce
code. Every course is not of equal weight age. Each course, in a	addition of having a curriculum, will have learning objectives
outcome. A Course may be designed to involve lectures/tutorials/l	aboratory work/ field work/project work/vocational training to learning
combination of some of these.	addition of having a curriculum, will have learning objectives and learning aboratory work/ field work/project work/vocational training/viva voce etc. or
5. "Credit" means the unit by which the course work is measured. I	t defines the quantum of contents/syllabus prescribed for the course. It also In these regulations, one credit means one hour of direct teaching it also
determines the number of hours of instructions required per week	t defines the quantum of contents/syllabus prescribed for the course. It also . In these regulations, one credit means one hour of direct teaching work or mester.
Grade letter is an index to indicate the performance of a stud	mester. ent in a particular course. It is arrived at by transformation of actual marks D, E, F.
secured by a student in a said course. Grade letters are O, A, B, C, I	D, E, F.
". "Grade Point" is the weight age allotted to each grade letter depe	nding on the range of marks awarded in a course.
TO a dia Delete I as feat to the product of "No. of credite assigned to the	he course" and the grade point secured for the same
"Semanter Grade Boint Average"/SGPA) is an index of a studen	It's performance in a given semester. It is the ratio of the "total credit point or a number of credits assigned to the courses" in the page of the course.
amed by the students in all the courses at the semester" and the "to	
amed by the students in all the courses at the semicoter the due to	tive grade point average of SGPA and is computed based
ormula. CGPA=Sum of all Credit points of the entire programme Su	tive grade point average of SGPA and is computed based on the followin
1. "Fee" means the fee prescribed by the University for the University	raduate Programme. The tuition fee and the examination fee of a semester
ill be in accordance with the nmnber of credits a candidate has reg	istered for in that semester.
allent Features of Choice Based Credit System:	I share the state of the state
All Undergraduate departments in the Universities/Affiliated	Colleges shall offer undergraduate programmes in faculties of Arts
ommerce, Science, Education, Home Science, Law and Social Sc	iences fiom the Academic year 201 1-12.
A student will have to get enrolled at an Afiiliated College for a	Core course depending upon his/her requirement of a degree in the sai
scipline of study.	The Place and th
A student will have a choice of selecting an Elective as well as I	Foundation courses from a pool of courses. She/he will have a choice
lecting such courses from the same department/faculty or the of	her departmenti faculty depending upon his/her interest, need, long ter
als and also feasibility in terms of available expertise and infrastru	
The faculty/an Affiliated college may design and offer courses afle	
	r the due consideration and approval by the university.
Each course shall be assigned a specific number of Credits.	
A Core course is the course which should compulsorily be stud	ied by a candidate as a Core requirement so as to get degree in a sa
cipline of study. Two courses each of Core compulsory and Core	e Elective shall be offered to each student in every semester. The Cree
aht age for Core course shall be of Three (03) Credits	the second se
addition to the Core courses, a student will have to choose Flor	tive as well as Foundation courses from a pool of courses. Two courses
ctive, one each from Generic Elective and Interdisciplinary/Multi	disciplinary/Subject centric electives shall have to be olfered. The Cred
ant age for Elective course shall be of Two (02) Credite	
	and Elective Foundation shall have to be offered. The Credit weight a
COURSES OF FOUNDATION ONe each from Computeron Foundation	
o courses of Foundation, one each from Compulsory Foundation Foundation course shall be of Two (02) Credits. *	and Elective Foundation shall have to be one out the

Undergraduate Course Structure: 1. Undergraduate programmes offered in the CBCS will be of Six semester duration. The General (G) level programme will be of 120 Credits distributed equally among the six semesters. The Advanced (A) level programme (Honors) shall be of 144 Credits distributed equally among the six semesters. A Special (S) level BS programme of eight semester duration will be considered for implementation at a later stage. 2. Each Academic year shall consist of two semesters, each of 15 weeks of teaching equivalent to 90 working days. The Odd semester period shall be from July to November and the Even semester period shall be from December to April. 3. There shall be following three categories of courses in Undergraduate programme. 3. Core Course: A course which shall compulsorily be studied by a candidate to complete the requirement for Decree in a conditioned of the course in a conditioned by a candidate to complete the requirement for Decree in a conditioned of the course in a conditioned by a candidate to complete the requirement for Decree in a conditioned of the course in the course in a conditioned by a candidate to complete the requirement for Decree in a conditioned of the course in a conditioned by a candidate to complete the requirement for Decree in a conditioned of the course in a conditioned by a candidate to complete the requirement for Decree in a conditioned of the course in the course of the course in a conditioned by a candidate to complete the requirement for Decree in a conditioned of the course of the course in the course of the Undergraduate Course Structure:

3. There shall be course which shall compulsorily be studied by a candidate to complete the requirement for Degree in a said programme of A) Core Course: A course which shall compulsorily be studied by a candidate to complete the requirement for Degree in a said programme of

study. Core Compulsory is a course which has to be studied compulsorily as a part of Core requirement so as to get degree in a said discipline of Core Elective or Core Allied is a course that supports/ strengthens the Core Compulsory. study: the Course:

B) Elective Course: B) Elective Course. B) Elective Course. B) Elective Course which can be chosen from the pool of courses. The course may be specific/specialized/supportive or advanced to the discipline of study. They may be nutruring candidate's skill as well as proficiency. Study. They may be nutruring candidate's skill as well as proficiency. Generic Elective courses and generic proficiency to the students and they are for the said discipline of study. Open Elective courses are from the pool of courses that are Interdisciplinary and/ or Multidisciplinary. Course:

C) Foundation Course:

t is a course that aims to improve proficiency and skill of the students.

It is a course that alms to improve proliciency and skill of the students. Compulsory Foundation courses add generic proficiency to the students belonging to all disciplines of study. Elective Foundation courses are Value based and almed at Man making Education.

All of the above sectors and you designed so as to include Field work/Project work/Laboratory work/Entrepreneurshipfintemship/Vocational aning etc depending upon the course requirement. The credit distribution may be done keeping in mind the weight age of the required skill in the said discipline of study. All of the above courses may be designed so as to include Field work/Project work/Laboratory work/Entrepreneurshipfinternship/Vocational

5. In addition to the above three type of courses, more courses may be designed in future. They may be of following types:

A. Self Study Courses :

The courses that enables students to learn on their own.

B. Add on Courses

The courses that allow students to earn more credits than minimum required for the said programme. These courses may enable the students to get equipped with advance skills and proficiency. C.Advanced level Foundation courses

These are the courses that have special emphasis on proficiency in multiple languages as well as use of ICT in Knowledge Management. 6. Each course shall have a unique Course code. The Core courses, Elective courses and the Foundation courses shall be abbreviated respectively as C, E and F.

1. Core Compulsory CC Core Elective CE 2. Elective Generic EG Elective Open EO

3. Foundation Compulsory FC Foundation Elective FE 4

The nonnal graduation programme shall have 20 credits/semester. The total number of credits for an G level undergraduate programme shall be [20.The weight age of Core, Elective and Foundation courses shall remain as follows:

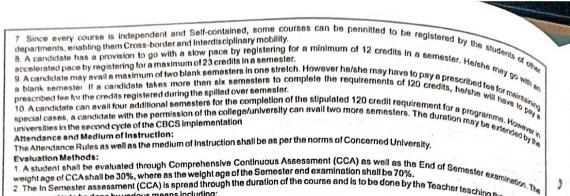
Academic Year	Semester	Core	Elective	Foundation
and Action and	Í & Il paterios la	60%	20%	20%
2	III & IV	60% media	20%	20%
an	V&VI	60%	20%	20%

A general framework for G level undergraduate programme shall be as follows:

Semester	1	Hardmont () The IL () of the second	an in sealing and a sealing of the s	IV	Vite Arts	VI	Total
Credits	20	20	20	20	20	20	120

1 RTEORET WORL The A level and S level programmes shall be considered for implementation at a later stage.

Level	stal lines		- III	V	V	VI	VII	VIII	Tota
A	24	- 24	e or 24	· 24 ····	24	24	and a strength	····································	144
S	20	20	25	25	25	25	25	25	190



1. A student shall be evaluated through Completeness of the Semester and examination shall be rune.
1. A student shall be available 30%, where as the weight age of the Semester and examination shall be rune.
2. The In Semester assessment (CCA) is spread through the duration of the course and is to be done by the Teacher teaching the course. The Course and is to be done by various means including:
2. The In Semester assessment (CCA) is spread through the duration of the course and is to be done by the Teacher teaching the course. The course are project work/Field work -Group discussions/Group activities.

) 3

3

-Written Tests -MCQ based quiz -Presentations/ Seminars -Project worker read worker croup discussionar Group activities. The End of Semester examination shall have an assessment based upon following perspective with respect to all the courses: -Evaluation with respect to Knowledge Skill -Evaluation with respect to Application -Higher Order Thinking Skills. -Evaluation with respect to Understanding -Evaluation with respect to

With respect to all the above components, there will be following four types of Questions from each unit of the course, 1. MCQ 2. Short Questions 3. Long answer questions 4. Very long answer questions The questions may leave the questions the questions of the course, the questions are the questions of the course of the questions of the questi

The questions may largely be from the questions from the question bank for the each Course

The questions may largely be from the questions from the question bank for the Back Society of the computation (External Evaluation) shall be a The Schedule of the In Semester examination (Internal Evaluation) and the End of Semester examination (External Evaluation) shall be a The Schedule of the In Semester Evamination (Internal Evaluation) and the University. It will be compulsory for a candidate to obtain the schedule of the Internal Evaluation (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (External Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (External Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) shall be a the Schedule of the Internal Evaluation (Internal Evaluation) and the End of Semester examination (Internal Evaluation) and the Evaluation (Internal Evaluation) and the Eval The Questions may large by the mester examination (Internal Evaluation) and the End of Semester examination (External Evaluation) shall be The Schedule of the In Semester examination (Internal Evaluation) and the End of Semester examination (External Evaluation) shall be follows. The End of Semester Examination will be conducted by the University. It will be compulsory for a candidate to obtain pass follows. The End of Semester Examination will be conducted by the University. It will be 40%, or as decided by the University.

Component	Units covered	Weight age	Period of Assessment
Î V	1&2	15%	To be consolidated by 8th we
11	3&4	15%	To be consolidated by 16th w
111	Entire Course	70%	To be consolidated by 18-20

Final Grade should be announced by 24th week.

Final Grade should be announced by 24th week. The candidate will never be said to have failed in a Course if he/she is unsuccessful in completing the course by the end of the semester He/she is said to have Dropped the course.

The details of any Dropped nace will not appear in the Grade Card Promotion, Re-Admission and Time for Completion of Course". 1. A candidate who has undergone a regular course of study in Semester I, fillfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester II. He/she will have to eam a minimum of 12 Credits in Semester I.

2. A candidate who has successfilly completed all the courses of Semester I, but not all the courses of Semester II shall be eligible for promotion to Semester III. He/ she will be required to complete all courses of Semester II before migrating to Semester IV 3. A candidate who has undergone a regular course of study in Semester III, fulfill the required criteria of attendance and has secured marks

equal to passing standard both in Internal and External Examination and having earned a minimum of 12 Credits shall be eligible for promotion to Semester IV.

4. A candidate who has successfully completed all the courses of Semester I and II but not all the courses of Semester III shall be eligible for promotion to Semester IV. He/ she will be required to complete all courses of Semester III before migrating to Semester V

pronoun to Semester IV. Her site will be required to Compute an Compute and Co 7. Acandidate shall have maximum of 10 semesters (five academic years) for completion of a said programme in case he/ she wishes to go at a slower pace by registering a minimum of 12 credits per semester. However he/she will have to pay the prescribed registration fee for each of the semester in addition to the course fee for the courses he/she avails during each semester.

8. A candidate shall have a choice of going at fast pace by registering for 23 credits per semester.

 The minimum and maximum number of credits may increase provided a candidate opts for Add on courses.
 The tentative/provisional grade shall be issued at the end of every semester indicating the courses completed successfully. The final course is a construction of the courses of the said of the course of the said sector of the course of the said sector of the said sector of the course of the said sector of the said sector of the course of the said sector of th Grade Card may be issued by the Registrar of the concerned university after a candidate has successfully completed all the courses of the said programme. programme.

Procedure for Awarding Grades: Procedure to committee shall be set up for every course. The committee will comprise of Head of the Department, One senior Faculty A Normalization contained shall be set up for every course. The com member from the same department and the concerned Course teacher, member shall decide:

The committee shall decide: The committee shall be clob. The Lower cut off to draw boundary between unsuccessfill and successful candidates. This will be based upon analysis and logical thinking. 1. The Lower end of Grade and the Higher end of Grade that is thought to be appropriate for grading of students in a scale of 10 from 4 to 10. 2. The Lower end of Grade and the Higher end of Grade that is thought to be appropriate for grading of students in a scale of 10 from 4 to 10. Based upon above, the committee will calculate an Intermediate Score called U (unit Score Value) which is spread between 0 and 1. Based upon the spread between 0 and 1. Based upon above, the committee will calculate an Intermediate Score called U (unit Score Value) which is spread between 0 and 1. U=(M-Min (M))/ (Max (M)-Min (M)) Where M is the score of candidate for the said course, Min (M) is the minimum score in the class for the said course and Max (M) is the maximum score in the class for the said course, after eliminating the scores of unsuccessful candidates. The Normalized Percentage value is the calculated as follows: $-r(B-A) \times U$ +A

) 3

P={[B-A] x U]+A Where A is the marks corresponding to the Lower limit of the Lower end of the grade decided to be awarded and B is the marks corresponding to the Upper limit of the Higher end of the grade decided to be awarded. If Normalization committee decides to grade all successful candidates from 5 to 10 in a scale of 10, then A is equal to 40 and B is equal to 99. This can be explained on the basis of following table.

Grade Points	Lower	Upper limit (B)	Range for P	Grade
4	30	39	30>=P<40	Dropped
5	40	49	40>=P<50	E
6	50	59	50>=P<60	D
7	60	69	60>=P<70	C
8	70	79	70>=P<80	В
9	80	89	80>=P<90	Α
10	90	99	90>=P<100	0

Accountancy

Kein

The Semester end Grade point average (SGPA) and the Course end Cumulative Grade point average (CGPA) are computed as follows. The Grade Point in a said course may be calculated by using the formula GP= CVxG, where CV is the Credit Value of the said course and G is the Grade awarded to a candidate in the said course.

