



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MANEKCHOK CO-OP BANK ARTS AND MAHEMDABAD
URBAN PEOPLE CO-OP BANK COMMERCE COLLEGE**

KATAKPURA ROAD, MAHEMDABAD TA. MAHEMDABAD DIST. KHEDA
387130

www.mahemdabadcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahemdabad Education Society founded in 1965 by Philanthropists of the town led by the Late Dr. C. C. Shah Established in 1997 with a Sole aim to Serve young Underprivileged Sections of the Rural Society, Manekchok Co–Op Bank Arts &Mahemdabad Urban Peoples Co–Op Bank Commerce College offering Three UG Degree Programmes in Faculty of Arts and Commerce.

The college initially started off as a Self Finance College and later achieved Grant–in–Aid Status by Government of Gujarat for Arts faculty in 2005 and Commerce Faculty in 2009 and had operated with permanent affiliation to Gujarat University and later by Government Order was affiliated to Sardar Patel University, V. V. Nagar, Anand. The college was added to the List of colleges prepared under Section 2(F) & 12B of the UGC Act, 1956 under the head Non–Government Colleges teaching up to Bachelors Degree on 21st February 2013.

Mahemdabad Arts & Commerce College (MACC) as is popularly known is all the time striving to achieve all round development of students through various activities through the year. Functioning with a motto of fostering Liberal Intelligentsia, the college has become instrumental in creating Inter/ Multidisciplinary Dialogue among Academics, Literati and Students.

The college has been N–Listed; faculty and students are encouraged to use NDL portal as well.

The college works towards overall upliftment of society by engaging students in the neighbouring community through extension activities.

Though lagging behind in completing accreditation procedure, the college management and stakeholders have been striving hard to work in accordance with the standards of quality maintenance recommended by NAAC and every activity is geared towards achieving them

Vision

College that is aware of and responsive to the needs of its diverse student body as they prepare for life in a rapidly changing local and global community

Mission

- Our mission is to assist students to become well-informed global citizens with the capacity to negotiate their way successfully in a rapidly changing and complex world.
- Ensure students develop a commitment to community and willingness to meet the challenges of their times.
- Inculcate values and ethics in work and in life

- Ensure increase in access for Girls

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Experienced and qualified faculty
- Wi-fi enabled campus
- CBCS model implemented in all courses
- Educationally oriented and motivating management
- Continuous internal evaluation through tests and an additional improvement test in place.
- Effective communication through Mobile App
- Catering to diversity of students out of which 75% hail from reserved categories
- Notable performance in Cultural Activities
- Community/Neighbourhood outreach

Institutional Weakness

- Deficit in teaching staff due to state policy.
- Limitations in industry based consultancy and placement
- Lack of renewable energy sources.
- Inflexibility in the implementation of curriculum offered by Sardar Patel University to which the college is affiliated.
- Lagging behind in national accreditation compared to other colleges of the state.

Institutional Opportunity

- Scope for introducing vocational skill based courses
- Scope for introducing post-graduate programmes
- Possibility on improving infrastructure and also offer more facilities for sports
- To introduce more ICT based learning environment for students of Arts and Commerce
- Scope for introducing value-added courses
- Finishing school courses to nurture professional skills

Institutional Challenge

- Managing diversity of students while addressing multiple socio-cultural issues
- Promoting perception of gender equality and culture of neutrality
- Overcoming spoken language barrier as majority communicate in dialects only.
- Training digitally native generation with techno-ethics and nurturing humanitarian value systems as need overtakes values

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Sardar Patel University and is bound to follow the curriculum designed by different Board of Studies. There are 6 Teachers in the University Board of Studies who make an impact in to design of University curriculum, also the college makes sure that curriculum delivery stays aligned to the stated Vision and Mission of the college. Having received the University Academic Calendar, the College IQAC prepares an Academic Calendar incorporating various curricular, co-curricular and extra-curricular activities. The students and faculty members are informed about the same. Time tables of Arts and Commerce faculties are prepared covering all the subjects – Core, Elective, Foundation and Soft Skills. The numbers of lectures depending upon the credit points are arranged in every subject. The strategy of completing the syllabus includes lectures, discussion, tests and assignments. Library Orientation Programme is organized at the commencement of the term for newly admitted students to acquaint them with textbooks, reference books, encyclopaedia, journals and magazines.

In order to inculcate democratic ideals and values among students, a number of courses addressing cross-cutting issues such as Gandhian Studies, Gender Studies, Fundamental Rights and Duties as enshrined in the Indian Constitution, Learning from World Leaders, Environment Studies, Sports and Practice etc. are offered. Syllabus oriented lectures are organized by each department in which invited resource persons deliver talks on topics prescribed in the syllabus of different subjects. Students and Teachers from other colleges from surrounding areas also participate in this programme.

Feedback is collected from students on curriculum and curriculum delivery. Feedback committee along with IQAC analyses responses gathered and apprise the Principal and suggest measures to implement curriculum delivery effectively.

Teaching-learning and Evaluation

Teaching, learning and evaluation constitute core functions of any educational institute. At MACC, every effort is made to enrich the process of creation and transfer of knowledge. The college firmly believes that each learner is unique and has to be engaged in a meaningful dialogue to bring out potential inherent in her/him. Teachers use different innovative methodology to make the process of teaching-learning more interactive. Students are involved in group discussion and classroom presentations.

Based on classroom interaction and internal evaluation, teachers identify students who need further assistance. Remedial classes are held for such students and study material is also made available to them. Advanced learners are also encouraged to perform better. They are asked to explore online resources and make optimum use of E-libraries such as N-LIST and NDL. Teachers impart lessons through PPTs and Chalk and Talk method.

The college follows CBCS in all courses. It has adopted terminal Examination system to boost Continuous Internal Evaluation in which the students are evaluated at regular interval throughout the semester. Tests are held every semester and it is mandatory for every student to take the examination. Tests are held in each subject at the end of the semester. Out of 30 marks granted by the college for Arts faculty internal evaluation, 15 marks are allocated on the basis of a student's performance in the Test; 10 marks are given for Assignments and 05 marks are given on the basis of classroom attendance of a student. Out of 40 marks granted by the college for Commerce faculty internal evaluation, 20 marks are allocated on the basis of a student's performance in the Test; 15 marks are given for Assignments/projects and 05 marks are given on the basis of

classroom attendance of a student. 75 % Classroom Presence is mandatory for each student as per University norms. Students write their assignments after the completion of a Unit and submit it to teachers who assess it and return the same to the students with comments marked in it helps them out in preparing for their University examinations.

Research, Innovations and Extension

The college has taken steps to promote academic research culture among students and faculty members which involves a harmonious blend of teaching and research. Teachers are encouraged to take up research projects and participate in State, National and International Seminars, Conferences, Workshops and FDPs.

A Research Club – MCRC (Mahemdabad College Research Club) has been set up in the college in which faculty members share insights from their areas of specialization. Teachers are Granted Duty Leaves to take part in Seminars, Conferences, Workshops and FDPs. Teachers who are pursuing Ph.D. are granted leaves to attend coursework. Teachers with Ph.D. and significant publications were felicitated by the college management. Students and faculty members are encouraged to get their papers published. Extension activities are undertaken with a dual aim of making the students responsible citizens and bringing about positive change in the neighbourhood communities. The college adopts a village every year and the students and teachers along with alumni carry out activities like cleanliness drive, de-addiction camps, health check-up camps etc.

Infrastructure and Learning Resources

The college has nine clean, spacious and airy classrooms with required infrastructure including three classes with LCD projectors. Teachers regularly make use of classrooms which are equipped with projectors and green boards. The entire campus of the college is covered with wi-fi connectivity provided by Airtel. CCTV has been installed in the campus to avert any untoward incident. The college has a well-stocked library which is automated with SOUL software. A help centre is also set up beside the Administrative office to address the queries of students and guide them in filling forms.

The college has developed a sports ground on its premises with a mud track for athletic games. A Ladies' Room has also been set up on the ground floor with necessary amenities. A canteen is situated in the backyard of the college which provides hygienic food at concessional rates. Washrooms have been constructed on each floor and are maintained well. RO plant and cooler offers clean drinking water.

Student Support and Progression

The college ensures to make provisions for providing required support to all the learners. A person has been appointed by the management to help students in availing scholarships under various schemes of the state govt. Fee waiver is available for students with extraordinary performance.

Students' Representative Council (SRC) is a strong and active facet of the college. SRC is formed every year on the base of Merit at the commencement of the academic year.

Placement activity by UDISHA helps in providing placement opportunities by organizing Campus Placement drive and by ensuring participation of students in job fairs. Large number of students belong to

agrarian families involved in Dairy farming and agriculture so many students opt to go back to their family farms better equipped to adopt innovative and modern practices in their fields.

Career Counselling and guidance for competitive exams are offered frequently. Teachers assist visually impaired students by recording study material and making it available to them. Scribes are also arranged for such students by the college.

Students are encouraged to participate and volunteer in extracurricular activities. The college regularly hosts inter-college/ inter-class Sports and Cultural events and encourages students by distributing prizes and certificates.

Grievance Redressal Cell functions to deal with complaints filed by students. Girl students are also nominated on the Collegiate Women's Development Cell (CWDC), as mandated by the Vishakha Guidelines, 1997 by the Supreme Court and on the Internal Complaints Committee (ICC) as per the UGC Regulations, 2015. Counselling is provided to redress personal/individual issues.

The college has set up an Alumni Association *Satataya* with the stated objective of involving the past students and taking their feedback in the continuous attempts at betterment of overall quality.

Governance, Leadership and Management

The college is state aided and affiliated to Sardar Patel University. The governance is overseen by the college management under the auspices of Mahemdabad Education Society.

The Management of the college works in close collaboration with the Principal to regulate and maintain harmonious and scholastic environment. The Principal as the Head of the Institution along with the members of Teaching, Non-Teaching staff and SRC implement the decisions and policies of the management.

IQAC, formally made functional in 2014, took the responsibility of heading all the administrative and academic activities of the departments and based on suggestions and feedbacks from stakeholders plan and implement curricular, co-curricular and extra-curricular activities under supervision and guidance of various committees. Internal and External Audits are carried out regularly.

Teachers are encouraged to participate in FDPs, Seminars and Conferences and motivated towards research.

Information and instructions are regularly updated on college website –<https://mahemdabadcollege.in/> for the convenience of students. The college has also developed a mobile application for keeping faculty and students connected all the time. The vision and mission of the college are stated clearly and every effort is made towards achieving them.

Institutional Values and Best Practices

The staffs undertake a massive drive creating awareness in surrounding towns and villages about advantages of inclusion in to higher education also counselling on career option for higher secondary students. The students in surrounding 12 schools are given career guidance and parents in the region encouraged to allow students to

enter in to higher education. This has resulted in first generation learners in higher education and decrease in practices of child marriages in the region.

Gender sensitization along with safety and security of students on campus is the prime focus. The entire building is kept under CCTV surveillance. 24 hrs Security and a Fulltime Caretaker for girls ensure protected environment. Issues / Complaints have been addressed by Grievance Redressal Committee & Internal Complaint Committee of CWDC. Personal counselling has been offered by Department of Sociology.

Eco-club involves all stakeholders in tree-plantation and in sustaining green campus by recycling as well as by handling correct disposal of the waste.

With assistance from Forest Department a plantation with more than 2500 trees has been developed on 7 acres of college land which provides fire wood and cattle fodder for the neighbouring community. The College canteen shed in the college backyard provides shelter for needy during rains.

The college hosts a Mobile Clinic from the Government Health Department regularly.

The NSS unit displays social responsibility by carrying out multiple activities like medical check-up camps, free check up camps and distribution of glasses at concessional rates, blood donation camps, awareness programmes about de-addiction, hygiene for women and cleanliness drives in the adopted and neighbourhood villages.

The NCC unit of the college is very active in promoting national integration and leadership qualities in students.

Active participation and involvement of students in extension activities is one of the best practices carried out by the college. Under Reaching out to Neighbourhood Schools, students are motivated towards teaching primary school children of the nearby govt. schools. Free water is provided to a nearby government Primary school by the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANEKCHOK CO-OP BANK ARTS AND MAHEMDABAD URBAN PEOPLE CO-OP BANK COMMERCE COLLEGE
Address	Katakpura Road, Mahemdabad Ta. Mahemdabad Dist. Kheda
City	Mahemdabad
State	Gujarat
Pin	387130
Website	www.mahemdabadcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sam Mathew Kunniparampil	02694-244408	9879215635	-	acc.mahemdabad@gmail.com
IQAC / CIQA coordinator	Jitendra P. Macwan	-	9879215635	-	jitenmacwan@yahoo.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college

01-07-1997

University to which the college is affiliated/ or which governs the college (if it is a constituent college)**State****University name****Document**

Gujarat

Sardar Patel University

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

21-02-2013

[View Document](#)

12B of UGC

21-02-2013

[View Document](#)**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)****Statutory Regulatory Authority****Recognition/Approval details Institution/Department programme****Day,Month and year(dd-mm-yyyy)****Validity in months****Remarks**

No contents

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?

No

Is the College recognized for its performance by any other governmental agency?

No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Katakpura Road, Mahemdabad Ta. Mahemdabad Dist. Kheda	Rural	11	1600

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Gujarati	36	Higher Secondary	Gujarati	130	130
UG	BA,Economics	36	Higher Secondary	Gujarati	130	123
UG	BCom,Commerce	36	Higher Secondary	Gujarati	130	105

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				8			
Recruited	0	0	0	0	1	1	0	2	5	2	0	7
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	7	0	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	2	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	1	0	2	0	0	3

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		2	4	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	421	0	0	0	421
	Female	295	0	0	0	295
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	32	36	57	87
	Female	29	29	37	48
	Others	0	0	0	0
ST	Male	6	6	10	7
	Female	4	4	4	8
	Others	0	0	0	0
OBC	Male	201	232	298	467
	Female	141	143	138	193
	Others	0	0	0	0
General	Male	110	114	165	247
	Female	55	66	101	118
	Others	0	0	0	0
Others	Male	5	9	16	13
	Female	13	11	9	5
	Others	0	0	0	0
Total		596	650	835	1193

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 9

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
715	596	650	835	1193

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
574	574	574	574	574

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
143	141	246	292	308

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	8	7	6

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	8	8	7

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 9

Number of computers

Response: 16

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
40.90	34.43	29.72	56.87	47.74

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The college, being affiliated to Sardar Patel University, strictly adheres to the curriculum designed by various Boards of Studies of the university. In order to operationalize the given curriculum, the college prepares an academic calendar in the beginning of the year which is in accordance with the academic calendar declared by the university. The IQAC along with Academic Planning Committee chalks out an action plan. The academic calendar, comprising of various activities to be undertaken throughout the year is made and the students, faculty members and other stake holders are informed about the same. Time tables of Arts and Commerce faculties are prepared covering all the subjects – Core, Elective, Foundation and Soft Skills. The numbers of lectures depending upon the credit points are arranged in each subject. The strategy of completing the syllabus includes lectures, discussion, tests and assignments.

A meeting of all the Heads of the Departments is convened by the IQAC, Principal for the effective implementation of the curriculum. If the syllabus of any subject has been revised, the teachers concerned are informed. All the teachers are advised to look up the university website to keep themselves abreast of latest developments in the curriculum of their subjects. The Principal, along with the Library Committee, makes sure that textbooks prescribed in various subjects are available in the college library in the beginning of the academic year.

An Induction programme for the newly admitted students is organized by the college at the start of the new academic year in which the students are informed about the functioning of the college, resources available to them and expectations from them in realizing the stated objectives of the institution. The vision and mission of the institution are displayed in the college premises in such a way that the students read them properly and realize their responsibilities in fulfilling the goals of the institution. The meetings of the Principal of the college with faculty members are held periodically with the sole intention of improving teaching-learning process and soliciting suggestions. Teachers are encouraged to make considerable value addition to the delivery of the curriculum to increase application levels and make it employable.

Syllabus oriented guest lectures are organized by various departments so that students can explore the topic at hand in depth. Student Development Programmes are also organized by the college in which students from other colleges and their teachers are also invited. The students learn the topics prescribed in their syllabus from invited eminent professors.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 10

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	2	2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 282.05

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	2	2

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 2	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years											
Response: 9.5											
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>51</td> <td>11</td> <td>56</td> <td>56</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	185	51	11	56	56
2018-19	2017-18	2016-17	2015-16	2014-15							
185	51	11	56	56							
File Description	Document										
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document										
Any additional information	View Document										

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
Response:

The institute gives utmost importance to the ideals of gender equality, environmental awareness and sustainability, human rights, moral and ethical values. These values are part and parcel of our curriculum delivery.

Gender:

The Women's Cell and Cell against Sexual Harassment, Grievance Redressal Cell take utmost care to prevent issues against women. The committee works to make the girl students aware of the guidelines and norms against sexual harassment and other issues related to gender inequality. As part of the CWDC activities the lectures by experts on varying subjects related to legal rights of a women, nutrition requirements of women, Female health and hygiene and Self defence are arranged from time to time in the institute. Soft skill papers like Handling of Household Equipment and Structure of Indian Society help in sensitizing the cross cutting issues to both the genders.

Environmental Education:

Students of right from Year 1 have to study 'Environment' and 'Pollution Control' as foundation subjects. The syllabus incorporates issues like various types of pollution, its effect on the environment and measures to mitigate the same. The aim of the course is to inculcate in the students a sense responsibility towards the environment and to enlighten them about the role that they could play in its conservation and sustainability. The students also prepare posters and programmes related to environment and sustainable living.

The Forest Departments' Project of E – **Pariyavaran Scheme** has been developed with participation of our students with over 2500 plants in college campus spread over nearly 7 acres.

Human Values

The institute organises Lectures on Gandhian ideals which creates awareness among the students towards the values of Gandhi, Sardar, Ravishankar Maharaj, etc. The lectures on Swami Vivekananda are arranged to inculcate the moral values in the youth. There is a tradition of arranging 'Gandhi Katha' in the college which imparts in-depth insight into the Gandhian values of truth, non-violence and coexistence. The papers like Human Rights and Fundamental Rights and Duties, Gandhian Philosophy. Apart from that we have a thriving NSS unit which does variety of service related activities in the rural area. The college also observes days of national importance e.g. Independence Day, Republic Day, Gandhi Jayanti, Teachers Day, Environment day, Yoga Day, *Swachata Diwas* in order to keep the students closely connected to their tradition and culture. Our students are actively engaged in a multitude of events throughout the year like Voter awareness programmes, Visit to orphanage and old age homes, *Swachhata Abhiyan* which creates in them a sense of accountability towards the society.

The list of core courses:

The following programme options are available at our college.

1. Faculty of Arts:

Studies offered as

Compulsory Subjects : English, Sankrit, Gujarati,
 Core Elective subjects : Gujarati, Economics
 Subject Elective : Sankrit, Sociology,

2. Faculty of Commerce:

Compulsory Subjects : Business Economics, Human Resource
 Management, Accountancy, Business
 English, Communication, Taxation, General
 Business organization Management,
 Business Law, Production Management
 Core Elective Subjects : Advance Accountancy & Auditing
 Subject Elective : Statistics, Secretarial Practice

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 18

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 18

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0.14	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 1	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Any additional information	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 84.83

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
359	294	241	242	514

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
389	389	389	389	389

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 69.69

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
385	387	391	418	419

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

In the beginning of the academic year, the institution organizes an Induction Programme to greet and orient the fresher. Advanced and slow learners are identified from the merit list and classroom interactions of the faculties with the students. The system of mentoring and personal guidance is established for the students to draw out the best within them. Weak and differently-able students are taken congenial care of by offering required facilities. Special consideration is given to the financially weak and down-trodden students through free ship, concessions/scholarships, and providing text books to needy from the library repository. It is always taken care of that the institutionalization of every activity should be to foster an inclusive ambience.

A detailed Result Summary is prepared by the college authorities at the end of every Semester. Each Head of the Department collects and analyses the data regarding the performance of the students of his/her subject in the examination. The Head, along with other faculty members of the department plan a strategy to deal with the slow learners, economically weaker students, disadvantaged sections of society and physically challenged students. The attendance of the students in the class is made compulsory and record is maintained in the present sheet. The meetings are conducted by the teachers to understand the problems being faced by the students and proper guidance is imparted to them regarding progression to higher education programmes, career options and prospects in competitive examinations.