The SGPA may be calculated as follows: SGPA = Sum of all GPs in the said Semester/ Sum of Credits in the said semester

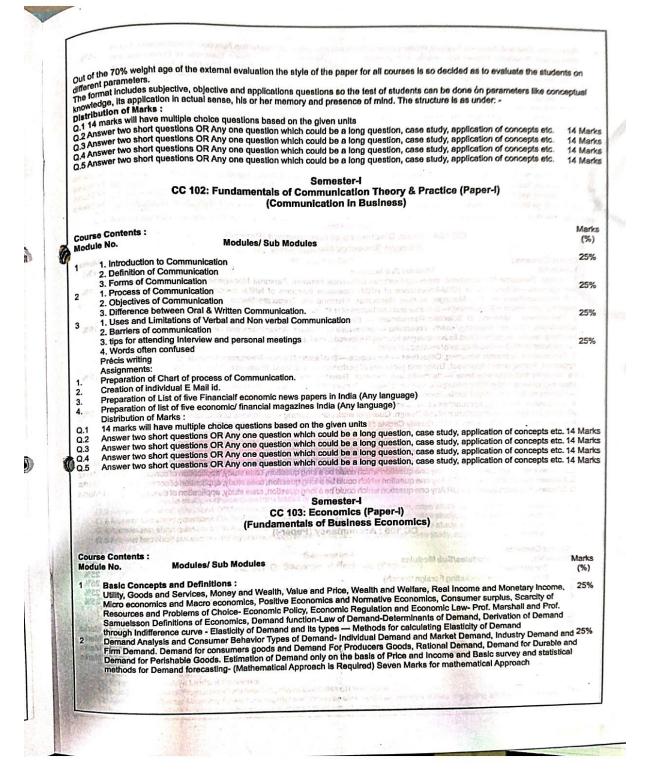
The CGPA may be calculated as follows: CGPA = Sum of all GPs in all the Semesters/ Credits for the said Programme

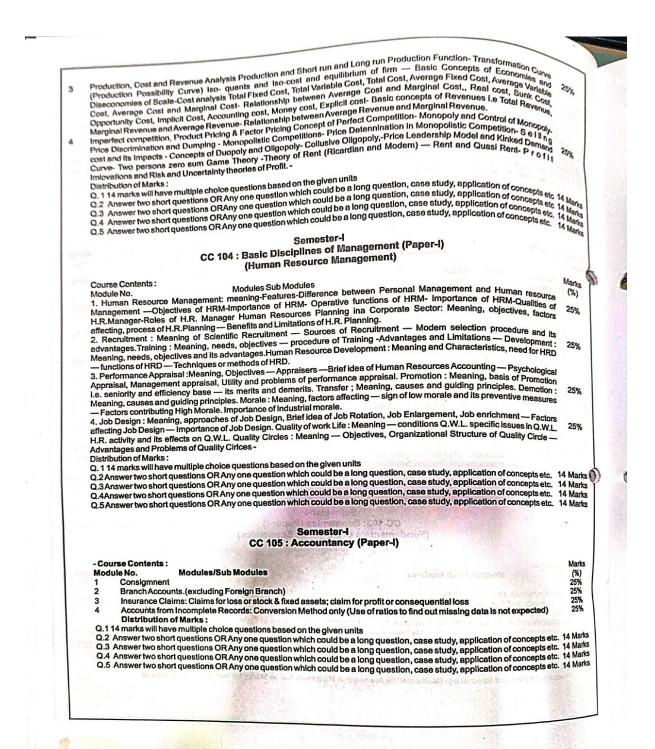
The CGPA may be expressed to an accuracy of three decimal digits. The Percentage equivalence may be obtained by multiplying CGPA by 10.

Provision for Appeal:

1

b 6 Provision for Appeal: There shall be a provision for Appeal for a candidate who may be dissatisfied with the Grade hel she has been awarded. Hel she can approach the Grievance Cell with the written submission. The appeal may be made for In Semester examination as well as the End of Semester examination. The Grievance Cell is empowered to revise the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. The Grievance Cell may be set up as per the norms of the University/ Institution





1	Semester-I CE 106 A :	
	Financial, Cost and Management Account (Paper —I) (Financial Accounting)	
		17/51
	Course Contents:	Marks
	Module No. Modules Sub Modules (A) Piecemeal Distribution of Cash (10%)	(%) 25%
	(B) Profit prior to incorporation (1 5%)	
	2 (A) Issue and forfeiture of shares (Pro-rata) Concepts of Potential Equity Shares, sweat equity Shares, (20%) (B) Book Building Process, Bid and Buy back (5%)	25%
	3 Redemption of Redeemable preference shares under section 80 of Companies Act 1956 and issue of Bonus Shares as per statutory provisions in force on 3.1 st March of the Immediate preceding academic year	
	4 Company Final Accounts (Only vertical Presentation, Calculation of Managerial remuneration is expected)	25%
	 Q. 114 marks will have multiple choice questions based on the given units Q. 2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Q.4 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Q.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. Q.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 	14 Marks
	Semester-I	
	SE 107 B : Statistical Method (Paper —I) (Basic Statistics)	
	Course Contents :	Marks
	Nodule No. Modules/Sub Modules	(%)
1	Concept of bivariate data, Definition and typegrof correlation, Definition of Concentration of values of r, Methods of finding correlation coefficient by using Karl Pearson method for bi-variate data and for frequency distribution data, Speannan's method for finding rank correlation coefficient for repeated and non repeated ranks. Concept of qualitative data and the association between them, Meaning and Interpretation of 2X2 contingency table, Types of association between attributes, Methods of obtaining nature of association by using comparison between observed and an expected frequency. Coefficient of association by using Yule's method and its interpretations, Example on 2X2 problems only.	25%
2	Business Forecasting : Meaning and uses of business forecasting. Different methods of forecasting (i) Theoretical explanation of Regression analysis, Index numbers Economic models, Input output models, Opinion poll method, Extrapolation, Graphical method. (ii) Theoretical explanation with numerical examples of - Least Square Method for linear and quadraticrelationship between	25%
	underlines smoothing linear trend method.	
3	Demographic Statistics : Meaning, definition and uses of demographic statistic, Methods of collecting demographic statistics — registration method, census method, analytical method. Mortality rates pertaining to (i) CDR (ii) SDR (iii) IMR, Birth rates pertaining to (i) CBR, (ii) SBR (iii) Age specific birth rate, Fertility rates pertaining to (i) GFR, (ii) SFR (iii) TFR	
4	Definition of Matrix, Different types of matrices, Algebra of matrices (Addition, Subtraction and Multiplication), Determinant of a square matrix, Definition of ad-joint of amatiix, inverse of a matrix and its uses to solve simultaneous I in e a r equations (up to three variables only), Use of matrix in simple business applications.	25%
	Distribution of Marks : Q. 114 marks will have multiple choice questions based on the given units	
	Q. 114 marks will have multiple choice questions based on the given units Q.2 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.3 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.4 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORAny one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORANY one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORANY one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions ORANY one question which could be a long question, case study, application of concepts etc. 1, Q.5 Answer two short questions of the study o	4 Marks
	Semester-I	
	SE 107 D: Secretarial Practice (Paper - I)	
	Anthony Sectors	Aarks
	3 Course Contents :	(%)
i	Aleaning-Types of Secretary-general and legal qualification of Company Secretary-Pre-incorporation and post incorporate uties of Company Secretary-powers and responsibilities of Company Secretary.	
	2) Company and its Characteristics: feaning and characteristics-Types of Company-Foreign Company-Multinational Company-Illegal association-Advantages and 2.5% Limitations of Public Limited Company-Private Limited Company: Meaning and Characten'stics-privileges and astrictions on it-procedure to convert Private Limited Company into Public Limited Company and Public Limited Company into astrictions on it-procedure to convert Private Limited Company into Public Limited Company and Public Limited Company into	25%
	nvate Limited Company.) Promoters of public Limited Company: leaning- Functions of Promoters-Preliminary Contract-Liabilities of Promoters. 2	E9/
12	leaning- Functions of Promoters-Preliminary Contract-Labilities of Promoters.) Allotment of Shares: Meaning-Procedure-regular and Irregular allotment - secretary's duties regarding allotment of shares %—procedure of allotment when shares are oversubscribed-private placement of share/debenture.	5%

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TOLANI COM RECE COLLEGE, ADIPUR-KACHCHH





MRS. ANJNA B. HAZARI President Gandhidham Collegiate Board Adpur (Kachchh)

ISION & MISSION

We envision the total transformation of this Drought SION one Area of Kachchh through promotion of Trade, Industry and siness by Way to imparting education in the field of Commerce.

SSION We dedicate ourselves to the mission of training and adults for academic excellence, development of skills and tracter with a view to upgrade their life styles.

OURSES OFFERED :

Elective S

Indation Cou

Choice Based Credit System (6 Semesters)

ubject	 Accountancy
	- Statistics
	- Computer Science
	- Secretarial Practice
	 Business management
rse :	Sem-I Environment Science
	Sem II - SCOPE (Cambridge University)

Com CBCS (4 Semesters)

D-ON COURSES

W.A. : Oral Coaching for Cost Foundation and Intermediate cognized by the Institute of Cost & Works Accountants of tia - Kolkata

A.: Foundation Courses Center, accredited by The Institute Chartered Accountants of India, Delhi.

5. Company Secretary, affiliated to Institute of Company cretary, India New Delhi,

reer Oriented Courses : (KSKV Kachchh University ertificate in Foreign Trade (One Year)

ploma in Foreign Trade (Two Year)

ertificate in Computer AidedAccounting (Tally V.9) (One Year) a Saheb Ambedkar Open University (BAOU) - Study Center. ra Gandhi National Open University (IGNOU) - Study Center.





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REFUND OF FEE

- (Including Caution Money & Library Deposit)
- (A) Full term Fees will be refunded in case of death of the student Concerned, if the death occurs within one more the date of payment of fees. (I) Transfer of Student/Parent to the city. (I) Transfer of Student/Parent to other city.
- (II) Marriage of girl student (III) Admission of student to any professional course, (III) Admission is made within 15 day of the second Admission or sources to any proressional course, If the application is made within 15 day of the payment
- of fees. (C) In other cases, Tuition Fees shall be refunded after deducting Rs.100, if the student applies within 10 days from the date of payment of fees or the last date fixed for stument of fees by the college, whichever is earlier. from the date or payment or rees or the last date for payment of fees by the college, whichever is earlier.

MEDIUM OF INSTRUCTION

As the college has an heterogeneous group of Hindi, English As the concycl has an interception of your of Hind, En Gujarati modium student regular classes are conducted Gujarati medium student regular classes are conducted bilingually and the student are provided with Question Papers blingually and the statement are provided with Question Pap in English & Gujarati Languages and they are permitted to write their answers in Hindi, English or Gujarati in terminal as well as annual examinations

ATTENDANCE

As per the ordinance of KSKV Kachchh University, every Student is Required to remain present in the college for Student is Required to remain present in the college for minimum 75% in each Semester. The Class-Room attendance in the lectures of every subject is compulsory. Less than 75% attendance may disqualify the Student from appearing in

CODE OF CONDUCT

Loitering in the others during the college hours invites fine to

It is a punishable offence to tamper with any electric instrument or Furniture or causing damage to the college Building.

Chewing tobacco, smoking within college premises ictly Prohibited and is a crime.

Identity card is mandatary in the college premises. class rooms.

Mobile phones are strictly prohibited in the college 1898.

ind Read the notice board daily as all the important dai-Information are displayed on it.

Copy in the examination (terminal or annual) will lead to expel from appearing in the examination. The marks will be zero in the subject.

KSKV KACHCHH UNIVERS TY RESULTS

SEMESTER - II Total Students : 854



Students in A + Grade : 20 Students in A Grade : 130 Students in B + Grade : 266 Students in B Grade : 132 Students in C Grade : 39

SEMESTER - IV Total Students : 761

Students in A+ Grade : 18 Students in A Grade : 128 Students in B+ Grade : 223 Students in B Grade : 125 Students in C Grade : 32



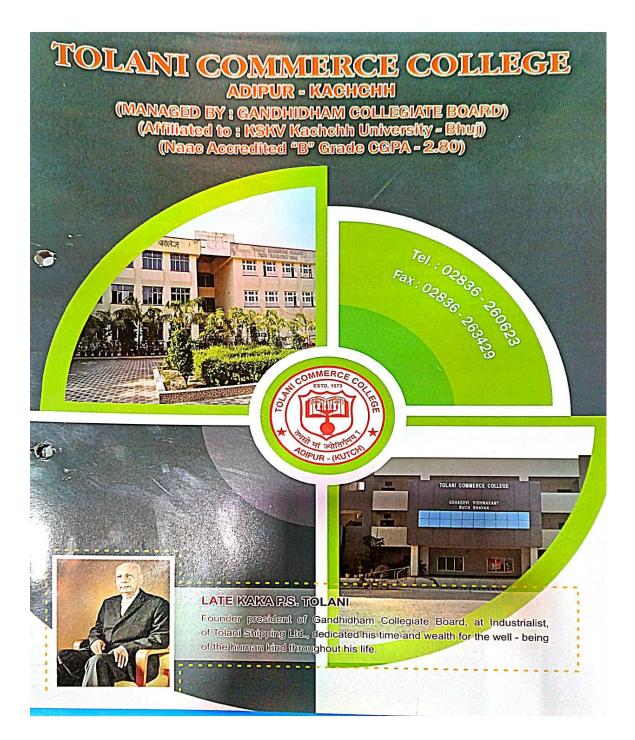
SEMESTER - VI Total Students : 6



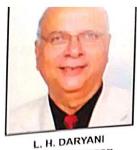
Students in A + Grade : 0 Students in A Grade : 130 Students in B + Grade : 204 Students in B Grade : 77 Students in C Grade : 54



Brochure 18-19







CAMPUS DIRECTOR

MS. ANJNA B. HAZARI President Gandhidham Collegiate Board Adipur (Kachchh)

VISION & MISSION

We envision the total transformation of this Drought Prone Area of Kachchh through promotion of Trade, Industry and Business by Way to imparting education in the field of Commerce.

MISSION : We dedicate ourselves to the mission of training young adults for academic excellence, development of skills and character with a view to upgrade their life styles.