2.2.2 Student - Full time teacher ratio

Response: 79.56

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.42

2.2.3.1 Number of differently abled students on rolls	
Response: 3	
File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>In order to enrich the teaching–learning process, the institute encourages various innovative methodologies. A very high section of students are farm kids and have lot of experience of work and the faculty tries to connect curricular aspects with real life situations wherever possible. Literature students benefit connecting from nature in the midst of which they live and economics and commerce students learn best from agricultural marketing. The college is situated in the region from where the Milk cooperative movement started in India. Students are trained to explore online resources and make optimum use of it. E – Resources are made available to them. Movies based on literary works prescribed in the syllabus are screened and students brainstorm over efficacy of its rendition. Eminent academicians are invited regularly to share their insights into their area of specialization. Syllabus oriented lecture series is organized in which students and faculty members from other colleges also take part. The students get the opportunity to interact with their peers and expand their knowledge base by communicating with noted academicians. The college brings out a wall paper entirely conceptualized and prepared by the students by the name <i>Vatrak ne Kathe</i>. The faculty members help them out whenever required and monitor their work. Educational tours are organized. Inculcate values among them. In this technology driven society, students are found to be struggling in articulating themselves properly. To cultivate the habit of academic writing, the students are given assignments to be written at length in depth. Group discussions are held regularly in the class and students of commerce faculty work upon case studies of different companies to broaden their understanding.</p>	
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 133.33	
2.3.2.1 Number of teachers using ICT	
Response: 12	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 89.38	
2.3.3.1 Number of mentors	
Response: 08	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning	
Response:	
<p>With a view to making the process of teaching–learning more relevant and fruitful, teachers employ a number of different methods. Locally available resources, settings, situations are brought in to the teaching learning process as the context prescribed might not be relevant to the Students in rural college due to lack of exposure. However they get accustomed to use of digital resources and are asked to search online resources also regarding updates on their curriculum to understand trends relevant to their subjects. Students can avail of the resources and seek help from the teachers through this medium anywhere, anytime. The students become an active agent in this process of knowledge creation and it also makes the classroom more interactive. Classroom what’s app groups are prepared department wise and educational videos and texts are sent to students. Queries regarding syllabus are attended to by the teachers on this forum. The first and second year students have benefitted with the state government scheme of giving NAMO tablets to the students at a subsidized rate of 1000/–Rs. More than 75% of the students have received the tablets containing educational material. Students come to the class with these tablets with them. Teachers guide them about online resources and open source learning sites.</p>	
File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 95

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 53.1

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	4	4	4

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.83

2.4.3.1 Total experience of full-time teachers

Response: 190

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 12.2

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 1.67

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The examination system has undergone a complete change with the introduction of Semester system since 2011. The University has chalked out a detailed plan regarding the evaluation system which includes the system of internal and external marks in U.G. programme. Moreover CBCS system has been adopted which has resulted in the credit point system which has been implemented by all the colleges.

Since the college is affiliated to the Sardar Patel University, it is bound to follow all the policies that are

declared by the University. Ever since the introduction of CBCS, the college used to conduct a Semester–End internal examination and the students submitted assignments at the end of the semester as per Sardar Patel University guidelines. Out of 30 marks granted to Arts faculty members by the college for internal evaluation, 15 marks are allocated on the basis of a student’s performance in the Unit Test; 10 marks are given for Assignments and 05 marks are given on the basis of classroom attendance of a student. Out of 40 marks granted by the college for Commerce faculty internal evaluation, 20 marks are allocated on the basis of a student’s performance in the Test; 15 marks are given for Assignments/projects and 05 marks are given on the basis of classroom attendance of a student. 75 % classroom presence is mandatory for each student as per Sardar Patel University norms. Students with less than required attendance are supposed to take the Improvement Test at the end of the semester. The students who have appeared in the Test and are not satisfied with their performance can also opt for the Improvement Test and their highest score from either of the examinations is counted for the internal marks.

Students are supposed to submit their assignments after the completion of a Unit in their respective subject syllabi. The dates are announced well in advance to deposit their assignment books. Teachers assess the assignment and return the same to the students with comments marked in it. So, the students write their assignments and get regular feedback from their teachers throughout the semester which help them out in preparing for their University examinations.

The students are informed about the system of evaluation process in the beginning of the academic year.

The teachers of the respective faculties apprise the students of the marking scheme of the examination and the bifurcation of marks into internal and external examination.

Moreover, there is a provision of retest in the college. If a student is unable to remain present in the internal examination due to some genuine reason, he/she is allowed another chance to appear in the examination for which a nominal sum is charged for the procedure. However, the sum is not charged from the students who were medically unfit and thus couldn’t take the internal examination.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

In order to ensure transparency in the evaluation process, the internal assessment marks are compiled and displayed prominently on the notice board. The teachers cross verify the marks before the marks are being uploaded on the university portal. If the students seek any corrections in the result; the teacher concerned, head of the department and the Principal look into the matter and resolve their queries. The teachers do not take up evaluation at the end of the semester only, but it has been made an integral part of teaching–learning process. The institution and the individual teachers use assessment as an indicator for evaluating student performance, achievement of learning objectives and planning. The formative and summative evaluation approaches adapted to measure student achievement involve Group discussion,

presentations, quiz contest, poster presentation, seminars and their participation in co-curricular and extra-curricular activities too. The students are encouraged to redraft their written answers and feedback is provided for their effective presentation in the university examination.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The college takes due care in preparing the internal assessment results. However, if a student raises a query, it is addressed in the most efficient manner. The Examination Committee hears him/her out and tries to resolve the matter with the help of teachers concerned. The Principal also ensures fairness in dealing with student grievances and address it in a professional manner.

The college strictly follows the norms prescribed by the University for conducting the Semester-end examination and evaluation as well. The college has installed CCTV camera in each classroom and corridors so that any untoward incident can be averted. The college appoints three teachers as to monitor the examination process on both floors of the college, while the examination is going on. They assist the students in directing them to their classrooms and maintain general decorum with the help of external observers appointed by the University.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

In order to enhance the teaching – learning process, a healthy learning environment is created in the college. The college begins its session of teaching after it receives the academic calendar of the University at the beginning of the academic year. On the basis of this calendar, the IQAC prepares its own academic calendar. This calendar includes the probable dates of academic sessions of different semesters, tentative schedule of examinations, Annual function of the college, list of holidays, various activities to be held during the year, celebration of Culfest week, celebration of Teacher's Day, Yoga Day and any other activity that is of prime importance. On the basis of academic calendar of the college, every department prepares its own departmental academic calendar containing details of seminars and workshops to be conducted during the year, arranging lectures by expert faculties, organizing educational tour, planning departmental activities, chalking out student-oriented activities and analyzing feedback of the students. A copy of the academic calendar prepared by the department is submitted to the Principal of the college. The Heads of the departments convene a meeting with their respective faculty members for the effective implementation of the academic calendar.

The Evaluation methods are communicated to the students at the beginning of the academic year. The information consisting of:

The scheme of marks regarding the University exam and the internal exam is conveyed to the students.

The details of the curriculum and the weightage of each unit are given to the students.

The information regarding their assessment through unit tests, internal tests, class tests, assignments is conveyed to the students.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Programs offer the broad framework of learning and teaching. The full potential of programs are fully realized through the constituent courses. The course outcomes are oriented towards achieving the program outcomes. They delineate in detail what the students will know and be able to do on the successful completion of the course. The college, being affiliated to Sardar Patel University, follows the curriculum prescribed by the University. However, the teachers take due care in framing the course outcomes and communicating it to the students. The program outcomes, program specific outcomes and course outcomes are stated and displayed on college website. The Head of each department inform the teachers about them and the teachers, in turn, pass them on to their students concerned.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The institution measures the attainment of program outcomes, program specific outcomes and course outcomes through keeping record of planned lectures. Each teacher maintains a note in which he/she makes note of the incremental progress in curriculum delivery and the methods employed to communicate learning outcomes. Teachers evaluate the attainment of program outcomes, program specific outcomes and course outcomes on the basis of interaction in class and End–semester examination, viva–voce, group discussion and assignments.

Ours being a Aided College Affiliated to Sardar Patel University, we follow the syllabus prescribed by the University and the in matters of the schedule of the Examination, the pattern of Internal Evaluation, the declaration of the results etc. we follow the directives of both the Govt. and the University as the case may be. Yet, we make every possible effort to see to it that the pre–determined Program Outcomes, Program Specific Outcomes and the course outcomes are achieved through our Effective Curriculum delivery, our internal evaluation comprising of exams, assignments and objectives tests.

After the declaration of the university results the IQAC committee along with all the concerned faculties analyses the result. It is the responsibility of each of the department head to analyze the result of their specific subject and keep the track of the advancement of the students in their subject.

The college collects the feedbacks from the stake holders viz. the students, teachers, alumni, and employers. These feedbacks are then evaluated and analyzed. On the basis of the churning further correction measures are taken for the next academic year.

2.6.3 Average pass percentage of Students

Response: 78.2

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 104

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 133

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.43

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institution has introduced a number of initiatives for creation and transfer of knowledge to the learners. Every year departments invite Scholars from the related field to teach students of our institute and from the neighbouring institutes also for the enrichment of their curriculum. In the current academic session, the institute hosted 14 Scholars benefitting 736 students across all subjects.

A Research Club –MCRC (Mahemdabad College Research Club) – has been set up in the college in which faculty members share insights from their areas of specialization. Faculty members and students are encouraged to conduct and participate in UGC National Seminars, Sahitya Akademi Programmes and

various state level academic events respectively.

The management encourages publications to reach out to large number of beneficiaries outside campus. Students are encouraged to express and document their innovative and creative ideas or activities. Lectures delivered by dignitaries on various occasions are also made accessible in the printed form. Collection of Poems by third year Commerce student Kajal Mansuri released.

College provides tablets under NAMO tablet scheme and Wi-Fi facilities are provided to the students in order to facilitate e-learning.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international

recognition/awards**Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

List of research papers by title, author, department, name and year of publication

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.9**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	5	0

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

The institution plans and organizes its extension and outreach programmes in the beginning of the year. In order to promote institution–neighbourhood community network and student engagement, various activities are undertaken by the college. It has always been the priority of the institution to orient the students in such a way that they become responsible citizens of the country. In order to track students' involvement in various social movements and activities, the Committee members of NSS insist to play an active role in activities related to social welfare. The photographs of the events are displayed on the notice board and website of the college. The NSS wing of the college, along with CWDC, Eco Club, Alumni Association and IQAC, plays a leading role in the celebration of various days and successful execution of different campaigns. The college adopts a village and the students carry out activities like cleanliness drive, de–addiction campaign, health check–up camp, blood donation camps. Students visit Civil Hospital and Old Age Homes to understand the agony of the poor and the old. They distribute fruits and clothes to the needy people.

The students take part into campaigns to educate the masses about various social welfare schemes.

Students and faculty members participate in various activities under *Swachcha Bharat Abhiyaan* and *Shakshar Bharat Mission*. NSS volunteers spread awareness about cashless transactions under Digital India campaign and carry out Voter Awareness drives also. At the annual function of the college, the best NSS cadets are felicitated and are awarded prizes and certificates by the Chief Guest of the function.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 98

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
32	17	14	22	13

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 86.33

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
715	596	518	834	621

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 6

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	0	0	2

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 3

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college has constituted a committee for the Infrastructure Development and Planning under the supervision of the Principal of the college. The members of the committee look into the infrastructure requirements of the students and other stake holders of the institute and put up suggestions in the meeting of the committee. The Principal of the college provides the details regarding the estimated budget of infrastructure to the committee members. Reviewing the requirements and the exigencies of the facility suggested by the members, a plan is chalked out regarding the implementation of the suggestions. The priority is always given to the creation of such infrastructural facilities that aim at the enhancement of teaching and learning process.

Classrooms

There are total 09 spacious classrooms in the college. The classrooms of the college are airy, clean and equipped with good benches, fans, lights, green boards.

Technology enabled learning space

- The College consists of a lot of technology enabled learning space. A Wi-Fi facility is available on the college campus. Also the central computer lab is equipped with 15 computers connected by LAN with the facility of Internet.
- There are three Wi-Fi enabled classrooms with overhead projectors, white screens and green boards; each with the capacity of 120 students.

Students have been facilitated with Wi-Fi enabled NaMo tablets furnished with educational apps under Govt. of Gujarat scheme. In 2019-20 Three quarter of college students have these tablets

File Description	Document
Any additional information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

1. Sports

The college has developed a sports ground at its own premise for the purpose of carrying out different sports disciplines throughout the year. The performance of students in various sporting events at national, state and university levels is a matter of immense pride for the college. The college also utilizes the facilities available at Gymkhana at the Degree College of Physical Education near Railway Station. The following are the infrastructural facilities for Sports available at the premise of the college developed for the purpose of sports.

No.	Name of Sport	Ground Facilities	No. of Kits Available
1.	Volley Ball	One Ground	Net – 02, Pole – 02 Pair Ball – 03
2.	Cricket	One Ground	Bats – 03, Stumps – 01 Pairs / Tennis Ball–pad – 2 Kits, Pad – 02 Pairs / Helmet – 02
3.	Kho–Kho	One Ground	Pole – 02
4.	Kabaddi	Two Ground	—
5.	Long Jump	One Landing Area	—
6.	High Jump	One Landing area	Stand – 01
7.	Badminton	One Ground	Racquets 02, Shuttlecocks – 12, Net 01
8.	Javelin Throw / Discus Throw / Shot Put Throw	One Ground	Javelin – 04, Shots – 02, Discus – 02
9.	Chess	Indoor	02 Kit
10.	Carom	Indoor	1 Board

1. Open Air Theatre for Cultural Activities:

The outdoor stage and ground adjacent to the college is used for functions and cultural activities. It has got all the facilities required to organize a cultural programme, Annual function, Induction programme, A meet of Alumni and Parents Association, Farewell programme or any other programme of the college. The stage, microphones, good audio system, lectern, Lights and on demand projectors are made available by decorators and alumni.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 44.44

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description

Document

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0.24

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.35	0	0

File Description

Document

Details of budget allocation, excluding salary during the last five years

[View Document](#)

Audited utilization statements

[View Document](#)

Any additional information

[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The college library is registered with Library Management System–SOUL

The system functions with some core features like:

- Built-in OPAC
- Smart Add–Instantly add book using ISBN from the Internet
- Members/Patrons Login
- Member's Access History

- Member's Online Reservations
- Reviews and Ratings
- Biblio data integration with Open Library
- Email reminders for Due/Overdue items to the members
- Multiple language supports (beta)

The system is easy to use as a book can be located or searched by –Title, Author, Call number, Publication Details or by ISBN.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The college library is divided in two parts,

1. *Indulal Yagnik* Library
2. Dr. R. P. Gandhi Arts Library

It contains books in English, Hindi, Gujarati, Economics, Sociology, Accountancy, Commerce and Sanskrit. The diverse collection includes

- The Columbia Encyclopedia (1950)
- 10 Volumes Sardar Patel Correspondence (1974)
- 3 Volumes Karl Marx Capital (1978)
- The Holy Bible:–The Open Bible (1983)
- 42 volumes Karl Marx Frederick Engels collected works (1983)
- 33 Volumes Encyclopedia Britannica (1985)
- Founders of Ancient India Part 1–2 (1986)
- The Guinness Encyclopedia (1990)
- D. K. Visual Dictionary (1999)
- 10 Volumes of Britannica Ready Reference (2006)
- D. K. Family Encyclopedia (2007)
- *Atulya Bharat* (2008)
- Oxford Language Reference Part –1 to 10
- 25 volumes Lenin Collected Works
- 11 to16 volumes of Gujarati *Vishwakosh* (Gujarati Encyclopedia)
- 1 volume of *Bhagwadgomandal* (Short Version) (Gujarati Encyclopedia and Dictionary of Etymology)
- *Sarth Jodani Kosh* (Gujarati)\
- Sanskrit English Dictionary and many more

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0.08

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.32	0.09	0

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes	
File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students
Response: 2.61
4.2.6.1 Average number of teachers and students using library per day over last one year
Response: 19

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi	
Response: The college regularly undertakes to update all the computers with latest antivirus software's. Annual maintenance contract has been assigned to an agency to update the IT facilities that include 15 computers of the lab and 08 computers used by non-teaching and teaching faculties along with 07 printers and 4 with scanner cum photocopier. The existing Wi-Fi connectivity is being provided by Airtel. The website of the college is periodically updated to keep the stakeholders abreast with latest news. The college students are intimated of academic and miscellaneous notices	
4.3.2 Student - Computer ratio	
Response: 42.12	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS
35-50 MBPS
20-35 MBPS
5-20 MBPS
Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 1.69

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	1.24	1.44	0	0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college takes due care to ensure optimum use and proper maintenance of available physical, academic and support facilities. Various committees have been formed to look into the effective functioning of library and classrooms and the upkeep of sports kits and computers.

Library:

The library committee assists the librarian in placing the order of books and subscribing magazines

Sports Ground and Kits:

Under the supervision of the PTI, the students are trained at the college sports ground. Students are provided with sports uniforms, travel allowances and sporting kits. A Sports room has been set up in the college.

Computers and CCTV:

Necessary repairing of the computers is carried out periodically. Antivirus software is installed in the computers. CCTV is checked regularly and the quality of footage resolution is maintained. Projector in the smart classroom is placed in such a way to protect it from dust and heat.

Photocopier cum scanners, printers and power backups are maintained properly.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 23.76

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
233	158	145	135	254

File Description

Document

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

Any additional information

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.86

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	6	8

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development

- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 18.63

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
237	111	120	106	122

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 7.23

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
95	94	20	19	21

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 6.27

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	13	15	8

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 12.59

5.2.2.1 Number of outgoing students progressing to higher education

Response: 18

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 6.67

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	11	3	2

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national

/ international level (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

A Student Council is formed every year at the commencement of the academic year. Members of the Council are selected purely on the basis of their Merit. A General Secretary, Ladies' Representative,

Cultural Secretary, Sports Secretary and Educational tour Secretary are elected from among them. The Council actively organizes various co-curricular activities under the guidance of the senior staff members and voices the concerns of the students. It serves as a bridge between the college authorities and the students. Important instructions are also relayed by the Council through Class Representatives.

Girl students are also nominated on the Collegiate Women's Development Cell (CWDC), as mandated by the Vishakha Guidelines, 1997 by the Supreme Court and on the Internal Complaints Committee (ICC) as per the UGC Regulations, 2015. These students along with faculty members organize a number of activities to spread awareness about issues regarding the safety of women, women's health concerns and gender equity. Student representatives are placed on the SC/ST Cell of the college. They help the students from the marginal strata to avail the scholarships, organize coaching classes for competitive examinations and computer literacy. Student representatives are also nominated on the IQAC of the college.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 4.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	4	4	5

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumni association is very active and helps college with all activities in college. The rural and economically weaker section of the student body has a very distinct way of getting involved. The alumni association members also are teachers, farmers, workers, local politicians, policemen, etc so their contribution is not most of the time financial but help with work and organizing the events. To mention specially the municipality president and local decorator is a former student who provides sound system and decoration for out door events. There are children and spouses of former students studying in college presently

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 4

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision

College that is aware of and responsive to the needs of its diverse student body as they prepare for life in a rapidly changing local and global community.

Mission

- Our mission is to assist students to become well-informed global citizens with the capacity to negotiate their way successfully in a rapidly changing and complex world.
- Ensure students develop a commitment to community and willingness to meet the challenges of their times.
- Inculcate values and ethics in work and in life
- Ensure increase in access for Girls

Quality Policy:

Manekchok Co op Bank Arts & Mahemdabad Urban Peoples Co op Bank Commerce College popularly known as Mahemdabad Arts & Commerce College (MACC) started off as a Self Finance college and later achieved grant-in-aid status by Government of Gujarat for Arts faculty in 2005 and Commerce Faculty in 2009 and had operated with permanent affiliation to Gujarat University and later by Government order was affiliated to Sardar Patel University, V.V. Nagar, Anand. The college was added to the list of colleges prepared under section 2(f) & 12B of the UGC Act, 1956 under the head Non Government Colleges teaching up to Bachelors Degree on 21st February 2013.

With the noble aim of serving the basic educational needs for the economically and socially underprivileged students. The college enshrines the following key aspects of academic pursuit viz., intellectual competence, moral uprightness, social integration and openness to further growth as core values in its philosophy.

Nature of Governance:

Mahemdabad Education Trust founded in 1965 manages Mahemdabad Arts & Commerce College (MACC). The management of the college is vested with the Executive Committee and their representatives. The Chairman and the Principal monitor the routine administrative affairs of the college.