COURSES OFFERED :

with Choice Based Credit System (6 Semesters)

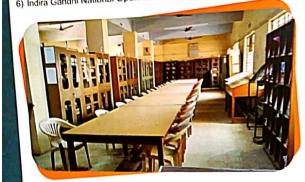
Core Elective Subject	- Accountancy - Statistics - Computer Science - Secretarial Practice
Foundation Course :	- Business management Sem-I Environment Science Sem II - SCOPE (Cambridge University)

M Com. CBCS (4 Semesters)

ADD-ON COURSES

- 1) I.C.W.A. : Oral Coaching for Cost Foundation and Intermediate recognized by the Institute of Cost & Works Accountants of
- 2) C.A.: Foundation Courses Center, accredited by The Institu-
- of Chartered Accountants of India, Delhi. C.S.: Company Secretary, affiliated to Institute of Company
- Scoretary, India New Delhi.
 Career Oriented Courses : (KSKV Kachchh University

- Certificate in Foreign Trade (One Year) Diploma in Foreign Trade (Two Year) Upiona in Foreign Trade (100 Tear)
 Certificate in Computer AidedAccounting (Tally V.9) (One Year)
 Baba Saheb Ambedkar Open University (BAOU) - Study Center.
 Indira Gandhi National Open University (IGNOU) - Study Center.





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(Including Caution Money & Library Deposit)

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 - (II) Marnage of girl classific (III) Admission of student to any professional course, If the application is made within 15 day of the payment of fees.
- (C) In other cases, Tuition Fees shall be refunded after deducting Rs.100, if the student applies within 10 days from the date of payment of fees or the last date fixed for payment of fees by the college, whichever is earlier

MEDIUM OF INSTRUCTION

As the college has an heterogeneous group of Hindi, English, Gujarati medium student regular classes are conducted bilingually and the student are provided with Question Papers in English & Gujarati Languages and they are permitted to write their answers in Hindi, English or Gujarati in terminal as well as annual examinations

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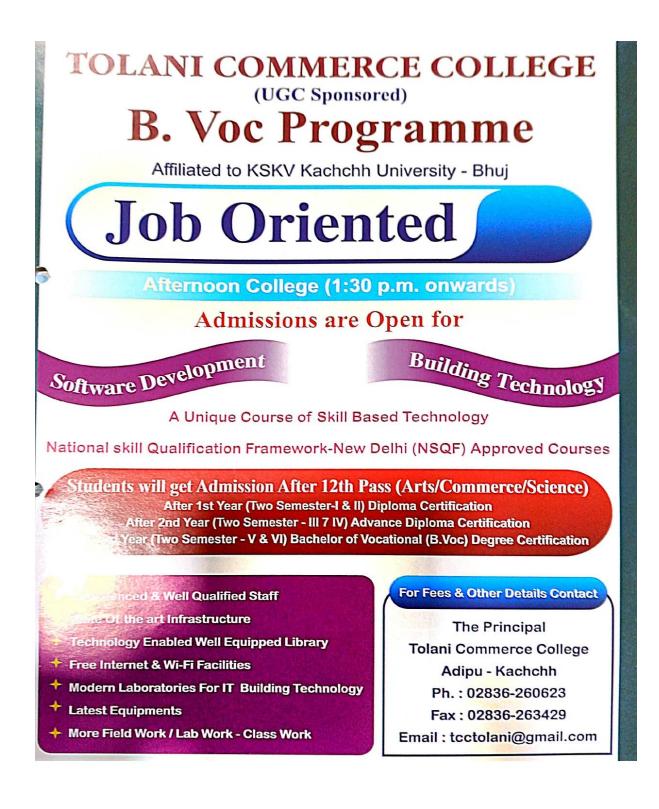
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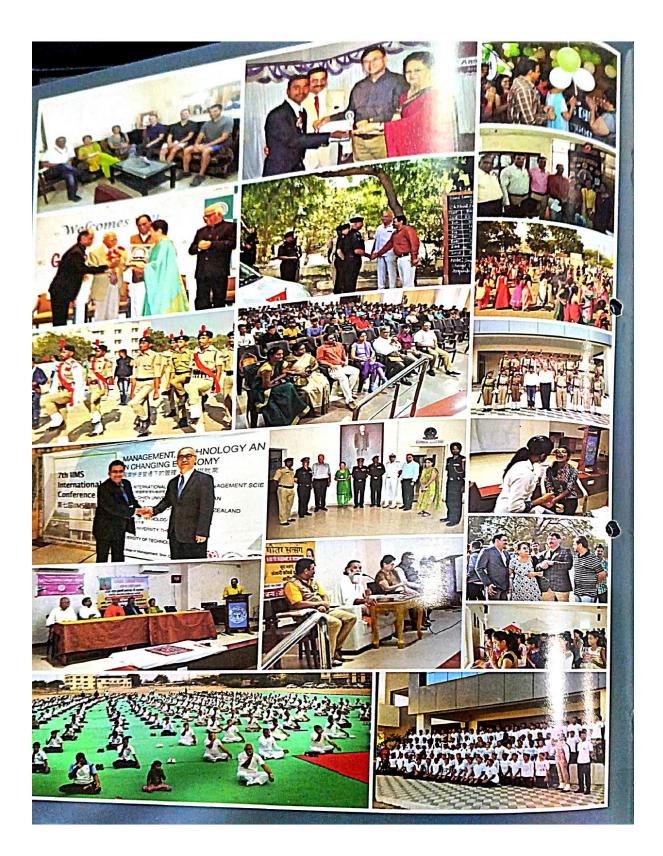
nises and in the Identity card is mandatary in the college, class rooms.

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Read the notice board daily as all the important dates and

Information are displayed on it. Copy in the examination (terminal or annual) will lead to expel from appearing in the examination. The marks will be zero in the subject.





TOLANI COMMERCE COLLEGE - ADIPUR - KACHCHH ADMISSION INFORMATION& RULES - 2018-19

Admissions are given purely on meril basis as per the UGC, Guj. Govt and KSKVKU guidelines.

- 1) Keep (in two sets) all your documents ready before filling the online admission form. (Copy of mark sheet/s and 2) certificate of attempt, two passport size photographs, blood group report, School leaving certificate, caste/Cremilayer certificate for reserved category students etc.)
- SC/ST category students are required to submit their caste certificate issued by the competent authority. Without 3) caste certificate, the student will be treated as general category student.
- OBC category students need to produce non-Cremilayer certificate issued by the competent authority and valid 4) for the current financial year, i.e. 2018-19. The admission form is incomplete without it and is not eligible for reservation. No claim will be entertained after due date.
- Fees should be paid in time in any branch of Bank of Baroda as per the time slot allotted on our website at the 5) time of merit list. Failure to this may lead to the cancellation of your right to the admission.
- Students have to produce all the original documents for verification before paying the fees at college. 6)

As per Gujarat govt. rules, students having domicile of other states will not be given reservation rights to the 7) admission to this college. Getting admission on this basis may lead to cancellation of the admission at any time. ..

- Keep your form/payment receipt carefully and produce at the time of admission or at any inquiry related to admission. 8) admission.
- Do not do any financial transactions to any institutions/agent/persons regarding admission to this college. 9) Admissions are done purely on merit.

Students except Gujarat Board (CBSC board and the students from other states) are required to produce 10) PROVISIONAL ELIGIBILITY CERTIFICATE from KSKV Kachchh University, Bhuj at the time of admission. Students have to submit MIGRATION CERTIFICATE to the KSKV Kachchh University directly within 45 days from the date of admissionand FINAL ELIGIBILITY CERTIFICATE to the college. Failing to this may lead to cancellation of admission.

- Students of parents of Kashmiri migrants will be given benefits of admission as per the letter of MHRD 11) no. 3-1/2012 NER dated 7-3-2013.
- Students who have passed 12th exam before 2018will be considered only if the seats in their respective category 121 will remain vacant after the admission to 2018 passed students. 15 marks per attempt will be deducted from the total marks at the time of merit.
- 13) RESERVATION RATIO:

ST		07%	and the second states and share and share a
SC	ind station and des	15%	and have not been an included to come the second black
OBC	Strait to locate	27%	WHEN TO BE ALL AND THE COMPANY
OPEN	いたの意味をないたもうない	51%	at the fairs of the second
20/	for physically shallo	nadd n	and the state of t

3% seats for physically challenged persons 14) Students getting admission to commerce stream must have commerce subjects in 12" standard. Hence the students without these subjects are not eligible for the admission to commerce stream. (Arts and Science students) 15) No students in any circumstances will be readmitted after the cancellation of admission and reimbursement of fees.

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- 16) Ragging is an offence. It is strictly prohibited. Involvement of any students in such activities may lead to cancellation of admission and judicial inquiry and punishment.
- 17) Attendance in the classroom is a must for all the students. Failing to this may lead to termination of the student from the college. Such students are not allowed to appear in the mid semester exam of the college.
- 18) I card is a must during college hours. No student is permitted to enter the college premises without it.

19) Use of mobile phones and electronic devices are strictly prohibited in the college building. If caught with mobile, Rs. 500 fine will be charged from that student. 20)

For more rules, visit university website using following link:

http://kskvku.digitaluniversity.ac/Content.aspx?ID=29333

About Kaka P. S. Telani - The Founder President - Tolani Vidya Mandur Revered Kaka Shri Prabhudas S. Tulani was born on 25th August 1693 at Larkana, Sindh (now part of Pakistan). He was one Revered Kaka Shri Prabhudas S. Tulani was born on 25th August 1693 at Larkana, Sindh (now part of Pakistan). He was one Revered Kaka Shri Prabhudas S. Tulani was born on 25th August 1693 at Larkana, Sindh (now part of Pakistan). He was one Revered Kaka Shri Prabhudas S. Tulani was born on 25th August 1693 at Larkana, Sindh (now part of Pakistan). He was one Revered Kaka Shri Prabhudas S. Tulani was born on 25th August 1693 at Larkana, Sindh (now part of Pakistan). He was one Revered Kaka Shri Prabhudas S. Tulani was born on 25th August 1693 at Larkana, Sindh (now part of Pakistan). He was one Revered Kaka Pakistan) of Sindh province. Gandhidham Adiput being in a remote comer of India, he came to Spread higher of the Revered Kaka Prabhudas S. Tulani, came to this region with a mission to spread higher of the found in the second higher of the found of the found of the second higher of the found of the found of the second higher of the found of the found of the second higher of the found Revered Kaka Shri Prabhudas a road van Adiput being are to this region with a mission to spread higher of the region with a mission to spread higher of the region with a mission to spread higher of the region with a mission to spread higher of the region with a mission to spread higher of the region with the second states (and states) of Sindh province. Gandhidham Adiput being are to this region with a mission to spread higher of the region with a mission to spread higher of the region with a mission to spread higher of the region with a mission of India, he came to Mumbai ducelled the region of the second bases. But it was his determination that he would dedicate all his earnings to in 1049 and bases to a mail neutral or to an at shipping business. But it was his determination that he would college with only 12 stude of webeing to small neutral or to be and bases. Zamindars (landlards) of Britin provide Shift tokina till tale 1050s. Revered Late Kaka Prabhudas & Tolan, same people of kutch Although he had lost almost entire wealth in Sindh in aftermath of partition of India, no came to Mumbal in 1040 and people of kutch Although he had lost almost entire wealth in Sindh in aftermation that he would dedicate all his earnings to the device thinking construction and shipping husiness. But it was his determination that he would dedicate all his earnings to the device thinking construction and shipping husiness. But it was his determination that he would dedicate all his earnings to the device thinking construction and shipping husiness. But it was his determination that he would dedicate all his earnings to the device thinking to the started this by taking over a small private engineering college and starting other new college was expanded by Kake device husing and electrical were added at the next. Samurates in teams the tasks 1050s. Revered Late rank is made in Sindh in alternation that he would dedicate all his earnings in 1040 and on any people of Kutch Although he had lost almost entire wealth in Sindh in alternation that he would dedicate all his earnings to 1040 and on any bitting construction and ehipping business. But it was his determination that he would dedicate all his earnings to the deal on any bitting construction and ehipping business. But it was his determination that he would dedicate all his earnings to the deal on any bitting construction and ehipping business. But it was his determination that he would dedicate all his earnings to the deal on any bitting construction and ehipping business. But it was his determination that man college was expanded by the developing education. He started this by taking over a small private engineering college wins started. In 1970 Kaka brought more endiced by Kaka p & to 1067 courses in mechanical and electrical were added at the polytechnic. 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Soon after in 1967 courses in mechanical and electrical were added at the polytechnic in the polytechnic and attact the polytechnic and attact the polytechnic and a science college was started. In 1970 Kaka brought more resources in the polytechnic and attact the polytechnic in the polytechnic. Then there was no looking back. Kaka kept pouring his own resources from the polytechnic and added new laboratories and workshops to polytechnic. Then there was no looking back. Kaka kept pouring his own resources from the polytechnic and added new laboratories and workshops to polytechnic. Then there was no looking back. Kaka kept pouring his own resources from the polytechnic and added new laboratories and workshops to polytechnic. The polytechnic added new laboratories and workshops to polytechnic. The polytechnic added new laboratories and workshops to polytechnic. The polytechnic added new laboratories at Adjour. Kutch. education in the testing up Gandhicham Collegians poly at Adlpur and testing up Gandhicham Collegians poly his own resources into a polytechnic. Soon after in 1967 courses in mechanics in 1970 Kaka brought more resource, in 1967 courses his own resources into a polytechnic and arts college were added and a science college was no looking back. Kaka kept pouring his own resources for soor cost of Kutch. Annual added new laboratorias and workshops to polytechnic. Then there was no looking back. Kaka kept pouring his own resources for soor cost of Kutch.