The Executive committee, Principal, IQAC and the faculty invest collective efforts bringing in a conducive academic atmosphere in the college. The IQAC takes initiatives in planning, implementing and

streamlining the various quality improvement strategies of the college and discuss the policies in the staff meetings prior to its implementation. The recommendations are presented in staff meetings for modification. Even suggestions from stake holders are sought and modifications are incorporated.

“Education for All” is the guiding mantra and one of the stand-out core values with which the educational institution serves the student community. The college is committed to providing educational opportunities to students of all sections of society and achieving standards of excellence in all our endeavours, namely, teaching, learning, mentoring, placement and scholarship for meritorious as well as backward students and creating conducive environment for learning. The college caters to the educational needs of a society having more than 75% students belonging to scheduled castes and Other Backward Classes in the district of Kheda. It aims to provide innovative, distinctive and career-oriented programmes to bring in the desired change in the target population.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Institution believes in managerial concepts like strategic planning, teamwork, collective decision making and computerization. The administration of institution is decentralized. The Management, the Principal and faculties work in tune for implementation of policy and plans. The Management monitors to promote and sustain quality. The Principal and HoDs are given total academic freedom by the Management.

The Management maintains to be in touch with the Principal and thereby enlightens leadership for the smooth administration. The management provides an opportunity to the teaching and non-teaching staff appointing them on various committees of management like College Development Committee.

At institution level various committees have been constituted to plan and monitor the functioning of different departments. The IQAC takes specific measures through deliberations and interactions by getting feedback from the departments and faculty.

- IQAC Committee
- Infrastructure committee
- Admission Committee
- Examination Committee
- Discipline committee
- Anti-ragging committee
- Election Committee
- CWDC
- Sexual Harassment Cell
- Finance Committee
- Grievance Redressal Committee

- Media Cell
- Library Advisory Committee
- Udisha Committee
- Saptadhara Committee
- Gnyan Dhara
- Natya Dhara
- Geet-Sangeet Nrutya Dhara
- Khelkud Vyayam Yog Dhara
- Rang Kala Kaushalya Dhara
- Samudayik Seva Dhara
- Sarjanatmak Abhivvyaki Dhara
- Sports Committee

All the faculty members participate in the decision making by providing suggestions from time to time either in written or oral form.

The College also prepares its institutional budget. The students of the institution also play effective role in decision making. Even the suggestions from the Alumni, parents and employers are incorporated by the institution.

In the institution, administrative powers and responsibilities are delegated to faculties on the basis of their experience, competence, commitment and attitude to meet the institutional goals and objectives.

Collaborative Autonomy to the Departments

The top management is always supportive towards academics and academic work in the college. The decentralized planning provides the departments the authority and responsibility to complete the desired academic task in the best possible manner. The department with HoD at its helm holds regular staff meeting.

All the staff members are involved in deciding day today academic activities of the department.

Every department makes a comprehensive academic calendar in accordance with that of the College with set tasks to be conducted in the course of the academic year. Committees are appointed within the departments for various academic and co-curricular activities. Time table for every semester is prepared well in advance.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Our college mainly aims at the overall development of the staff and students. It is an under-graduate college. It encourages the faculties to involve in more and more developmental programs.

The strategic plans and its deployment are as follows:

- Faculty members adopting different method in the teaching-learning process
- Regular up gradation of library, sports room and infrastructure
- Encouraging research activities
- Guest lectures
- Adopting latest technology in the teaching-learning process
- Enhancing the welfare schemes
- Improvement of interaction of the institution with the industry, community and organizations
- To achieve excellence in all the co-curricular activities of the college.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organizational Structure of Our College

Principal				
IQAC				
Academic Department		Academic Support Services		
Heads of The Department	Librarian	SRC		Physical I
Faculty Staff				
Students				

The Principal: Principal is the Administrative Head of the College.

The IQAC: The IQAC is formed in accordance with the Guideline of the NAAC. The IQAC looks after the matters regarding the maintenance of quality of education in the college.

HoDs: Heads of Various Departments. The College has six departments. The Departments are run by the Heads and the faculty members.

The Administrative office is run with an Office Superintendent, an Accountant, clerk and peons.

For different curricular and co-curricular activities various committees of teachers are formed. NCC, NSS, Women Cell, Anti ragging Cell, Anti-Sexual Harassment Cell, Sports Committee, Cultural Committee, Grievance Redressal Cell are the main committees. The IQAC is also contributing to the smooth administration of the college.

Service rules of the Sardar Patel University, State government and of the Mahemdabad Education Society are applied in administration, recruitment and in all other matters. All recruitments, promotions and retirement policies are as per the State Government rules.

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

With appropriate structural planning, various bodies/committees like IQAC, Women Cell, Library committee, Anti-ragging cell, Grievance Redressal Cell, Disciplinary committee, etc have been set up. The college as per the norms first issues notice to its Heads and faculty, conducts meeting, prepares minutes and the same is recorded in separate registers created for the purpose. At the end of the year a summary report is prepared and is given due importance and helps guide work plan for the following year.

The college under its planned agenda brought in the following changes:

1. IQAC team was restructured to ensure new policies in both co-curricular and extra-curricular activities. This cell in coordination with principal and governing body prescribes measures and standards to upgrade the level of education. The IQAC initiatives which are in line with the motto of the pioneers of the institute

work for all round growth of the college as an educational institute.

2. Admission Committee looks after the whole process of admission at B.A. and BCom. They see to it that admissions are allotted as per the merit and government rules of reservation. Sardar Patel University has implemented compulsory online admission for first semester undergraduate admissions for all its affiliated colleges.

3. Women Cell has been successful in providing facilities like separate rest-room for women faculty and girl students. In addition it carries out the activities like vocational training such as Beautician ,Tailoring, Cooking bakery items, Rakhi making, etc with the help of certain experts from outside.

4. Discipline Committee ensures successful implementation of disciplinary code for students and its faculty. It ensures the same via monitoring the behaviour of the students through CC TV cameras all over the building, thorough attendance checking. The management has set the canteen to the outermost location to ensure discipline and to avoid disturbance.

5. Anti -Ragging committee and Grievance Redressal cell are carrying out their duties regularly. As such there is no issue of ragging reported. But Grievance Redressal cell checks the complaints of the students and tries to solve these problems amicably.

6. Library Committee of the college decides on buying useful reading material for the students. As a result of their efforts, the library of this college is a huge resource of exceptional reading materials and facilities for researchers. The committee allows the outside students and citizens to benefit from this library.

The college library has a very rare book collection which was gifted by Indulal Yagnik Library.

7. The Placement Cell of the college arranges for inspirational lectures, training for competitive exams, arrangement of job fairs etc. which can help the students make a mark in the job market.

8. Cultural Committee arranges for the cultural activities in the college. They train the students for these activities. Moreover, the students are encouraged to participate at university level, state level and national level competitions.

9. Sports committee is led by the Physical Director of the college. They plan the training sessions and participation of the players at various events.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The College provides a lot of welfare schemes to its staff and has been availed as and when they are needed.

- 12 days of casual leave available to the teaching staff

- The non-teaching staff avails 30 days of Earned Leave every year.
- 20 half pay leave or ten days leave can be commuted every year by every employee.
- There is a provision to grant duty leaves to all the staff members to attend various Training Programmes/ Orientation/Refresher/ Workshop/Seminar/Examination duties as per the Government rules
- Lady teachers can claim six months' Maternity Leave as per Government rules
- Male teachers can claim Paternity Leave as per Government rules.
- Government offers various mandatory Insurance Schemes to the staff
- There is a Registered Co-Operative Credit Society. This credit society provides various services like deposit and loan to its shareholders up to a limit. (Gujarat State Employees Cooperative society)
- Medical reimbursement for self and family
- Gratuities, Pension and all other such Government welfare schemes and measures are given to the staff
- Faculty enhancements Programs are periodically arranged to motivate and update the teaching as well as the administrative staff.
- Celebration of important festivals for the teaching and non-teaching community
- Anti-Sexual Harassment cell for prevention of Sexual Harassment of women at work place
- Parking Facility
- Free Wi-Fi facility in the college.
- Uniform for Class-IV employees and security guards
- Grain Advance for Class IV employees
- Leave encashment at retirement
- Complete support and assistance is provided to the faculty for pursuing higher studies and Research Projects
- Management provides interest free advance to Class III & IV employees for emergencies

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	1

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 34.17

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	4	5	0	3

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal system for Teaching Staff

The Institution has three-level mechanism for appraisal of the performance of the teachers.

Teacher's Evaluation by Students

The outgoing students get an opportunity to evaluate the performance of their teachers through a questionnaire. The parameters evaluated in the rating scale are inclusive of the communication skill, knowledge base of the teacher, sincerity and commitment of the teacher, teacher's ability to integrate course material with environment and other issues to provide a broader perspective and the accessibility of the teacher in and out of the classes. The HoDs make a report and hand it over to the Principal. The performance of the Heads of the Departments is assessed by the Principal solely. The Principal analyses the evaluation report and meets the teachers in person to give proper feedback and to suggest corrective measures.

Teacher's Self Appraisal Form

It is a mandatory process for every teacher to have the self appraisal form furnished by UGC every year. In this stage the teacher furnishes the form in such a manner that it sheds light on the activities pertinent to the creation and dissemination of knowledge apart from the teaching learning process. It also evaluates the involvement of the teacher in the extracurricular and co-curricular activities. Participation in seminars and conferences; presentation of papers in seminars and publication of articles in journals and involvement in extension activities are also assessed at this juncture. The self-furnished appraisal form is then handed over to the Head of the Department who transfers it to the IQAC. This introspective mechanism equips the teacher to chalk out plans to strengthen the areas to which one is not accustomed to.

The Results of Exams

On the bases of the statistics of the results of Semester exams, the Principal tries to judge the performance of the teacher and discusses the matter with the concerned teacher personally. He guides the teacher for improvement in his/her performance.

The main parameters of performance appraisal for faculty consist of:

1. Punctuality in the class
2. Use of innovative teaching methods

3. Timely completion of syllabus
4. Feedback
5. Attainment of higher qualifications
6. Continuous improvement through participation in Seminars, workshops, through research projects / papers, publications
7. Participation in curricular, co-curricular & extracurricular activities
8. Computer literacy and ability to teach with ICT
9. Honesty and Integrity

NON-TEACHING STAFF

The performance of the non-teaching staff of the college is assessed on the basis of general feedback form filled by the students and parents about the college. The principal and the management, on the bases of the statistics, try to correct the non-teaching staff if they find it necessary.

The parameters of performance appraisal system for non-teaching staff:

1. Punctuality
2. Agility
3. Discipline
4. Honesty
5. Dependability
6. Integrity
7. Reliability
8. Technical skill enhancement
9. Vertical enhancement of qualification

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution conducts internal and external audit regularly

At the initial stage of audit is of internal audit. Normally, the accounts are updated on Tally on daily basis. The accountant and the Principal jointly scrutinize and verify this financial data fortnightly. They follow the directions from the Higher Education department and external Chartered Account for this internal audit. At the end of every financial year, the annual financial statement which is inclusive of all the receipts and expenditure is prepared and sent to the authorities in the Department of Education. Reconciliation of accounts with the bank is also done to keep the accuracy of cash and bank accounts with our banks.

Audit of the Grants & fees sanctioned by the Government

The college seeks the services of the External auditor for interim audit in September and Final audit in March every year. All the financial documents of the period are submitted to the external auditor, K. D. Parekh., DCP & Associates, Ahmedabad, the Chartered Accountant for verification and audit certificate. Omissions or errors, if any, reported by the Chartered Accountant are corrected as per his directions and the final balance sheet report and certificate are issued by him. The audit wing of the government from the Department of Education visits the college periodically and inspects all the files relating to financial matters of all the schemes that the college has availed of. They submit the audit report to the college authorities. Any correction, if required, has been effected on the basis of the audit report and clarifications called by them are submitted as audit reply. On hearing and settling the omissions or errors, they give final report and liabilities, if any, will be settled.

Audit of the Grants sanctioned by the UGC

After the completion of the specified period of a Special Development Grant from UGC, all the files relating to that grant are submitted to our external auditor, Ashvin K. Yagnik & Co., Ahmedabad, a qualified Chartered Accountant for verification and audit certificate. Omissions or errors, if any, reported by the C.A. are corrected as per his directions and then only the Income Expenditure Utilization Certificate is issued by him. These certificates and statements of account are submitted to the UGC. All the accounts regarding the grants received from UGC up to 11th plan have been settled.

Audit of the Management account

The accountant in the college keeps the daily financial transactions on behalf of the Management. He executes the decisions and policies of the management relating to financial and other matters in the college. The Management has appointed , K. D. Parekh., DCP & Associates, Ahmedabad, as the External Auditor for the management expenditure. An auditor from the company visits the college at end of every quarter and verifies the accounts, prepares the journal and ledger and submits a quarterly report to the Management. Towards the end of the financial year they prepare the annual financial statement and final audit report.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the

last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0.51

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.40	0	0	0.11

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The following are the sources through which the college secures funds:

UGC funds, Scholarships from central/state governments, Funding from various Government Heads like Saptadhara, Udisha, Cultural Activities, Women Development, Placement etc. Central/State Government funding for NSS and NCC University assistance for different activities Fees collected from self-financing courses, deposited in the College Account Contribution from teachers Financial assistance from Management Assistance from philanthropists Gymkhana Fees Women's Development Funds , Library fee,etc

The various systems to look into the effective and efficient use of financial resources are The College Governing Body, IQAC, Building Committee, Planning and Purchase Committee, Library Committee, etc

Following are the ways through which the funds are utilized

UGC funds are deposited in college bank accounts and utilized as per the heads which it is sanctioned, Students scholarships from Government and private agencies are distributed only through direct bank transfer, Financial assistance from Management is used for the salaries of all the visiting faculty / adhoc employees in the college. The number of adhoc employees in the college is 7. The income from fees is spent on the maintenance of the purchased equipments, furniture, library maintenance, sports facilities and updating of other facilities. Sponsored funds are utilized mainly for instituting endowments for meritorious students, sportspersons with exceptional performances and artists from cultural programme who earned fame to the name of the institute. Contribution from teachers are provided to support financially and socially backward students and also in extension activity like distribution of school kits to kids of slum dwellers. Women Development Funds are used for the utilization of conducting various programmes to

empower women The Gymkhana fees are used for the facilities and requirements regarding sports only Library fees are used for library requirements. Proper accounts and utilization are ensured through financial auditing at the end of each financial year College maintains an annual budget system and internal-external audit for the effective and efficient utilization of available financial resources

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC has certain specific strategy to ensure institutional quality. Two notable best practices institutionalized as part of IQAC initiative are (1) Teacher’s Diary and (2) Research Activities

Individual Teacher Diary- Every teacher has to maintain an individual Teacher's Diary to record the day-to-day activities he/she is engaged in. It is a unique venture to document the working hours a teacher may spend on academic and non-academic matters. The Diary gives a holistic picture of the topics covered by a teacher in each class per semester and it has sections to record the examination duties, extra teaching hours, responsibilities for administrative work and co-curricular and extra-curricular activities. The Principal assesses the overall performance of the teachers periodically through the verification of the Diary. This activity has made the teachers more meticulous about their work.

Research Activities – Research Activities, a regular practice of the institution, aims at improving the quality of teachers and thereby the students. The college has made it a rule that one of the departments of the college shall organise a Seminar on the issues of their subject and along with the outside participants, every faculty of the college shall participate in it. Moreover the students from the college also get a chance to participate in such seminars.

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

A regular review of teaching learning-procedure plays a major role in quality assurance of educational institution. The College has several mechanisms for evaluating teaching-learning process. At the top of the institutional mechanisms for continuous review of the teaching-learning process is the Principal along with IQAC. The Department heads and coordinators of various committees support this mechanism. Feedback secured from students help to measure effectiveness of teaching. Continuous evaluation of students through regular Tests and assignments strengthen learning. Students’ progress is tracked through

department wise analysis of result. The scrutiny of the academic diary of the faculty is conducted by the principal, observing whether academic calendar is duly followed during the semester or not.

The use of Audio-visual aids in classrooms is encouraged and reported. The participation of teachers in syllabus formation, Board of studies, seminars, workshops and Central assessment program is recorded. Remedial Coaching is provided to slow learners. The impact of these measures is reflected in rising performances of the students in cultural, sports and extension activities.

Two measures of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC

Feedback from students

The College has a clearly set mechanism of obtaining the feedback from the students to improve the performance of the institution.

- a) The Principal and IQAC discuss freely with the students about their experience regarding the institutional performance.
- b) The students are instructed to fill up their feedback forms which are assessed by the respective Head of the Department.
- c) The Heads analyse the forms and that analysis is converted into a report with a chart. The principal as the chairman of IQAC and the Heads give necessary instructions to the faculties or non-teaching staff on the bases of that analysis.

Review of the results of Unit Tests, Assignments, Diary and examinations.

The learning outcomes of the students are measured on the bases of regular Unit Tests taken by each faculty in his/her respective course. The faculty, at the end of the assessment of the Tests, instruct the students for required changes in his preparation.

The students are given assignments to write towards the end of the semester. Every student has to submit his assignments. On the bases of work in the assignments, the students are awarded a portion of internal marks. If the work is not satisfactory or student has not submitted his assignments, the student may lose from his internal marks.

The results of the Preliminary and Final examinations are discussed among the Principal and IQAC members. Then, some points of concern are brought to the faculties in a meeting of IQAC with the faculties.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 3

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	2	6	4

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Arrested downward trend in admissions ensuring greater access to higher education in surrounding areas, increasing skill in Basic Computer Application Over the last five years, ICT enabled, participatory, and interactive methods- e journals, e books, e-content on internet and INFLIBNET. Several MoUs with Educational Institutes, medical institutes and national and international agencies. State-of-art technology in

teaching-learning process with NAMO tablets, a library reading room and a new IQAC room Special facilities for the Divyangjans A special ramp for physically challenged Inter Library Loan Service facility linking with neighbouring College libraries A new comfortable vehicle parking New initiatives -mentoring system, academic audit, green audit, feedback on syllabus, general feedback and teacher's diary A Faculty Development Programme for three days at college campus. Six national level seminars organized Life Management Skills

Free Wi-Fi all over the building University lecture series UDISHA club for aspirants of government jobs Prerna Counselling and Rehabilitation Centre Eco club for awareness about environment Deployment of security personal at the entrance All round surveillance system Introduction of college application for paperless dissemination of education Introduction of e-governance, communication through e-mails etc reducing paper utility

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 6

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	2	1	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Safety and Security: Management has appointed a fulltime caretaker lady for girls in the CWDC/Girls' Room. Women friendly classroom doors provide safety. Each and every corner of the college building and campus is kept under CCTV surveillance; including classrooms, corridors, computer lab, library, canteen and staff-parking. At least two security personnel monitor the entry and exit of the students entering into college campus by checking their I-cards and ensure organized vehicle-parking. Issues/complaints have been addressed by Grievance Redressal Committee, Internal Complaint Committee of CWDC and Anti-Ragging Committee. Special seating arrangements during exams have been provided to pregnant women and students with infants.

2. Counseling: CWDC organizes orientation programme for the fresher with a view to acquaint them about rules and regulations for girls' safety. Special A/V documentary "SaavchetimaSuraksha" prepared by Gujarat Police is shown to the freshers. Personal counseling is arranged by the Departments of Sociology.

3. Common Room: Dr. AmitabenAcharya, Convener of CWDC, is in charge of CWDC/Girls'

Common Room. College Room No:07 functions as a CWDC/Girls' Common Room with adequate furniture and required basic amenities for girls. Ms. ManjulabenSodha is the caretaker of the room appointed by the management. Not only our college students but young women coming for taking University or Competitive exams are given equal facilities: -Two wooden cots are kept inside the girls' room for the lactating mothers who come to take exams. -If needed, the caretaker lady helps in taking care of the toddlers.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 500

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 500

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid waste management:

Used answer books, assignments or old exams papers are disposed to a paper mill for recycling.

Scrap like furniture, used GI pipes also is given away to vendors for recycling and reuse. MahemdabadNagarpalika has placed a huge garbage container near the college building separately to remove collected solid waste.

Organic waste is collected in a pit and after it decomposes is used in the adjacent plantation.

Garbage bins placed in each and every corner of the college building.

Students are encouraged to join the 'Shun Plastic Drive' jointly conducted by NSS on and off campus to collect plastic and dispose off properly.

Throwing waste anywhere or spitting is a punishable offense for anyone who enters the campus.

Liquid Waste Management:

Wastewater is disposed off through well-constructed septic tanks connected to the recharge pit. Students are discouraged to waste drinking water.