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 * Totani Vidya Mandir * An Oasis of Knowledge In the Deserror Nue Problem that have been as a fact our aim is to make Adipur a centre of auraction and the words said by Late Rev. Kaka PribhdasTolani, Guadonal instruction would, in due course, to establish a small university." These are the words said by Late Rev. Kaka PribhdasTolani, Founder here a solution of Tolani Commerce College in 1973. Founder Pricha a Candhidham Collegiate Board, Adipur (Kutch) in his welcome address on the inauguration of Tolani Commerce College in 1973. Founder Pricha a PribhdasTolani, a very backward area. These gentlemen knew about the dream or a vision that Kaka had in the jail in Sind State Stat would, in due course, to teach Adipur (Kutch) in his welcome accress on the second sec the cause of education in a very backment of the had earned by working partition of India and Pakistan. Kaka lost everything that he had earned by working the was a firm believer that 'If you educate one person working every backment of India and Pakistan. Kaka lost everything that he had earned by working the was a firm believer that 'If you educate one person working every backment of India and Pakistan. Kaka lost everything that he had earned by working the was a firm believer that 'If you educate one person working every backment of India and Pakistan. Kaka lost everything that he had earned by working the was a firm believer that 'If you educate one person working the work the every became rich again, he will give his all to the cause of Education. He was a firm believer that 'If you educate one person working the work the every became rich again, he will give his all to the cause of Education. He was a firm believer that 'If you educate one person the whole that the every became rich again, he will give his all to the cause of Education. He was a firm believer that 'If you educate one person the whole first the every became rich again, he will give his all to the cause of Education. He was a firm believer that 'If you educate one person the whole first to a firm believer that the upgrade to the work to the beckward district of Kutch. Science faculty was added the institute to the beckward district of Kutch. Science faculty was added to the institute to the beckward district of Kutch. Science faculty was added to the institute to the beckward district of Kutch. Science faculty was added to the institute to the beckward district of Kutch. prospers'. He himself was a graduate from Wilson College Bombay as there were no colleges in whole of Sind. In 1962 Kaka look over he prospers'. He himself was a graduate from Wilson College Bombay as there were no colleges in whole of Sind. In 1962 Kaka look over he Cardhidham Civil Engineering Institute and Gandhihdam Arts College being run by Gandhidham Maitri Mandal. He upgraded the look over the Polytechnic in Civil Engineering and added Mechanical & Electrical courses as well in 1967 and a new Trust 'Gandhidham Collegiate the institute to the second district of Kutch. Science faculty was added in Board College of Arts & Science started functioning in new buildings const. Conductham Civil Engineering Institute and Gandhingani Arts Sciences as well in 1967 and a new Trust 'Gandhidham Collegiate the institute to Polytechnic in Civil Engineering and added Mechanical & Electrical courses as well in 1967 and a new Trust 'Gandhidham Collegiate the institute to Polytechnic in Civil Engineering and added Mechanical & Electrical courses as well in 1967 and a new Trust 'Gandhidham Collegiate the institute to the institute was formed, for management and development of rights Labeling of Arts & Science started functioning in new buildings constructed in 1969 and then Tolani Foundation Gandhidham Polytechnic and Tolani College of Arts & Science started functioning in new buildings constructed in 1969 and modern facilities. Kaka was not only passionate and pragmatic but also inspired people around him to dedicate their time and services and modern facilities. Kaka was not only passionate and pragmatic but also inspired people around him to dedicate their time and services and modern facilities. Kaka was not only passionate and pragmatic but also inspired people around him to dedicate their time and services with all the services of burber education. His untiring efforts to develop educational facilities particularly for girls have today converted Adjues to the services of burber education. His untiring efforts to develop the services of the adage "If you educate a girl, you educate the services of then Tolani Foundation Gandhidham Polytechnic and round to the second second him to dedicate their time and second with a modern facilities. Kake was not only passionate and pragmatic but also inspired people around him to dedicate their time and services with a cause of higher education. His untring efforts to develop educational facilities particularly for girls have today converted Adipur into a university town. He was an arch Advocate for girls' literacy in testimony whereof goes the adage "If you educate a girl, you educated he wives university town. He was an arch Advocate for girls' literacy in testimony whereof goes the adage "If you educate a girl, you educated he wives was established to be an exampleration to say that Kaka's "CANNED" and the wives was established. tantiversity town. He was an arch Advocate for girls' literacy in testimony whereor goes the adage in you educate a girl, you educate in the a family "Accordingly girls' hostel & college for Home Science, training girls for self-sufficiency and making ideal house wives was established in the a suggeration to say that Kaka's "SANKALP" means in 1984. It will not be an exaggeration to say that Kaka's "SANKALP" means in 1984. It will not be an exaggeration to say that Kaka's "SANKALP" means in 1984.

1984. Totani Institute of Phannacy was and him a living legend. determination and service to mankind made him a living legend. Kata Pribhdas Totani did not have eyesight for last two decades of his life but he had vision. The planning of educational campus "Vidya Kata Pribhdas Totani did not have eyesight for last two decades of his life but he had vision. The planning of educational campus "Vidya Note: The planning of educational campus "Vidya t determination and service to many service to many service to the service of the service to the service of the s Mandar Phonase Date date by him 40 years back is fulfilling the higher education needs of more than 7,000 students specially from weight Mandar, which was made by him 40 years back is fulfilling the higher education needs of more than 7,000 students specially from weight Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, where there are no facilities of Higher Education Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, where there are no facilities of Higher Education Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, Where there are no facilities of Higher Education Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, Where there are no facilities of Higher Education Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, Where there are no facilities of Higher Education Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Mundra, Where there are no facilities of Higher Education Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, Kutch covering 5 talukas out of 10, like Rapar Kutch covering 5 talukas out of 10, like Rapar, Bhachau, Anjar, Gandhidham, & Munora, where there are no facilities of Higher design available, offering courses in Arts, Science, Commerce, Engineering, Phamiacy, Home Science, Computer Aided Costume Designing. Management, Law etc., TotaniVidyaMandir' campus today not only boasts of having maximum number of faculties and courses, but also Management, Law etc., TotaniVidyaMandir' to ten at University level and Technical Board examinations of Gujarat State, Looking but also Management, Law etc., 'TolaniVidyaMandir' campus loday not only boasts of naving maximum humber of faculties and courses, but also quality education having students ranking in top ten at University level and Technical Board examinations of Gujarat State. Looking tothe dy and the stabilished Tolani Eye Hospital & Research Centre in 1987 to the stabilished total and the stabilished quality education having students ranking in top ten at University level and Technical Board examinations or Gujarat State. Looking to the dy weather of Kutch District and no medical facilities for eye diseases, Kaka established Tolani Eye Hospital & Research Centre in 1982. This weather of Kutch District and no medical facilities for eye diseases, we will age and operates for cataract and other eye diseases with the district in various villages and operates for cataract and other eye diseases with the district of the di weather of Kutch District and no medical facilities for eye diseases, waka established totall eye hospital of tesearch Centre in 1982. This hospital conducts nee eye camps through out the district in various villages and operates for cataract and other eye diseases with latest

equipments and techniques of surgery. Legends are however difficult to carry on. Gandhidham Collegiate Board was faced with this challenge in 1988 when our beloved Kakapassed Legends are however difficult to carry on. Ganonionam Collegiate board was laced with this chartering in 1.500 when our beloved Kaka away. And it was known that he transferred all his belongings to the trust for development of education. Because Kaka always believed away And it was known that he transferred all his belongings to the trust or development of education. Decause haxa always believed, "The GIFT OF EDUCATION is far higher gift than that of food & clothes, it is even higher than giving LIFE to man because the real life of man

Mrs. Samvantii-H. Kanal, the eldest daughter of Kaka, inherited the courage, determination and vision from her father. She took over the reigns of Gandhidham Collegiate Board in her able hands in 1988. Under her leadership, many new initiatives were taken and existing facilities were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute of facing Parl Course

reigns of Gandhidham Collegiate Board in her able hands in 1966. Under her leadershipp many new initiatives were taken and existing facilities were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate were further improved. The successful setting up of Tolani Institute of Management Studies (TIMS) in 1995, an institute offering Post Graduate Diploma in Business Management (Recognized by All India Council for Technical Education – New Delhi), with very good infrastructure and academic facilities and boasts to have very good placement record in leading and big companies not only in Gujarat but even outside. The Duilding for Tolani Institute of Pharmacy, New Hostels for Boys & Girls, Learning Resource Centre (Under World Bank Scheme) for Polytechnic. Water Harvesting Project, Post-Graduate Centers at Arts & Commerce Colleges, Professional courses like C.A. & I.C.WA, has thought of.

has thought of. The Earthquake of January 2001 shock the roots of TolaniVidyaMandir campus as well, having loss of human lives, destruction of staff auarters, hostels and college buildings and damage to almost all the infrastructure facilities on the campus. There was all over depression and ploomy atmosphere. During this time the youngest daughter of Kaka Tolani, Mrs. AnjanaHazari, the current President of Gandhidham collegiate Board, who was staying in U.S.A. for last 30 years, was invited by her elder sister and past president of Gandhidham Collegiate board, Mrs. J. H.Kanal, to help her in the administration of the campus. Her motivation and dedicated work lifted the morale of all in the Source board, who was staying in U.S.A. for last 30 years, was invited by her elder sister and past president of Gandhidham Consumers Board, Mrs. J. H.Kanal, to help her in the administration of the campus. Her motivation and dedicated work lifted the morale of all in the ampus. With grace of GOD as well as her Sincerity and Honesty, the assistance came from all the direction and the reconstruction of campus ould be done with new colors. She took over as President of Constitutions and from all the direction and the reconstruction of campus ould be done with new colors. She took over as President of Gandhidham Collegiate Board after death of Mrs, J. H. Kanal in May 2004. After arthquake the NGO's like Kandla Port Trust Earthquake Roli of Fund. Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake the NGO's like Kandla Port Trust Earthquake Roli of Fund. Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake the NGO's like Kandla Port Trust Earthquake Roli of Fund. Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake the NGO's like Kandla Port Trust Earthquake Roli of Fund. Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake the NGO's like Kandla Port Trust Earthquake Roli of Fund. Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake the NGO's like Kandla Port Trust Earthquake Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake Roli (Constitution of Mrs, J. H. Kanal in May 2004. After Arthquake Roli (Constitution of Mrs, J. H. Kanal (Mathematic)) (Constitution of Mrs, J. H. Kanal (Mathematic)) (Constitution of Mrs, J. H. Kanal (Mathematic)) (Constitution) build be done with new colors. She took over as President of Gandhidham Collegiate Board after death of Mrs. J. H.Kanal in May 2004. Aner arthquake the NGO's like Kandla Port Trust Earthquake Rollel Fund, Rajiv Gandhi Foundation, Times Foundation, Akhil Bharat Maheshwan or further development of the campus. Once the work of reconstruction was over the President, Mrs. Hazari has diverted her concentration xcellence — an institute to train the children for all types of Competitive Examinations like MAT, CAT, GMAT, GCET, TOFEL, PMT, JEE, aururated Technical Division for all groups of society are started. Mrs. Anandiben Patel, Hible Minister of education, Gujart Stale, aururated Technical Division for all groups of society are started. Mrs. Anandiben Patel, Hible Minister of education, Gujart Stale, IEEE, etc. and to conduct seminars for all groups of society are started. Mrs. Anandiben Patel, H'ble Minister of education, Gujaral Stale. augurated Technical Diploma programs in Civil, Electrical, Mechanical and Computer Engineering under self-finance scheme in 2006. The Jani Institute of Law recognized by Bar Council of India has been started sizes. It is 2007. augurated reconnear orpional programs in Civir, Electrical, international and Computer En-plant Institute of Law recognized by Bar Council of India has been started since June 2007.

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Today the 'TolaniVidyaMandir' campus spread over 43 acres of land, is having modem infrastructure facilities including hostels for boys & bries a big sports stadium, an auditorium, staff, professors & principals quarters, libraries having more than 66,000 volumes of tooks & bries subscription of more than 200 jomnals, well equipped laboratories for science, pharmacy and engineering colleges. There is also be Ramakrishna Seva Kendra for spiritual development of the students on the campus rule. In true sense the campus is an Oasie of Knowledge Desert of Kutch.

Ramakrishna Seva Kendra for spinned and a spinned by a few of the campus says: "The Kutch University has been declared as Role Model for othe University has been declared as Role Model for othe Universities and I wish to give maximum contribution from TolaniVidyaMandir Campus to make it a role model university.

Choice Based Credit System

The Gujarat Initiative

Lead In The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission in its report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revaring of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and make the higher education in Indian Universities compatible with the universities in developed nations, the UGC (11th plan; March 2009) and later on the Association of Indian Universities (AIU) stressed on the following recommendations: I Semester System

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1. Semester System 2. Choice Based Credit System.

Curriculum Development

Examination Reforms

5. Administrative Reforms All the above recommendations for reforms have been reviewed in by representatives of various universities in the State and considered for All the above recommendations for reforms have been reviewed in by representatives of various universities in the State and considered for All the above recommendations for reforms have been reviewed in by representatives of various universities in the State and considered for implementation with the aim of transforming Higher Education — a transformation where students change from being passive recipients of knowledge to becoming active participants of the knowledge imbibing process. The education system in the State thus changes from a teacher- centric to learner-centric mode. It should aim at all-round integral development of students' personality so that they become good

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citizens of the new world order. In consonance with the recommendations of the Gyanam committee, National Knowledge Commission and UGC recommendations the In consonance with the recommendations of the Gyanam committee, National Knowledge Commission and UGC recommendations the Government of Gujarat under the visionary leadership of Honorable Chief Minister Shree Narendra Modi, guidance from Honorable Education Minister Shree RamanabhaiVora as well as Honorable Minister of State for Technical and Higher Education SmtVasuban Trivedi directed the office of the Commissioner of Higher Education to constitute a committee of expents and educationalists to study the different recommendations and to prepare a framework forimplenientalion of Choice Based Credit System (CBCS). The meeting of about 60 experts was held on 25th March 2009 under the chairmanship of Shri Kireet Joshi, advisor to Honorable Chief Minister. The project was entrusted to Maharaja Sayajirao University of Baroda. The Vice Chancellor of M.S.University of Baroda Prof.Ramesh K. Goyal and ex Vice Chancellor of Gujarat University Prof. A.U.Patel carried out an intensive study of existing system of higher education after consultation with experts and academicians and prepared a report which was submitted to the office of the Commissioner of Higher Education. The report was presented to all Vice Chancellors in a meeting (September2009, Saurashtra University) which was chaired by the Principal Secretary Education. Education E all Vice Chancellors in a meeting (September2009, Saurashtra University) which was chaired by the Principal Secretary, Education Dr.

HasmukhAdhia. This was subsequently followed by a series of workshops involving various stakeholders including Vice Chancellors, Members of Statutory bodies, Deans, Members of the Board of Studies, Principals, Faculty and students form the State Universities. Based upon such workshops, a standard framework was prepared and was presented to all Vice Chancellors in a meeting. (March 2010, Gujarat University) With their commitment for quality in Higher education Vice Chancellors of all State Universities implemented Choice Based Credit System at Postgraduate level from the academic year 2010-1 1. It was implemented at Undergraduate level at Saurashtra University, Sardar Patei University, and Bhavnagar University and in the faculty of Science at M.S.University of Baroda. The framework was further refined, consolidated and standardized with input received from the universities that had already implemented the CBCS. The present draft has been prepared after having considered the successful models in different Universities of India as well as onerational feasibility of the Choice Based Credit System in the State Universities.