E-Waste Management:

Unused or damaged electronic devices are sold or given to the local scrap dealers for reuse or recycling. Even exchanged while buying new equipment.

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

There is no specific facility of rain water harvesting on the college campus, though it is included in the future plans by the management. Rain water flows in to adjacent fields and helps recharging ground water ultimately.

Unlike urban centers water harvesting in rural areas is not promoted through recharge wells nor is water table in the region at any alarming levels. In rural areas water harvesting is achieved by check dams, ponds and channeling rain water in to old defunct wells. In college as well water is diverted in to pond and in to *Yuva Vaan* developed by forest department.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students, staff using

1.Bicycles: The college encourages use of bicycles and a few students and staff members make use of it.

2.Public Transport: Located on the periphery of the Town, students coming from nearby villages mainly use public transport. The college authenticates public transport forms for the students in getting concession pass for Gujarat State Transport Buses and half the faculty members use railway and bus facility.

3.Pedestrian Friendly Roads: The institution has small pedestrian friendly access surrounding the building. The college is around 900 meters from the main road so with the help of the local MLA got the all weather roads made with LED street lights

Plastic Free Campus:

Students are discouraged to use plastic bags. Canteen also does not provide junk food and aerated beverages. Refreshments or tea/coffee have been served in paper plates and paper cups in the canteen.

Paperless Office:

The admin offices and the teaching faculty have reduced use of papers replaced by the use of various media like sms, social networking or email in publicizing notices or in submitting documents. Admission process, Examination application, Payroll management is all managed online

Green landscaping with trees and plants:

The college building is surrounded by trees and green fields nearby. There are 2500 trees planted in the Government of Gujarat, Forest Department assisted YUVA VAN project on campus. The saplings have grown into plants sown on both sides of the road leading towards the college building.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.98

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.06	0.07	1.19	0.13	0.15

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

- 1. Physical facilities**
- 2. Provision for lift**
- 3. Ramp / Rails**
- 4. Braille Software/facilities**
- 5. Rest Rooms**
- 6. Scribes for examination**
- 7. Special skill development for differently abled students**
- 8. Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes	
File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
---	--

Response: 10

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	3	2

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
Response: Celebrating national festivals and birth/death anniversaries of great Indian personalities is an annual practice in the college since the day of its establishment. Every year Independence Day and Republic Day have been celebrated on college campus with flag hoisting ceremony, motivational speech by chief guest followed by various competitions like patriotic songs, elocution and debate on national issues. On 5th September, Teacher's Day is celebrated by Student's Representative Council as students enthusiastically conduct classes and manage routine activities of the college in the memory of Dr. SarvapalliRadhakrishnan. The best teachers(students) and non-teaching staff (students) are given ranking by regular faculty of teachers. Gandhi Jayanti is celebrated by observing Swachchhata Week. Various events are organized on 31st October like screening of movie or documentary on Sardar Patel. Elocution competition has been organized on 12th January in the memory of Swami Vivekanand. Event like screening of documentary on the life of Gandhiji or a guest lecture by a veteran Gandhian is organized on 30th January-Shahid Divas. Exactly at 11:00am two minute silence is observed in the memory of all the martyrs

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions Response: The college authorities carry out financial audit through authorized auditor's firm. K. D. Parekh., DCP & Associates, Ahmedabad, the Chartered Accountant for verification and audit certificate. Omissions or errors, if any, reported by the Chartered Accountant are corrected as per his directions and the final balance sheet report and certificate are issued by him. The audit wing of the government from the Department of Education visits the college periodically and inspects all the files relating to financial matters of all the schemes that the college has availed of. They submit the audit report to the college authorities. Any correction, if required, has been effected on the basis of the audit report and clarifications called by them are submitted as audit reply. NSS, CWDC, Saptadhara and UGC grant are submitted to our external auditor, Ashvin K. Yagnik & Co., Ahmedabad, a qualified Chartered Accountant for verification and audit certificate. Admission is online based on merit system in accordance with Sardar Patel University norms. The students are kept informed about important notices, time-tables, examination dates, assignment topics etc through public display on notice board, SMS, college, mobile application and by WhatsApp. The internal marks have been displayed on Notice Board and posted on College Website. On demand, students are shown their corrected answer-sheets. Extraordinary achievements of students in various fields like sports, cultural and extension activities have been appreciated by local news agencies and by public display of achievements by college media committee. Code of conduct, details for Anti-Ragging committee, RTI and CWDC guidelines have been displayed on college website. Full time teachers have been recruited under the purview of CHE-Gujarat State. Members of management and advisory transparently preview and review all policies and programmes before implementation and in general meetings provide significant guidance for holistic development of the institute.

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:**

Best Practice : 1

1. Title: Creating Awareness for Increasing Access in to Higher Education**1. Objectives of the Practice:**

NAAC

Encourage parents to permit and support students to study beyond school

NAAC

To ensure access for students from weaker sections of society in to Higher Education

NAAC

To attract students towards digital learning

NAAC

To enhance communication skills

NAAC

Training in personality development

NAAC

Skills imparted as value addition

3. 2.The Context:

Serving as a grant-in-aid college and catering to wide diversity of students with a very humble background especially coming from agrarian communities, the early realization of imparting skill based training particularly in basic computer literacy, the institute has been catering to a large number of SC, ST, OBC students every year.

1. The Practice:

Every year faculty members and students of the college visit higher secondary schools around Mahemdabad reaching out to over 1350 students counseling them on options available to them for higher

studies. Visiting homes of students and meeting parents to convince them of the inevitability of learning in the fast changing skill requirement scenario.

5. 4. Evidence of Success:

- Willingness of parents to support students willing to study further increased as is reflected in our increasing enrollment.
- Students perform increasingly well with necessary guidance and support.
- With exposure Communication skills, IT proficiency, soft skills improve
- Even students going back to family vocations of agriculture get in to the trade with a new perspective and understanding of the Trade
- Examples are the alumni with a Chartered Accountant, College Teachers and successful dairy farmers as members

5. Problems Encountered and Resources Required :

- Social Taboo and cultural mindset that prevents Girls from pursuing higher education
- Economic Condition and requirement of the family that needs Hands to work
- Not Directly employable humanities program structure

Best Practice: 2

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice: I

1. Title: Creating Awareness for Increasing Access in to Higher Education

1. 1. Objectives of the Practice:

NAAC

Encourage parents to permit and support students to study beyond school

NAAC

To ensure access for students from weaker sections of society in to Higher Education

NAAC

To attract students towards digital learning

NAAC

To enhance communication skills

NAAC

Training in personality development

NAAC

Skills imparted as value addition

3. 2.The Context:

Serving as a grant-in-aid college and catering to wide diversity of students with a very humble background especially agrarian communities, the early realization of imparting skill based training particularly in basic computer literacy, has been catering to a large number of SC, ST, OBC students every year.

1. The Practice:

Every year faculty members and students of the college visit higher secondary schools around Mahemdabad reaching 1350 students counseling them on options available to them for higher studies. Visiting homes of students and meeting them to convince them of the inevitability of learning in the fast changing skill requirement scenario.

5. 4. Evidence of Success:

- Willingness of parents to support students willing to study further increased as is reflected in our increasing
- Students perform increasingly well with necessary guidance and support.
- With exposure Communication skills, IT proficiency, soft skills improve
- Even students going back to family vocations of agriculture get in to the trade with a new perspective and u
the Trade
- Examples are the alumni with a Chartered Accountant, College Teachers and successful dairy farmers as m

5. Problems Encountered and Resources Required :

- Social Taboo and cultural mindset that prevents Girls from pursuing higher education
- Economic Condition and requirement of the family that needs Hands to work
- Not Directly employable humanities program structure

Best Practice:II

1.Title: Reaching out to Neighborhood Schools

2.Objectives of the Practice :

- To create empathy for community and help understand needs of basic education
- To create a link between College and School

- To motivate students toward teaching
- To establish a connect between the Youth and the Young Ones

3.The Context

A large number of the students majoring in language and literature, especially those coming from remote sections, have an aim of becoming teachers. On the other hand, while conducting NSS activities in nearby villages and after realizing the crunch of supporting staff in Government Primary Schools, the initiative has been taken up. Every year interested students from the neighbourhood schools at least for one week as participatory human resource.

1. The Practice:

Year	School	Activities	No of Participants
2014-15	Govt Primary School, Virol	Teaching, Dramatics, cultural	50
2015-16	Govt Primary School, Sansoli	Teaching, Drawing	35
2016-17	Govt Primary School, Bhumapura	Classroom Teaching, Sports	35
2017-18	Govt Primary School (Varsola)	Classroom Teaching, Cultural Activities	30
2018-19	Govt Primary school (Virol)	Dramatics, dance, classroom teaching	35

5. Evidence of Success:

- Sensitivity towards not only children coming from different strata of society but also towards teachers has been developed.
- Awareness about the workings of primary school system has been generated.
- Understood how activity based learning helps and application levels are low
- Realization towards plurality of issues and solutions has been experienced.
- Students develop managerial skills and develops creative approach to problem solving
- The effort was felicitated by the Village Head of Virol with a Certificate and cash price to participating students

6. Problems Encountered and Resources Required :

- Incorporating such a project between too much Beurocratically monitored Primary Education system
- Do not get the same response from some of the Principals of primary schools when approached as they per
“outsiders”.
- Face scarcity of material for activities to be carried out at schools like drawing papers, sketch-pens, sports e
- Some kind of motivation/attraction is required to sustain or create academic aptitude

5. Evidence of Success:

- Sensitivity towards not only children coming from different strata of society but also towards teachers has been developed.
- Awareness about the workings of primary school system has been generated.
- Understood how activity based learning helps and application levels are low
- Realization towards plurality of issues and solutions has been experienced.
- Students develop managerial skills and develops creative approach to problem solving

The effort was felicitated by the Village Head of Virol with a Certificate and cash price to participating students

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The vision of the College that is aware of and responsive to the needs of its diverse student body as they prepare for life in a rapidly changing local and global community and mission is to assist students to become well – informed global citizens with the capacity to negotiate their way successfully in a rapidly changing and complex world. Ensure students develop a commitment to community and willingness to meet the challenges of their times. Both this guide and drive our initiatives consistently. It's a constant endeavor to empower the underprivileged and weaker sections in a world that's fast changing in terms of

aspirations, livelihood, environment, ethics and skill set. The majority of the students are from the rural economic sections and first generation learners but the exposure and curriculum delivery keeping in view the limitations has helped us achieve much required employment, better practices for self employed.