CBCS. The present draft has been prepared after having considered successful induces in different oniversities of india as well as operational feasibility of the Choice Based Credit System in the State Universities. 1. Semesterization The duration of academic transaction has varied in different institutions in different periods. What should be the ideal length of an academic term? 3 years? 2 years? 1 year? 6 months? 4 Min the State Universities across the nation. The annual system has now been almost completely discarded internationally. The examination at the end of a year or two years puts a greater demand on memory recall and the examination questions in such an examination would not have a comprehensive coverage of topics studied. Shorter duration would not have a comprehensive coverage of topics studied. Shorter duration terms -- like 6 months -- seems to be more suited as:-

They will have relatively less demand for memory recall

Questions can cover topics more comprehensively the second and the second secon

In a bi-semester system, an academic year consists of two semesters. The odd semesters may be scheduled from July to November, and even semester from December to April. Each semester will have 15-16 weeks for academic work equivalent to 90 days.

even semester from December to April, Each semester with the to the total to the test of t

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 Promoting students' mobility — horizontal as well as vertical. Promoting students' mobility — nonzorma as to to loster innovations. This will go a nonzero a flexible system of learning. The system of learning. The system of learning. The system of learning. The system of learning. Learn at their own pace Choose electives from a wide range of courses Undergo additional courses and acquire more than required number of credits Adopt an interdisciplinary approach in learning 1 Intercollege/University transfer of Credits Complete a part of programme in the parent institute and get enrolled in another institution for specialized courses Enhance skill employability by taking up project work, entrepreneurship and vocational training. Carry on and transfer their credit Make best use of the expertise of available faculty. Some of the terms used in the new system along with their short definitions are as follows: Programma The term "Programme" is used for a fixed educational programme instead of "Degree" Course: Is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. 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Each course is identified by a unique A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique system is a course of papers will be referred to as courses. E A "Course" is a component of programme, i.e. in the new system; papers will on course can have defined weightages. These weightages ourse code. Every course is not of equal weightage. While designing syllabus, course can have defined weightages. These weightages are code. Every course is not of equal weightage are code. Every course is not of equal weightages are code. course code. Every course is not of equal weightage. While designing synapses comes and learning outcome. A course weightages and called credits. Each course, in addition to having a curriculum, will have learning objectives and learning outcome. A course may be designed called credits. Each course, in addition to having a curriculum, will have learning objectives and learning outcome. A course may be designed to be added and the course of the co called credits. Each course, in addition to having a curriculum, will have realling a curriculum of some of the design to comprise lectures "tutonals" laboratory work/ field work/ project work/vocational training Ariva voce etc or a combination of some of these Credit-Credit defines the quantum of content/syllabus profibed for the course. It may be a unit prescribed for a course and is determined by the Credit defines the quantum of content/syllabus profibed for the course credits will be assigned on the basis of the no. of hours much by the Credit defines the quantum of content/syllabus promoted for the course credits will be assigned on the basis of the no. of hours required per week. Thus, in each course credits will be assigned on the basis of the no. of hours required per member of hours of instruction required per week. Thus, in each course in a single semester. 1 credit = 1 hour of direct teaching / week 1 credit = 2 hours of lab work /week 1 credit = 2 hours of held work (project rivees Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours 1 credit = 2 hours of field work /project /week Accurse which has \$-4 hours perweek per semester with weightage of 3 to 4 credits is considered as a full course. A paper with 2 credits is like a half paper. A course of 3 credits may be so designed that there will be 2 credits for theory and 1 credit for lab work/ field work/project work Accurse of 4 credits may be so designed that there will be 3 credits for theory and I credit for lab work/ field work project work. Typically a course will comprise of 4(four) units. Grade:-Grade is an index to indicate the performance of a student in a particular course. Types of Courses: Courses in a programme will be of three kinds: Core, Elective and Foundation. 1. Core Course:-There will be a Core Course in every semester. This is the course which should compulsonly be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. A course may be a soft core if there is a choice or an option for the candidate to choose from a pool of courses from the sistert allied disciplines which supports the main discipline. It may be called "Core Elective" or "Core Allied" In contrast, a Computsory Course paper is called "Core 2. Elective Course:-Elective course is a course which can be chosen from a pool of papers. It may be: Supportive to the discipline of study Providing an expended scope Enabling an exposure to some other discipline/domain An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. Nurturing candidate's proficiency/skill. An elective be "Discipline centric" elective. It may be called "Subject Elective. An elective paper may be chosen from an unrelated discipline. It may be called an "Open Elective." 3. Foundation Course:-The Foundation Courses will be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines "Elective Foundation" courses are value based, and are aimed at man making education. The credit framework for the Core course, Elective course and the Foundation course for a

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Core Compulsory	Generic Elective	Compulsory foundation
Course I -3 credits Course II -3 credits 6 credits/semester	2 credits/somester	2 credits/semester
Core Elective (Allied)	Discipline centric elective/Open elective	Elective foundation
Course I -3 credits Course II -3 credits 6 credits/semester	2 credits/semester	2 credits/semester

ective courses shall have 4 Care courses, thus, shall have 12 creiter. Credits/semester. Foundation courses shall have 4 credits/semester.

The normal graduation pragramme, thus, shall have 20 credits' somester and the total Credits of all the six semester shall be 120. Since every course is independent and self-contained, some courses can be permitted to be registered by the students of other departments: enabling cross-border and inter- disciplinary mobility of the students. The courses being offered by Dr. BabasahebAmbedkar Open University. Gujarat Knowledge Society and SCOPE which have been Standardized according to the CBCS framework and so declared by KCG may be timely offered as Elective and Foundation courses.

directly offered as Elective and Foundation courses. New courses may be introduced by the department/ institution at any time depending upon the requirement after completing necessary general framework for Bachelor's programme shall as follows:

General framework for Bachelor's programme shall as longwe. G (General) Level programme 120 credits A (Honors) Level programme 144 credits credits S (Special) Level 4 year BS programme 190

evel				Semeste	r - Wise cred	dits .	2 - Martin 1		Tetel
	1 1	2	3.14	4	5	6	7.	8	Total
G .	20	20	20	20	20	20	20	20	120
A	24	24	24	24	24	- 24	24	24	144
S	20	20	25	25	25	25	25	25	190

P.S.: S level shall be considered for implementation at a later stage. The semester wise weightage of core, elective and foundation courses shall be as follows:

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Academic year	Core & Core Allied	Interdisciplinary Electives	Foundation courses
Sem I & II	60%	20%	20%
Sem III & IV	60%	20% 11 - 20%	20%
Sem IV & IV	60%	20%	20%

Candidate has a provision to go with a slow pace by registering for a minimum of 12 credits in a semester. He/She may go with an celerated pace by registering for a maximum of 23 credits in a semester provided he/ she opts for 120 credits for a normal G level

Celerated pace by registering for a maximum of 23 creats in a semester provided ner site opts for 120 credits for a normal G level Gramme. The tuition fee and examination fee to be fixed up by the university will be in accordance with the number of credits equivalent to courses a candidate has registered in the given semester. A candidate may avail a maximum of two blank semesters in one stretch. However, he has to pay a nominal fee for maintaining a blank

semester. If a candidate takes more than six semesters to complete the requirements of 120 credits, he/she will have to pay a nominal extra fee for the

If a candidate takes more than six semesters to complete the requirements of 120 credits, he/she will have to pay a nominal extra fee for the credits registered during the spilled over semester. Acandidate can avail four additional semesters for completion of the stipulated 120 credits requirement for the programme. However in special cases, the student with the permission of the college/university can avail two more semesters. (The duration may be extended by the universities in the second cycle of CBCS implementation) A candidate who decides to avail the add-on facility can register for a maximum of 27 credits per semester including 12-23 credits for regular papers. Such candidates have to pay extra fee for add on credits registered! University would decide on the validity of credits already earned by a candidate even after a lapse of more number of years, provided the candidate is able to cross the entry level of competency for the course. 3. Class room processes

S. Class room processes A) Active Leaning Methodology: Trensformation in the field of higher education requires revamping of class room processes. Class room needs to be made a place of an interesting Leaningexperience. With this ideology Active Leaningmethodology (ALM) is to be introduced in the Higher Education. The salient features of ALM are as follows. a) It is activity based Leaning. b) The emphasis is on learning through meaningful interaction. c) It is a student centric methodology. B) Use of ICT ICT has made the teaching learning processes more interactive. Besides it empowers the teachers as well as students to explore the possibility of accessing knowledge worldwide. a) Digital Education and Leaning Laboratory (DELL) has been set up in 216 colleges and proposal to set up such laboratories in 170 more colleges is in pipeline. These laboratories shall work as Leaningcenters for all the subjects. b) Sandhan facilitates students to have an access to an interactive presentation by eminent academicians from across the nation. In addition it also covers aspects such as personality development, proficiency in English, research methodology and preparation for various competitive examinations. It is also going tofunction as a valuable repository of knowledge in the form of CDs and DVDs.

c) There is a processal to set up an Audiovisual room in the colleges across the State. This would facilitate learning through programm g) There is a proposal to set up an AudioVisious roomers to be introduced as a part of CBCS. The motivation and support to dovelow and the response as well as result has been quite to dovelow and the response as well as result has been quite to dovelow.

d) There is plan to prepare E-content of various courses to be introduced as a part of second and support to develop under NME-rC1 has been provided to the backers across the state and the response as well as result has been quite good, g facilitate learning at anytime and for as many times as the student wishes. Interest a plan to prepare E content of various course arrows the state and the total of total of the total of total of the total of total Provide the students of the students as well as the students as well as it will also form a part of memal (Comprehensive) or aluation (C) The teaching teaching process shall also involve project which as start (CA). This will also form a part of memal (Comprehensive) or aluation (C) The teaching teaching the students as well as it will lead to development of analytical as well as well as the students as well as it will be the students as well as it will be the students. This will have the students.

the students that be students. aptracte ancorp the students. A Teacher Capacity Building The teacher transg and capacity building is going to be carried out to enhance the skill, knowledge as well as to create right kind of attractive transg and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology, for the teacher transg and teacher. It will not only increase the competency with respect to knowledge but also in terms of technology, for the teacher transg and teacher. It will not only increase the initiator as well as motivator for students. epinude among the students. 4. Teacher Capacity Building The teacher transing and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology, restlicted The teacher transing and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology, restlicted the teacher transing and capacity building is going to be carried out to enhance the skill, knowledge but also in terms of technology, restlicted required to play a role of teacher. It will not only increase the competency will as motivator for students.

teaching and pedapogy. This we change and comprehensive assessment is an integral part of CBCS. Continuous and Comprehensive assessment is an integral part of CBCS. Continuous and comprehensive assessment is an integral part of CBCS. Continuous assessment system in semester system (also known as integral assessment is done through various means including: duration of course and is done by the teacher teaching the course. The assessment is done through duration of course and is done by the teacher teaching the course. The assessment is subsequent to assess the feedback after being analyzed is passed on to the Whitten tests. MCO based quizzes. Presentations Projects Field visits. Seminars Group discussions/activities etc. The continuous assessment provides a feedback on teaching learning process. The feedback after being analyzed is passed on to the the continuous assessment provides a feedback on teaching learning process. The feedback after being analyzed is passed on to the provide and subsequent improvement.

concerned or implementation and subsequent improvement. To let the candidate know about his/her progress periodically, a semister is divided into three distinct components. concerned for implementation take attraction strain to the second strain terms and second strain terms at the s

Component	Units covered	Weightage	Weightage Unit wise	Period of cont-assessmen
1	1.2	15%	7.5%	To be consolidated by 8th week
n	3.4	15%	7.5%	To be consolidated by 16th week
ui '	Semester end exam	70%	17.5%	To be consolidated by 18-20 wee

The end of semester examination shall have assessment from following perspective with respect to all courses:

The end of semester examination shall have assessment from following perspective states of the second of semester examination with respect to skill, 4. Evaluation with respect to knowledge, 2. Evaluation with respect to Understanding, 3. Evaluation with respect to skill, 4. Evaluation with

respect to Applications. 5. Higher Order Thinking Skills With respect to all above components, there will be following four types of questions from each unit of the

LMCQ 2. Short Questions 3. Long Answer Questions 4. Very Long Answer Questions

LMCQ 2. Short Questions 3. Long Answer Questions 4. Very Long Answer Question bank shall be prepared by the subject experts across the State. It will have all types of questions as mentioned above. The questions are prepared by the subject experts across the State. It will cover all the aspects of the course context of the Course outcome and it will cover all the aspects of the course context. Question bank shall be prepared by the subject experts across the orace, it will not be appeted at the aspects of the course content. Questions will be largely based upon the Course objective and the Course outcome and it will cover all the aspects of the course content. Question will be largely based upon the Course objective and the Course outcome and it will obtain an accessfully clear/answer a part of the question papers will be set in such a manner that even a very ordinary student would be able to successfully clear/answer a part of the question paper will be set in such a manner that even a very ordinary student would be able to successfully clear/answer a part of the question paper papers will be set in such a manner that even a very orginary student would be also to be set in such a part of the question paper and obtain minimum % of the marks based on a basic level of Conceptual clarity, understanding and application. The next 30% questions would be tough and will be of that level that about 30% of the class can attempt successfully.

The next 10% will be of a higher level of difficulty which only about 5% of the class can attempt successfully.

The next 10% will be of a higher level of dimonsy questions of a level of difficulty that barely 1% of class can attempt both in terms of speed and difficulty.

Aquestions bank shall be prepared for each course based upon learning objectives and learning outcome of each of the course, A student shall have on option to go for on demand on line examination (ODOLE).

Preparations for development of a module for ODOLE are being made on the model of National Institute of Open School.

The evaluation papers/ assessments during component I and component II of assessment will be immediately returned to the candidates,

The duration of component I and component II examination shall be I hour. The duration of semester end examination shall be of 2 hours.

There shall be no practical examination for component I and II.

The evaluation of semester end practical viva voce examination, wherever such an examination is required to be conducted, will be carried out by a panel consisting an internal examiner and an external examiner in case such an examination is to be conducted at University level. In case of viva voce examination, the examiners should particularly test for the creative and problem solving capabilities in a candidate. The distribution of maximum marks for practical examination will be 20 and for theory examination will be 50 and the total semester end examination will be for 70 marks for bachelor, degree programme.

In Internal assessment, the student will have to score 40% marks in each of the component,

The candidate will NEVER be said to have failed in a course if he/ she is unsuccessful in completing the course by the end of the semester. On the contrary he/ she is said to have DROPPED the paper.

The regulations of the university and provisions therein would determine conduct of continuous and comprehensive assessment for the programme. 6. Grading

Grading constitutes the core of CBCS, as it tries to reduce the subjective element in Assessment/evaluation and there by prevents any disadvantage to the student. Grade is an index of the performance of a student in a particular course. It is the transformation of scaled marks secured by a student in a course. Grade point is the weightage allotted to each grade depending on the range of marks awarded in a course.

irade Points	Description	% OF MARKS	1
10	Outstanding	90% - 99%	Oh/nice (Ca
9	Excellent	80% - 89%	OIMAN
8	Very Good	70% - 79%	Firmua
.7	Good .	60% - 69%	First/B
6	Fair	50% - 59%	Firstyc
5	Average	40% - 49%	Secoundid
4	DROPPED	Below 40%	Pass/E

F = Dropped (<40%) The % of marks taken into considerations includes marks of component I, II and III of each semester. Semester Grade Point Average (SGPA) indicates the performance of a student in a given semester. SGPA is based on the total credit points amed by the student in all the courses and the total numbers of credits assigned to the courses in a semester.

Course	Credit	Marks obtained by student (In %)	Grade letter	Grade point	Credits assigned X Grade point = Credit Point
Core comp.	6 .	60	C	7 -	6 X 7 = 42
Core allied	6	55	D	6	6 X 6 += 36
Elective Generic	2	60 .	c	7	2 X 7 = 14
Elective Open	2	60	c	7	2 X 7 = 14
Foundation Generic	2	60	C	7	2 X 7 = 14
Foundation Elective	2	60	С	7	2 X 7 = 14
and the second of the	20	a	mar		134

SGPA =134/20 =6.7

SGPA =134/20 =6.7 Thus SGPA for semester I is 6.7 Cumulative grade point average (CGPA) is obtained by dividing the total number of credit points earned in all the semester by the total number of credits in all the semester. For Example

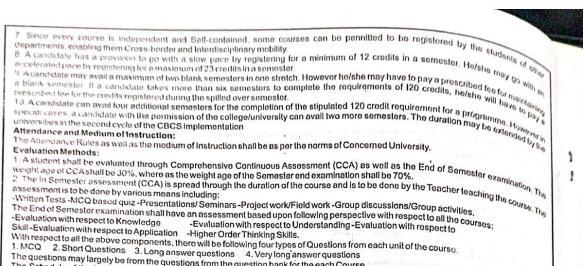
The second	Semester	Total	Credit	Point	134
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111	-	•	and the second second		122
IV	a susation	- Ste			136
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VI	and the second	Stand when .	2 Martin Com	· · · · · · · · · ·	130
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With respect to all the above components, there will be following a swer questions 1. MCQ 2. Short Questions 3. Long answer questions 4. Very long answer questions The questions may largely be from the questions from the question bank for the each Course. The Schedule of the In Semester examination (Internal Evaluation) and the End of Semester examination (External Evaluation) shall be as follows. The End of Semester Examination (Internal Evaluation) and the University. It will be compulsory for a candidate to obtain passing follows. The End of Semester Examination Evaluation. The passing marks for each course shall be 40%, or as decided by the University.

Component	Units covered	Weight age	Period of Assessme
1	1&2	15%	To be consolidate to
11	3 & 4	15%	To be consolidated by 8t
III	Entire Course	The second second of the second se	To be consolidated by 16 To be consolidated by 18

Final Grade should be announced by 24th week.

Final Grade should be announced by 24th week. The candidate will never be said to have failed in a Course if he/she is unsuccessful in completing the course by the end of the semester. He/she is said to have Dropped the course. The details of any Dropped paper will not appear in the Grade Card

The details of any Dropped paper will not appear in the Grade Card Promotion, Re-Admission and Time for Completion of Course". 1. A candidate who has undergone a regular course of study in Semester I, fillfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester II. He/she will have to eam a minimum of 12 Credits in Semester I minimum of 12 Credits in Semester I. 2. A candidate who has successfilly completed all the courses of Semester I, but not all the courses of Semester II shall be eligible for

2. A candidate who has successfilly completed all the courses of Semester I, but not all the courses of Semester II shall be eligible for promotion to Semester III. He/ she will be required to complete all courses of Semester II before migrating to Semester IV 3. A candidate who has undergone a regular course of study in Semester III, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination and having earned a minimum of 12 Credits shall be eligible for promotion

to Semester IV. 4. A candidate who has successfully completed all the courses of Semester I and II but not all the courses of Semester III shall be eligible for promotion to Semester IV. He/ she will be required to complete all courses of Semester III before migrating to Semester V 5. The same rules shall be applied for promotion from Semester IV to V and from V to VI respectively. 5. The same rules shall be allowed two blank semesters continuously in case he/she may have to leave his/her study halfway due to unforeseen

6. A candidate will be allowed two blank semesters continuously in case he/she may have to leave his/her study halfway due to unforeseen circumstances. However he/she may have to pay the prescribed registration fee as per the College/University norms for such semesters. Solver pace by registering a minimum of 10 semesters (five academic years) for completion of a said programme in case he/ she wishes to go at a the semester in addition to the course fee for the courses he/ she avails during each semester. the semester in addition to the course tee for the courses net one avails ouring each semester. 8. A candidate shall have a choice of going at fast pace by registering for 23 credits per semester. 9. The minimum and maximmn number of credits may increase provided a candidate opts forAdd on courses. 10. The tentative/provisional grade shall be issued at the end of every semester indicating the courses completed successfully. The final

Grade Card may be issued by the Registrar of the concerned university after a candidate has successfully completed all the courses of the said

CGPA = 780/120 = 8.8

The Classi Division shall be awarded on the basis of CGPA

Hist division with Destances on CGPA 9, 00 to 10,00 First division CGPA 9, 00 to 05, 99

Higher second Ovision CGPA 7 00 to 07.99

4 Second Division COPA8 (0) to 06 00 5 Press Division COPA8 (0) to 05 00

Load Out

CBCS is the mother of student centric educational reforms. A student is provided

C BLCS is the importance is subcent to be the learning system blended with with an academically rich, highly flexible learning system blended with advantant provision for skill practice and activity orientation that he/ she could learn in depth without sacrificing his/her creativity. with an academic of the skill practice and activity orientation that the activity orientating or

abundant prevision for skill prevision for skill prevision to decide his/her own pace of learning- slow, nonnal or accelerated plan and sequence his/her choice of 13. 13. A stortent can exercise the viction to decide his/her own pace of learning- slow, nonnal or accelerated plan and sequence his/her choice or paper. Ican to face challenges through term work/ project work/ and may venture out to acquire extra knowledget proficiency through term work/ project work/ and may venture of grades, computed through a more scienting and sequence of the performances egainst evaluation to scienting. A student can exercise the version of through term work/ project work/ and use, pages, lean to face challenges through term work/ project work/ and use, inclines. A saudent enjoys an extra ordinary benefit that his frer evaluation would be in terms of grades, computed through a more acting and a down and the evaluation process is not only made continuous and the evaluation process is not only made continuous but all all the way and evaluation but all all the way and evaluation but all all the way and evaluation but all the way. Includes. A success of normalization which inbibes the advantages of relative weighing of the performances egainst evaluating in an absolute and a legical process of normalization which inbibes the advantages of relative weighing of the performances egainst evaluating in an absolute and a spicel process of normalization which inbibes the advantages of relative weighing of the performances egainst evaluating in an absolute and a spicel process of normalization which inbibes the advantages of relative weighing of the performances egainst evaluating in an absolute and a spicel process of normalization which inbibes the advantages of relative weighing of the performances egainst evaluating in an absolute and and a spicel process of normalization which inbibes the advantages of relative weighing of the performances egainst evaluating in an absolute and and a biological brocess is made continuous and the evaluation process is not only made continuous but also advantage is that the learning process is made continuous and the result in subsequent years and after a few con-ting of the performance and is designed to recognize the capability and taken to the would yield the result in subsequent years and after a few con-The preat advantage is that the learning process is made continuous a student.

CBCS Regillation for Undergraduate roughanning These Regulations shall govern Undergraduate programmers under the Choice Based Credit System. These regulations shall come into Definition:

rece from Academic year 2011-2012. refinition... "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Social "Undergraduate programmes" mean Bachelor's degree programmes in the Faculties of Science, Arts, Commerce, Education, Soc 1. "Undergraduate programmes mean backless applicable to the concerned university.) Science, Law and Home Science (Where ever it is applicable to the concerned university.) 2. "An academic year" consists of two semesters. Each semester will have 15-16 weeks for academic work equivalent to 90 days. The odd 2. "An academic year" consists of two semesters and even semester from December to April. 2. "An academic year: consists of two to November and even semester from December to option. semesters may be scheduled from July to November and even semester from December to option. 3. "Programme" is used for a fixed educational programme in place of Degree. A normal Lindergraduate programme shall be of six semester's 3. "Programme" is used for a fixed educational programme in place of Degree. A normal Lindergraduate programme shall be of six semester's

3. "Programme" is used for a fixed eventue. In the CBCS; papers will be referred to as courses. Each Course is identified by a unique course duration. 4. "Course" is a component of programme i.e. in the CBCS; papers will be referred to as courses. Each Course is identified by a unique course of a course of a course of a course, in addition of having a curriculum, will have learning objectives and learning obje 4. "Course" is a component of programme i.e. in the CBCS; papers will be referred to as courses. Each course is identified by a unique course is not of equal weight age. Each course, in addition of having a curriculum, will have learning objectives and learning objectives and learning course is not of equal weight age. Each course, in addition of having a curriculum, will have learning objectives and learning to a course is not of equal weight age. Each course, in addition of having a curriculum, will have learning objectives and learning objectives are course. 4. Course is a contracting objectives and learning obj

combination of some of these. 5. "Credit" means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also 5. "Credit" means the unit by which the course work is measured. It defines the quantum of contents of the source presentee for the course. It also determines the number of hours of instructions required per week. In these regulations, one credit means one hour of direct teaching work or determines the number of hours of instructions required per weeks in a semester. two hours of practical work field work per week for 15 weeks in a semester. 6. "Grade letter" is an index to indicate the performance of a student in a particular course. It is arrived at by transformation of actual marks 6. "Grade letter" is an index to indicate the performance of a student in a particular course. It is arrived at by transformation of actual marks

"Grade Point" is the weight age allotted to each grade letter depending on the range of marks awarded in a course. "Grade Point's the worght age another to each grade refer to the course" and the grade point secured for the same course.
 "Credit Points" refer to the product of "No, of credits assigned to the course" and the grade point secured for the same course.

 "Credit Points" refer to the product of "No, of credits assigned to the course" and the grade point second for the same course.
 "Semester Grade Point Average" (SGPA) is an index of a student's performance in a given semester. It is the ratio of the "total credit point".
 "Semester Grade Point I' the courses at the semester" and the "total number of credits assigned to the courses" in the semester. Semester Grade Point Average (GGPA) is all index of a distance of credits assigned to the courses" in the semester, aamed by the students in all the courses at the semester," and the "total number of credits assigned to the courses" in the semester. aamed by the students in all the courses at the semester and the total number of series of SGPA and is computed based on the following 10 "Cumulative grade point Average" (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following

ormula. CGPA=Sum of all Credit points or the entire programme Sum of Oroms op to the State alient Features of Choice Based Credit System:

alient Features of Choice Based Greuit System. All Undergraduate departments in the Universities/Affiliated Colleges shall offer undergraduate programmes in faculties of Arts,

A student will have to get enrolled at an Affiliated College for a Core course depending upon his/her requirement of a degree in the said scipline of study.

A student will have a choice of selecting an Elective as well as Foundation courses from a pool of courses. She/he will have a choice of lecting such courses from the same department/faculty or the other department/faculty depending upon his/her interest, need, long tem

The faculty an Affiliated college may design and offer courses after the due consideration and approval by the university. Each course shall be assigned a specific number of Credits.

A Core course is the course which should compulsorily be studied by a candidate as a Core requirement so as to get degree in a said copline of study. Two courses each of Core compulsory and Core Elective shall be offered to each student in every semester. The Credit ight age for Core course shall be of Three (03) Credits.

in addition to the Core courses, a student will have to choose Elective as well as Foundation courses from a pool of courses. Two courses of ctive, one each from Generic Elective and Interdisciplinary/Multidisciplinary/Subject centric electives shall have to be oifered. The Credit ight age for Elective course shall be of Two (02) Credits.

o courses of Foundation, one each from Compulsory Foundation and Elective Foundation shall have to be offered. The Credit weight age Foundation course shall be of Two (02) Credits. *

procedure for Awarding Grades: procedure for Awarding Grades: procedure for Awarding Grades: A Normalization Committee shall be set up for every course. The committee will comprise of Head of the Department, One senior Faculty A Normalization Committee shall be set up for every course. The committee will comprise of Head of the Department, One senior Faculty A Normalization Committee shall be set up for every course. The committee will comprise of Head of the Department, One senior Faculty A Normalization optimized and the set up for every course. The con member from the same department and the concerned Course teacher,

memory interesting the shall decide: The committee shall decide: The Lower cut off to draw boundary between unsuccessful and successful candidates. This will be based upon analysis and logical binking. The Lower and of Grade and the Higher and of Grade that is thought to be appropriate for grading of students in a scale of 10 from 4 to 10. Based upon above, the committee will calculate an Intermediate Score called U (unit Score Value) which is spread between 0 and 1. U=(M-Min (M))/ (Max (M)-Min (M)) Where M is the score of candidate for the said course, Alter eliminating the scores of unsuccessful candidates. maximum score in the class for the said course, after eliminating the scores of unsuccessful candidates. The Normalized Percentage value is the calculated as follows: P= ((B-A) x U)+A

1 1

P= {(B-A) × U}+A

P= ((B-A) x U)+A Where A is the marks corresponding to the Lower limit of the Lower end of the grade decided to be awarded and B is the marks corresponding where A is the marks corresponding to the grade decided to be awarded. Is the Upper limit of the Higher end of the grade decided to be awarded. Is the Upper limit of the Higher end of the grade all successful candidates from 5 to 10 in a scale of 10, then A is equal to 40 and B is equal to 99. If Normalization committee decides to grade all successful candidates from 5 to 10 in a scale of 10, then A is equal to 40 and B is equal to 99. If Normalization committee books to grade an succ This can be explained on the basis of following table.

Grade Points	Lower	Upper limit (B)	Range for P	Grade
4	30	39	30>=P<40	Dropped
5	40	mongh in 49 to e risht	40>=P<50	E
6	50	59 59 59 C	50>=P<60	D
7	60	69	60>=P<70	c
8	70	. 79	70>=P<80	В
0	80	89	80>=P<90	А
9	90	99	90>=P<100	0

the program base to a sta

The Semester end Grade point average (SGPA) and the Course end Cumulative Grade point average (CGPA) are computed as follows. The Grade Point in a said course may be calculated by using the formula GP= CVxG, where CV is the Credit Value of the said course and G is the Grade awarded to a candidate in the said course.