NAAC

5. CONCLUSION

Additional Information :

The vision of the College that is aware of and responsive to the needs of its diverse student body as they prepare for life in a rapidly changing local and global community and mission is to assist students to become well – informed global citizens with the capacity to negotiate their way successfully in a rapidly changing and complex world. Ensure students develop a commitment to community and willingness to meet the challenges of their times. Both this guide and drive our initiatives consistently. It's a constant endeavor to empower the underprivileged and weaker sections in a world that's fast changing in terms of aspirations, livelihood, environment, ethics and skill set. The majority of the students are from the rural economically deprived sections and first generation learners but the exposure and curriculum delivery keeping in view the limitations has helped us achieve much required employment, better practices for self employed.

Concluding Remarks :

The institution caters to students with family incomes of not more than 2lakh per annum and 75% from families involved in farming with less than 1 lakh in annual income. These mostly first generation learners are assured that their studies will not be hampered due to want of resources. The rich - poor and urban - rural divide is worsening and only corrective opportunity is to bridge the digital divide so more than three quarters of the students are provided with NAMO Tablets under Government Sponsored scheme which opens to them information from the internet. Enhancing their IT skills for learning and the workplace of the future. We ensure exposure through students participation in various events in and outside college. Bring in Experts in various fields for knowledge sharing and motivational speakers, career oriented lectures for job seekers as well. In this continuously evolving process every effort within our means is made to equip our students to face challenges of the dynamic future with creativity.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>4</td><td>2</td><td>1</td><td>2</td><td>2</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>3</td><td>2</td><td>1</td><td>2</td><td>2</td></tr></tbody></table> <p>Remark : Report of Vocational Training for Girls for the year 2018-19 not provide by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	4	2	1	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	3	2	1	2	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	2	1	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	2	1	2	2																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 406</p> <p>Answer after DVV Verification: 0</p> <p>Remark : Provided prospectus has not reflect new courses.</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 3</p> <p>Answer after DVV Verification: 2</p> <p>Remark : DVV has made the changes as per provided syllabus copy of BA and B.Com by HEI.</p>																				
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 82</p> <p>Answer after DVV Verification: 18</p> <p>Remark : DVV has made the changes as per pro-rata basis of provided courses by HEI.</p>																				

2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>359</td> <td>294</td> <td>241</td> <td>242</td> <td>514</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>359</td> <td>294</td> <td>241</td> <td>242</td> <td>514</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 815 1046 949"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>390</td> <td>390</td> <td>390</td> <td>390</td> <td>390</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1028 1046 1162"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>389</td> <td>389</td> <td>389</td> <td>389</td> <td>389</td> </tr> </tbody> </table> <p>Remark : DVV has not considered excel sheet.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	359	294	241	242	514	2018-19	2017-18	2016-17	2015-16	2014-15	359	294	241	242	514	2018-19	2017-18	2016-17	2015-16	2014-15	390	390	390	390	390	2018-19	2017-18	2016-17	2015-16	2014-15	389	389	389	389	389
2018-19	2017-18	2016-17	2015-16	2014-15																																					
359	294	241	242	514																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
359	294	241	242	514																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
390	390	390	390	390																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
389	389	389	389	389																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1520 1046 1655"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>499</td> <td>413</td> <td>450</td> <td>544</td> <td>574</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1733 1046 1868"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>385</td> <td>387</td> <td>391</td> <td>418</td> <td>419</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	499	413	450	544	574	2018-19	2017-18	2016-17	2015-16	2014-15	385	387	391	418	419																				
2018-19	2017-18	2016-17	2015-16	2014-15																																					
499	413	450	544	574																																					
2018-19	2017-18	2016-17	2015-16	2014-15																																					
385	387	391	418	419																																					
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 5</p>																																								

Answer after DVV Verification: 3

Remark : Copy of disability certificate indicating the differently-abled status of Jaldipsinh Himanshubhai Chauhan for the year 2018-19 not provided by HEI.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 185 years

Answer after DVV Verification: 190 years

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 117

Answer after DVV Verification: 104

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 133

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Supporting document not provide by HEI.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
34	21	18	28	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	17	14	22	13

Remark : Report of "Village Cleaning, Slogan Writing, Survey, Tree Plantation, Malaria, Fever Awareness," Campus Cleaning & Tree Plantation for 2014-15, Free Netra Nidan Camp for 2017-18

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
716	596	650	835	797

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
715	596	518	834	621

Remark : DVV has made the changes as per list of students participating in extension activities provided by HEI. List of student participating in Campus Cleaning & Tree Plantation, Annual Shibir – Virogam for 2014-15 , Village Cleaning, "Lecturer (Rally for Awareness about Prevention & Prohibition of Addiction)" for 2015-16, Swachhata Abhiyan at Varsola for 2017-18 not provide by HEI. Number of students participating in extension activities is more than number of students hence DVV has made the changes as per provided list of student in 2.1

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	0	0	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	0	0	2

Remark : Report of "Gujarat Arts & Comm. College, A'bad" for 2018-19 not provided by HEI. DVV has not considered MOUs.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3.68	0.42	0.63	3.32	0.57

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.35	0	0

Remark : Audited statement of infrastructure augmentation, excluding salary for 2014-15, 2015-16, 2017-18 and 2018-19 not provide by HEI.

4.2.3 Does the institution have the following:

1. e-journals

2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV made the changes as per "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)" provided by HEI.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.53	0.28	0.45	0.18	0.27

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.32	0.09	0

Remark : Audited statement of purchase of books and journals for 2014-15, 2017-18 and 2018-19 not provide by HEI. DVV has not considered expenditure of newspaper/magazines for the year 2015-16 and 2016-17.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 215

Answer after DVV Verification: 19

Remark : DVV has made the changes as per average of teacher and students using library per day on 0/09/2018, 11/09/2018, 12/09/2018 and 14/09/2019.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3.82	0.53	1.09	3.73	0.74

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1.24	1.44	0	0

Remark : Audited statement of maintenance of physical facilities and academic support facilities for the year 2014-15, 2015-16 and 2018-19 not provide by HEI.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : DVV has made the changes as per report of Guidance for Competitive Examination, Career Counseling provided by HEI.

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
158	56	52	46	47

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
237	111	120	106	122

Remark : DVV has made the changes as per list of students benefited by guidance for competitive examinations and career counselling provided by HEI. DVV has not considered list of seminar registration, extra lecture and list of IQAC.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
95	94	20	19	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
95	94	20	19	21

Remark : Report of Tailoring Work not provide by HEI.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	13	15	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	13	15	8

Remark : Placement certificate of Parmar Ashok Parabatsinh and Dholu Gayatri Rameshbhai for the year 2014-15 not provide by HEI.

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 41

Answer after DVV Verification: 18

Remark : DVV has made the changes as per pro-rata basis of provided supporting ids of student by HEI.

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	11	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	11	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	11	3	2

Remark : DVV has not considered id card and appointment letter.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	2	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

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

Remark : Supporting document not provide by HEI. DVV has not certificate of participate and inter-university.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	15	13	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	4	4	5

Remark : DVV has made the changes as per pro-rata basis of provided report of sports and cultural activities / competitions by HEI.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	1

Remark : DVV has made the changes as per report of Alumni Association /Chapters meetings provided by HEI. DVV has not considered list of student.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the

last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	4	5	1	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	4	5	0	3

Remark : E-copy of the certificates of the program attended by teachers for the year 2015-16 are not provided by HEI.

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	4	7	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	2	6	4

Remark : Report of Assign Projects for Research and Re organising Mentors for the year 2018-19 are not provided by HEI.

6.5.4

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above
 Remark : DVV has not consider provided report of IQAC without signature of Principle.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	3	4	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	2	1	0

Remark : Report of Womens Empowerment Week for 2014-15, Training for Girls in Self Defence, Understanding Laws for Women for 2015-16, "Awareness and Law for Dowry Practice and Domestic Violence" for 2016-17 and "Awareness of Under Issues Women and Social Discrimination" for 2017-18 not provide by HEI.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.43	0.11	0.17	0.02	0.01

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.06	0.07	1.19	0.13	0.15

Remark : DVV made the changes as per expenditure of water pump/ coller exp and Gardening exp duly signed by CA.

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities

5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : DVV has made the changes as per photos of Ramp / Rails provided by HEI.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Supporting document not provide by HEI.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	3	2

2.Extended Profile Deviations

ID	Extended Questions
----	--------------------

1.1	<p>Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 3 Answer after DVV Verification : 9</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 430 986 542"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="199 622 986 734"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	3	3	3	3	3	2018-19	2017-18	2016-17	2015-16	2014-15	2	2	2	2	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	3	3	3	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	2	2	2	2																	
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 891 986 1003"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>716</td> <td>596</td> <td>650</td> <td>835</td> <td>1193</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="199 1084 986 1196"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>715</td> <td>596</td> <td>650</td> <td>835</td> <td>1193</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	716	596	650	835	1193	2018-19	2017-18	2016-17	2015-16	2014-15	715	596	650	835	1193
2018-19	2017-18	2016-17	2015-16	2014-15																	
716	596	650	835	1193																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
715	596	650	835	1193																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 1393 986 1505"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>574</td> <td>574</td> <td>574</td> <td>574</td> <td>574</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="199 1585 986 1697"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>574</td> <td>574</td> <td>574</td> <td>574</td> <td>574</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	574	574	574	574	574	2018-19	2017-18	2016-17	2015-16	2014-15	574	574	574	574	574
2018-19	2017-18	2016-17	2015-16	2014-15																	
574	574	574	574	574																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
574	574	574	574	574																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 1854 986 1966"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>144</td> <td>142</td> <td>247</td> <td>293</td> <td>309</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2018-19	2017-18	2016-17	2015-16	2014-15	144	142	247	293	309										
2018-19	2017-18	2016-17	2015-16	2014-15																	
144	142	247	293	309																	

2018-19	2017-18	2016-17	2015-16	2014-15
143	141	246	292	308

3.1 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	8	7	7

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	8	7	6

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	8	8	8

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	8	8	7

4.2 Number of computers

Answer before DVV Verification : 17

Answer after DVV Verification : 16

4.3 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21.52	15.95	22.07	51.89	42.68

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40.90	34.43	29.72	56.87	47.74