The SGPA may be calculated as follows: GPA = Sum of all GPs in the said Semester/Sum of Credits in the said semester

The CGPA may be calculated as follows:

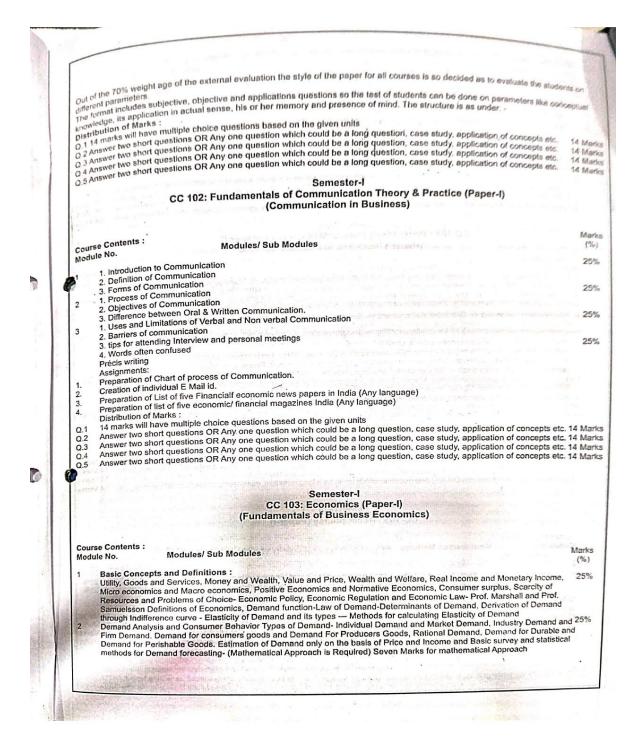
CGPA= Sum of all GPs in all the Semesters/ Credits for the said Programme

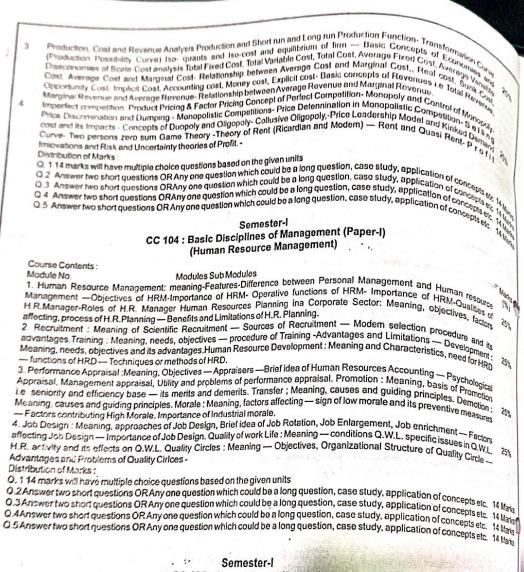
The CGPAmay be expressed to an accuracy of three decimal digits. The Percentage ecuvation ce may be obtained by multiplying CGPA by 10.

There shall be a provision for Appeal for a candidate who may be dissatisfied with the Grade hel she has been awarded. Hel she can approach There shall be a provision for Appeal for a candidate who may be dissatisfied with the Grade hel she has been awarded. Hel she can approach the Grievance Cell with the written submission. The appeal may be made for In Semester examination as well as the End of Semester examination. The Grievance Cell is empowered to revise the grades if the case is genuine and is also empowered to penalize the candidate if his/ber submission is found to be been and unduly malked. The Grievance Cell may be set up as per the some of the University his/her submission is found to be baseless and unduly molivated. The Grievance Cell may be set up as per the norms of the University/ Institution

 $= \frac{1}{2} \left[\frac{1}{2}$

		SYLLABUS - B.Com Sem-I & II
		Krantiguru Shyamji Krishna Verma Kachchh University Mundra Road, Bhuj - Kachchh.
		(With Effect From Academic Team
		Subjects and their Codes
	80 NO	SUBJECTS
	SR, NO.	SEMESTER-I
	1	CC 101 : Caparal English
	2	CC 102: Fundamentals of Communication Theory & Practice
	3	CC 103: Economics
	4	CC 104: Basic Disciplines of Management
	5	CC 105: Accountancy
	6	CC 106 A: Financial, Cost and Management Account
	7	SE 107 A: Statistical Method, (B) Computer Sci. (C) S. P. (D) B. M. (Any one)
	8	FC 108 :EnvironmentScienge
-	0	
	1	CC 201: General English
	2	CC 202: Fundamentals of Communication Theory & Practice
	3	CC 203: Economics
	4	CC 204: Basic Disciplines of Management II 1
	5	CC 205: Accountancy
	6	CE 206 A: Financial, Cost and Management Account
	7	SE 207 B: Statistical Method, (C) Computer Science (D) Secretarial Practice (E) Advance
Ì		Business Management (Any one)
T	8	FC 208 : Scope
T	1	
	in the second	Semester-t CC 101: General English: Text, Grammar & Composition (Paper-I)
Folic 1 Th	escribed Text: A shed by Macmilla rse Contents : wing stories are p le Last Leaf Day's Wait	- O'Henry
3 Th 4 An 5 Th 2. St	e Neight Train at D Astrologer's Day e Diamond Necklar ructure of Course	Deoli - Earnest Hemingway - Ruskin Bond ace - R KNärayan - Guy de Maupassant
as u Eva End	external evaluation nder: luation pattern Semester examin	on pattern would be based on the written examination taken at the end of the semester. The overall evaluation
MIC-	Semesterevami	nation 20% s, quizzes, class participation 10%





CC 105 : Accountancy (Paper-I)

Maries

(%)

25%

25%

25%

25%

Course Contents :

2

3

4

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Module No. Modules/Sub Modules . 7 Consigment

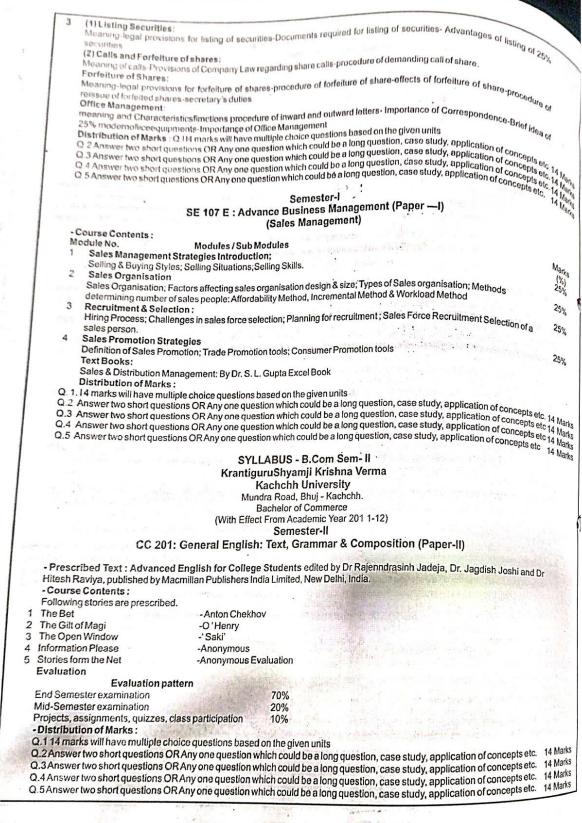
Branch Accounts (excluding Foreign Branch)

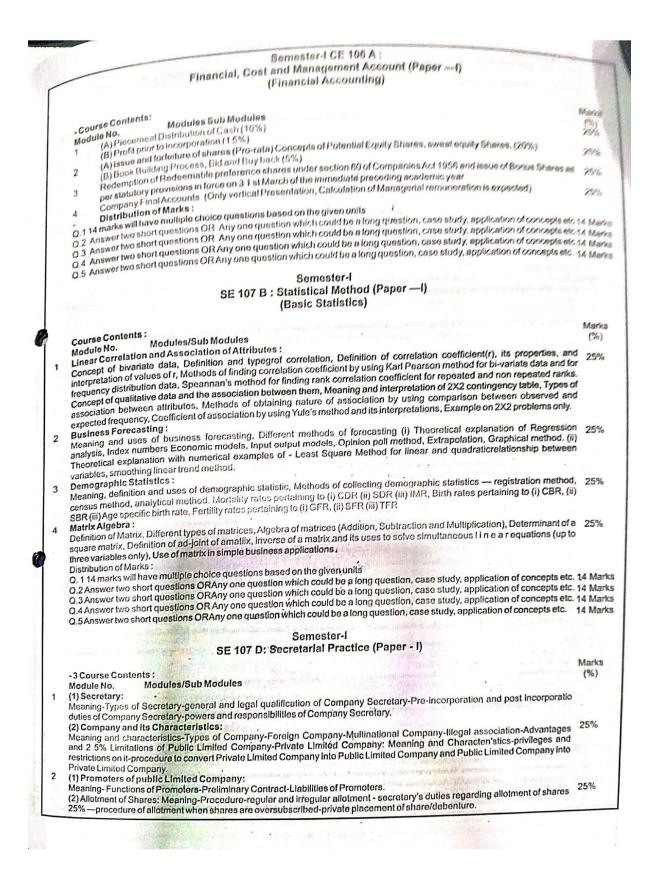
Insurance Claims: Claims for loss or stock & fixed assets; claim for profit or consequential loss

Accounts from Incomplete Records: Conversion Method only (Use of ratios to find out missing data is not expected) Distribution of Marks:

O.1 14 marks will have multiple choice questions based on the given units

0.2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 14 lats 0.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 14 lats O A Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 14 Marts 0.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts etc. 14 Marts





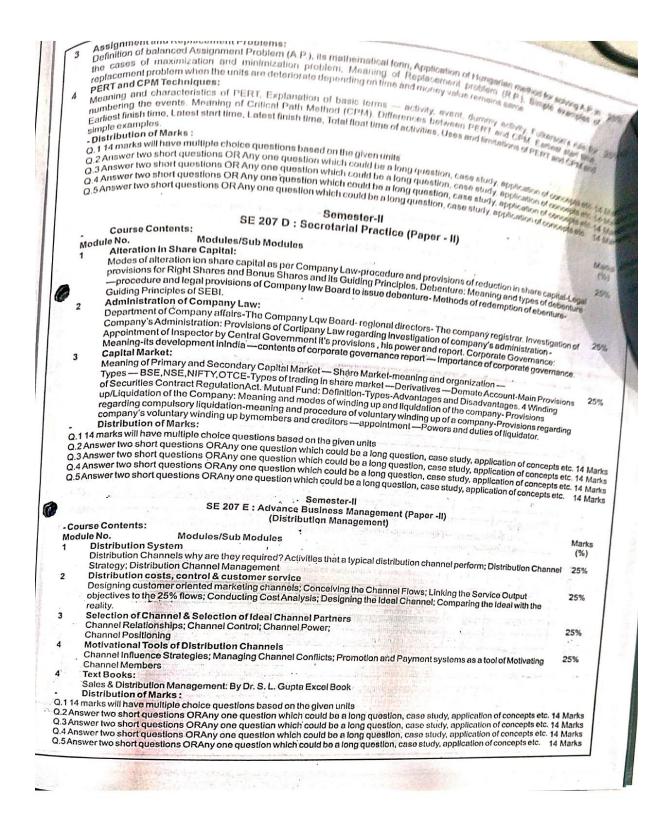
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	Provide additional to an addition of the second sec	NA N
	4 Marketing research Directive Entral Issue in Marketing Trans Use of Marketing Presearch Chief Charles In Marketing Presearch Chief Charles In Marketing Presearch Chief Charles In Marketing Presearch Chief Chief Charles In Char	*155
	Abstancing of Atached Research and Markeling Respondence in the Atached Res	and 3
	Resolution to the second secon	" (an
	I AND	
	Distribution of Marks: O 149 marks with here multiple choice questions based on the Direct a long question, case study, application of concepts of Cartery and Carter	le.
	C 3 Answer two short meshous OR Any one question which could be a long question, case study, application of concepts of	6 14.
	© 144 marks will have multiple choice questions taken to the could be a long question, case study, application of concepts of © 2-Answer have short questions OR Any one question which could be a long question, case study, application of concepts of © 3-Answer have short questions OR Any one question which could be a long question, case study, application of concepts of © 4-Answer have short questions OR Any one question which could be a long question, case study, application of concepts of © 4-Answer have short questions OR Any one question which could be a long question, case study, application of concepts of © 5-Answer have short questions OR Any one question which could be a long question, case study, application of concepts of © 5-Answer have short questions OR Any one question which could be a long question.	2222
1		0. 16
	Semester-II CC 205 : Accountancy (Paper-II)	363
1		-
	3. Course Contents : Modules/Sub Modules Module No. Modules/Sub Modules Moster Accounts: Accounting for interest bearing (Fixed Earning) securities in the Books of Investor only. Joint Venture Course Contents :	
	f Investment Accounts: In a securities in the Books of investe	14
1	Accounting for interest bearing (Fixed Laming) accounting	12.0
1	Joint Venture (Excluding Conversion of Consignment into Joint Venture.)	222
1	(Excluding Conversion of Consignment into Joint Venture) 3 Computerized Accounting: 3 Computerized Accounting: 1 Introduction; various components of a computer including Hardware and Boftware, Features of a computer, role of Introduction; various components of a computer including Hardware and Boftware; Tally software; (7, 2 year)	20%
1	Computerized Accounting: Introduction: various components of a computer including Hardware and commution system; Selection of the best computer in accounting. Accounting information system vs. Management Information system; Tally software (7.2 vorsion) software for the business; Advantages and disadvantages of a domputer system; Tally software (7.2 vorsion)	~X.
1	computer in accounting, Accounting information and disadvantages of a domption of a computer in accounting, Accounting information and disadvantages of a domption of a computer in accounting information of accounting information of a computer in	
	sorware for the business; Advantages and set	See
1	 Software for the business; Advantages and observations of the given units. Nire Purchase Account Distribution of Marks : O 114 marks will have multiple choice questions based on the given units. C 2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study. 	2.
1	Q.114 marks will have multiple choice questions based on the puld be a long question, case study, application of conce	- 1
	C 2Answer two short questions OR Any one question which could be a long question, case aludy, application of concept of	to .
1	a Janswer two short questions OR any one question which could be a long question, case sludy, application of concest of a start and the start of the	10 14 Mar
1	C5 Answer two short questions OR Any one question which could be a long question, and the provident of concepts are	C Man
1	Concepts of Marks : Q.114 marks will have multiple choice questions based on the given luits. Q.114 marks will have multiple choice questions based on the given luits. Q.114 marks will have multiple choice questions based on the given luits. Q.2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts of Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts of Q.4 Answer two short questions OR Any one question which could be a long question, case study, application of concepts of Q.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts of Q.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts of Q.5 Answer two short questions OR Any one question which could be a long question.	14 Mar
1	C 2 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.3 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Q.5 Answer two short questions OR Any one question which could be a long question, case study, application of concepts et Semestor-II CE 206 A : Financial, Cost and Management Account (Paper —II) (Elegancial Accounting)	Mark
1 .	CE 206 A : Financial, Cost and Managements (Financial Accounting)	
	(Financial Accounting)	
	Course Contents :	
1	A. Purchase of Business by a Company (Accounting Treatments in the Books of Company) (15%) A. Purchase of Business by a Company (Accounting Treatments AS – 6 Depreciation Accounting, AS – 10	Marks
	A. Purchase of Business by a Company (Accounting Treatments in the Book of Boo	(%) 25%
	Accounting of fixed Assets (10%)	25%
2	Accounting for fixed Assets (10%) (A) Underwriting of Shares and Debentures (15%) (Computation for fixing the liabilities of underwriters)	25%
	(B) Redemption of Debentures (10%) (Own debentures of internal resolution)	-0%
3	(A) Capital Reduction (15%) (Excluding preparation of Scheme of Network and its re-conversion (10%) (B) Sub-division / consolidation of shares, conversion of shares into stock and its re-conversion (10%)	25%
4	(B) Sub-division / consolidation of shares, curversion extension extension extension of Revenue Accounts of General insurance company (invertical form)	
		25%
Q.11	a stand on the given units	
Q.2A	A marks will have multiple choice questions based on the groun and groun and ground and ground and and ground	
Q.3A	aswer two short questions OR Any one question which could be a long question, case study, application of concepts et	· 14 Marke
Q.4 An	Tswer two short questions OR Any one question which could be a long question, case study, application of concepts etc. is wer two short questions OR Any one question which could be a long question, case study, application of concepts etc. is wer two short questions OR Any one question which could be a long question, case study, application of concepts etc. is wer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	· 14 Marks
Q.5An	swer two short questions OR Any one question which could be a long question, case study, application of concepts etc.	14 Marks
		14 Marks
	Semester-II	
	CE 207 B : Statistical Method (Paper —II)	
	(Operations Research)	
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	ourse Contents :	Marks
Module		(%)
M	eaning of linear programming, its uses, assumptions and limitations, Explanation of basic terminologies,	(10)
Ma	thematical form of linear programming problem, Solution of linear programming problem by using graphical	25%
Tra	thods, Simple formulation problems (for two variables).	
Tra	nispontation Froblem:	
Der	nition of balanced Transportation Problem (T.P.), General Transportation table and its mathematical form, Initial	25%
hae	c feasible solution and initial cost by using North-West Comer rule, Least Cost Method, Vogel's Approximation	-
Uas		
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Uas	nod, Examples base on these methods.	

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	60	(Business C	nester-II Inication Theory & Practice (Paper-II) orrespondence)	
	exetents:	(Cushiess C	orrespondence)	
.Cour	se Contents :	Modules/Sub Modules		
Modul	C's of B	usiness Letter writing,		Marka
1	de la como		lusiness Letters	(%)
				25%
2	to a lothers (II)	SOURCE BOARD REDIV. CONTINUED BOARD AND IN The sector	ment)	644
3	Resume and Ju	b Applications :		25%
2	Business Merric	s, Telex Messages, Facsimiles, Electr entation Techniques:	onic Mail, Handling a Mail	23/%
4	Business press	ods (Speeches, personal meeting, Po	Protect)	
	in amonts.		wer Point)	
4	· ma Priver PC	oint Presentation to introduce Self		0.00
	a maastade SDA	eech to introduce a new product		25%
	tian of	Marks		
0114	marks will have r	multiple choice questions based on the uestions OR Any one question which	e given units	
0.2 And	swer two short q	uestions OR Any one question which	a given units could be a long question, case study, application of concepts etc. could be a long question, case study application of concepts etc.	
0.3Ans	swer two short q	uestions OR Any one question which	could be a long question, case study, application of concepts etc. could be a long question, case study, application of concepts etc. could be a long question, case study application of concepts etc.	14 Marks
Q.4 Ans	swer mo short of	restions OR Any one question which	could be a long question, case study, application of concepts etc. could be a long question, case study, application of concepts etc. could be a long question, case study, application of concepts etc.	14 Marks
Q.5.Ans	swertwo scioled	decears of that your question which o	could be a long question, case study, application of concepts etc. xould be a long question, case study, application of concepts etc.	14 Marks
			n n n n n n n n n n n n n n n n n n n	14 Marks
		CC 202. 5-	nester-II	
		(Fundamental	nomics (Paper-II)	
		(Fundamentals of	Business Economics)	
	Contente :			
Cours	e Contents :	Modules/Sub Modules	and the second	
Module	National Incom	e Accounts:	a set of a first of the set of the set of the taken by the set of	Marks
1 5	concepts of GDI	Pand NDP-Sectoral Composition of N	Rational Income - GDP at Factor Price and Constant Prices-	(%)
				-
	IS USELIC HICCH	inconcentent of Natural Incom		25%
- 6	SDP and Per cap	nita GDP since Independence- Conce	ent of GDP Deflator	
	toney and Cred	dit:		
- N	Maaning and Ev	olution of Money-Commodity to Fiat o	neyDefinition of Money-Functions of Money-Demand for one	
	- CREATURE FILEU	a round of ristler's Eugabori of Fre	1200e- Cambridge Theory and mistigate by the	25%
_	-Supprvoime	Alley — Determinants of Money Subbl	V- Components of Money Supply PRI's property 111 110 110	
1	14- High Money	- Concepts of Credit-Types of Credit-	Methods of Credit Creation — Instruments of Credit Control	
B	Sank rate operat	ions - Reporate - CKR and SLR -	Credit Ration*	
s K	(eynesian Ecor	nomic Theory:		
S	simple Classical	Model for income Determinations- Cr	iticisms of Classical Theory by Keynes-Simple Keynes Model	25%
C	consumption Fu	ital and Factor affecting it.	- Investment Multiplier - Investment Function-Marginal	2076
E	tusiness Cycle	and inflation:	and the second	
B	usiness Cycle	and initiation.	ss Cycle-Interest rate-Loan able fund Theory and Liquidit y	
C	photopis of busi	ress cycle — Four phases of busines	insaction Motive, Precaution Motive, Speculative Motive	25%
P	releter affection	interest Rate-Inflation: Meaning Type	es, Causes, Eflects-Inflation and Investment-Anti Inflationary	
	olicy	indication industrian age 7	ee, ee doord, Energia milation and investment-And initiationary	
'n	lictribution of N	larks:		
114m	arks will have m	ultiple choice questions based on the	given units	- 10×
2 Ansu	ver two short au	estions ORAny one question which o	could be a long question, case study, application of concepts etc.	14 Marks
3 Answ	ver two short ou	estions OR Any one question which a	could be a long question, case study, application of concents etc.	14 Marks
AAnsu	ver two short ou	estions OR Any one question which o	could be a long question, case study, application of concepts etc.	14 Marks
5 Answ	ver two short que	estions ORAny one question which co	ould be a long question, case study, application of concepts etc.	14 Marks
		and the state of the second		
		Sem	ester-II	
	in a start of the	CC 204 ; Basic Discipline	es of Management (Paper-II)	
	A A A A A A A A A A A A A A A A A A A	(Fundamentals of M	arketing Management)	2
	State of the state of the state	(i unitationitatio of in-		
COLLEGE	Contents :	and the state of the state of the	421.71 A 21 84 5028 M	Made
odule N		Modules/Sub Modules	and the standard star is a set of the start and the set of the	Marks
CARLON CO.		The state of the second of the	e and first see we what a next solar manufactor of the	(%)
M	eaning-nature	Scope-Different Approaches Marketi	ing Mix Market Demand : Meaning-Factors affecting-Marketing	25%
in	different situatio	on of market demand.		
	Contraction of the second second	(Maduation)		
D.	and the set of the set of the	- Times Deligudesisions Impodanc	e of Branding Pricing: Meaning-Objectives-factors aflecting	25%
	Types-Importan	nce Advertising: Meaning-Objectives	-Importance-disadvantages-Difference between advertisement	
ar	nd Publicity.	and server and the server	and the second	
The state of the second	Sector Sector	The second s	1914 a.	
			the second se	
10.00	1	the second		



				TOLANI COMMERCE COLLEGE – ADIPUR – KACHCHH ACADEMIC CALENDER			
		VEAR 2018-19					
		YEAR ZOLD ACTIVITY					
	MO	NTH	SR.I	NO ACTIVITY Online admission process, Merit List, Fees etc. for sem- I, III, V			
	10	NE	1	Online admission prov			
			2	Online admission P College Reopens Orientation Meeting with Sem-1 students			
			4	Teaching work begins Teaching work begins Co-curricular and extracurricular activity information – NSS, NCC, Saptadhara, Co-curricular and extracurricular activity information – NSS, NCC, Saptadhara,			
			5	Co-curricular and extracting of the committees etc.			
	-		-	Co-curricular and extrement, Different Committees etc. Cultural, Sports, CWDC, Placement, Different Committees etc. IQAC meeting for planning for NAAC visit and other activities IQAC meeting for planning for NAAC visit and other activities			
			6	Cultural, sports, concerning for NAAC visit and other activities IQAC meeting for planning for NAAC visit and other activities Guest Lecture on GST and its Impact on the Indian Market			
			1	1 Bagistration & Starting of Conduction			
	JULY			NCC)			
			2	year 2018-19 and visit of the suicit KAKA's Death appivores			
			3 -	year 2018-19 and visit of NACE peet team visit, KAKA's Death anniversary program Tentative dates for NAAC peer team visit, KAKA's Death anniversary program Co-curricular and Extra-curricular activities (Saptadhara)			
			4	Co-curricular and Extra-curricular activities to the second secon			
			5	Tentative dates for NAAC peer team visit Guest lecture for CWDC, NSS, NCC (Army and Naval) – Women and			
	-		6				
			7	to ALAAC DEET TEATLY VISIT			
			8	Lectures for value education and softenning & implementation			
	AUGUS	т	1	Sports activities – University games drive and Nature Day			
			2	NCC Army and Naval Clean competence of the second s			
		-	4				
			5	NCC parade training for Independence Day Celebration			
			6	Independence Day Celebration			
			7	Different activities for new students Celebration of Rakhi Festival, KAKA's Birth Anniversary			
			8	Cultural competitions			
-			1	Cturlest activity (NCC_NSS, SPORTS, CWDC, RED RIBBON)			
1	SEPTEMBE	2		Krishna Janmasthami Celebration (NSS, NCC, Culture, sports, CWDC) Teacher's Day Celebration – Tolani group of institutions			
	•		2	CWDC program (Collegiate Woman Development Cell)			
		1: -	3	Thalassemia check-up AIDS Awareness Program (GUJARAT AIDS CONTROL SOCIETY)			
H		. 4		One day NSS Camp – Jogninar			
Ŀ		5	_	Celebration of Ganesh Chaturthi			
L				Saptadhara district level competition			
	1	6		Mid Sem Exam for Sem I, III, and V			
H	OCTOBER	1 7	_	University Youth Festival preparation Mahatma Gandhi Jaynti celebration – different activities			
F	OCIUBER	1 2		Celebration of Navratri and Dusherrah			
F		3	_	University Exam for Sem I/III/V			
Γ		4		Sardar Vallabhbhai Patel Jayanti			
	NOVEMBER	. 1		Diwali Vacation			
		2	IR	ollege Reopens / Admission to Sem – II, IV and VI/ Declaration of Mid Sem esults			
	DECEMBER	. 1	C	hildren's Day celebration - NSS, NCC, SPORTS, CWDC			
17	110 1	• 2	F	edback form from students/Teachers and parents IQAC/AQAR			
_		3	I C	WDC Lecture			
		4	10	erents/Alumni Meeting at TCC			
		6		dustrial visit / Sem – VI, COC, ICWA students DISHA CLUB / Placement Cell Activity			
1		7	N	S CAMP			
		8		ys celebration at college			
JA	VUARY-19	1	Co	llege Annual Day			
_		2	Ess	ay Writing Competition (Vivekanand Birth Daw)			
		3	l vet	Dublic Day Celebration			
EB	RUARY-19	1	Mid	Sem exam for Sem II/IV/VI			
M	RCH-19	2	Dec	aration of mid semester over Beauty			
	PRIL-19	1	Uni	University Exam for Sem II/IV/VI/			
	AY-19	1	On	versity Exam M.Com nmer Vacation			

KSKV KACHCHH UNIVERSITY RESULT



Students in A Grade : 30 Students in A Grade : 134 Students in B+ Grade : 247 Students in B Grade : 139 Students in C Grade : 32

SEMEST

Total St

SEMESTER - IV Total Students : 764

Students in A + Grade : 32 Students in A Grade : 140 Students in B + Grade : 214 Students in B Grade : 106 Students in C Grade : 35



SEMESTER - VI Total Students : 726



Students in A + Grade : 16 Students in A + orde : 151 Students in B + orde : 255 Students in B + orde : 110 Students in C Grade : 38



TOLANI COMMERCE COLLEGE, ADIPUR-KACHCHH List of Teaching & Non Teaching Staff Teaching Staff

	Teaching	Star
	Dr. M. K. Pandya	Principal
B. V. Vyas	Asso. Prof	Dr. Divya Maheshwari Asso. Prof
K. P. Lalwani	Asso. Prof	P. M. Thapa Asso. Prof
N. R. Bhagtani	Asso. Prof	P. B. Chauhan Asso. Prof
P. M. Chauhan	Asso. Prof	V. B. Jora Asso. Prof
Dr. N. T. Taglani	Asso. Prof	Dr. K. H. Kharecha Asso. Prof
K. V. Machhar	Asso. Prof	Dr. Jagdish Raiyani Assist. Prof
Dr. Bharathi	Asso. Prof	Thakor Gaurav Assist. Prof
	Non Teachin	ng Staff
T. K. Jeswani	Accountant	K. G. Sorathia Jr. Clerk
M. B. Pania	HD. Clerk	Girish Makvana Computer Programer
P. H. Balat	Sr. Clerk	Poonam Mamtani Peon
. Maheshwari	Sr. Clerk	Arvind Ahir Peon
N. N. Nawani	Sr. Clerk	Kamlesh Ramchandani Watchman
	and the second	



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