SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHRI P.K. CHAUDHARI MAHILA ARTS COLLEGE

SECTOR-7, NEAR S.T.DEPOT, GANDHINAGAR. PIN - 382007.
382007
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri P.K. Chaudhari Mahila Arts College, founded in 1994 by the Akhil Anjana Kelavani Mandal has completed 24 successful years. The college was established to provide quality higher education to girls of the surrounding villages, comprising of the weaker and marginalized sections of society. It is a grant-in-aid college, functioning under the authority of the Government of Gujarat. Currently, Shri Haribhai Chaudhari is the Trust's President. The Teaching and Administrative Staff is recruited after Government issues an NOC and affiliating University grants approval. UGC recruitment norms are followed. The Principal is selected by the same process.Presently, Dr. Urmila C Chaudhari, is the in-charge Principal.

Academic matters are decided by the Gujarat University. Shri P.K. Chaudhari Mahila Arts College has an urban location, but it basically provides education to the girls from the rural areas and from the oppressed and weaker sections. Most of the girl students of our college are first from their family to obtain higher education. Despite these limitations the College stands at a high pedestal in academic matters in the region. The College is included in section 2(F) and 12 (B) of UGC Act, 1956, on 22nd August, 2005. The College was accredited by National Assessment and Accreditation Council (NAAC) **with B grade (2.71)** in the year 2012. The College is located in a 4.45 acre campus in sector – 7, Gandhinagar. It has a green campus, and it is also eco-friendly with a rich diversity of plants and flowers. The College has 3584.18 square meters of built up area. It comprises of the Principal's room, Administrative Section, Trust's Office, Language Lab, classrooms, Home Science Lab, canteen, lawns and smart classrooms. The huge playground is used for athletics, volley ball, cricket, etc. The College offers Undergraduate Programme in three major subjects of Humanities, and Post Graduate Programme in two Subjects. **08** members have PhDs and **03** the M. Phil degree. Over the last five years **17** publications from the teaching staff appeared in national and international journals. Total students in2018-19 are1178, with 134 SC, 107 ST, and 472 OBC.

Vision

To empower the girl child through the means of education and strive for her overall development in order to place her at the centre of the nation's march towards excellence.

Mission

To offer a conducive learning environment to girl students wherein they can achieve all-round growth, and thus help in the creation of a better and harmonious society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Grant-in-aid Institution-Ours is a grant-in-aid college, so the fee structure is reasonable. As compared to the astronomical fee structuresbeing charged in self-financed Institutes, our college fee structure is

easily affordable. Hence, during the online admission process, our college is preferred.All government supported schemes are directly transferred to the students.

- National Accreditation-The college has **grade B**, with **2.71 CGPA** score in the first cycle of accreditation. It was a good score, given the admission pattern of the college of students from a relatively deprived background.
- Competent, Resourceful Teaching Faculty-We have competent and resourceful teaching staff. Out of **14** staff members, **08** have PhDs. Three faculty members are recognized research guides. Two faculty members were granted minor research projects by the UGC. One faculty member was sent on deputation to the Children's University by the state government. All faculty members attend seminars, conferences, FDP &workshops. They have publications in national and international journals. Three faculty members have written books as single authors.
- Value-added programmes-To aid the syllabic course, the college offers various certificate and diploma courses, which enhance students' skill set. These are language courses, communication courses, Competitiveexam coaching etc.
- Exposure through seminars, workshops, expert lectures-Faculty members and students are encouraged to attend seminars and Conferences. Students are taken to expose them to global trends and different ideologies. They are also encouraged to present papers.
- Well-equipped laboratories-The Home Science laboratory is upgraded frequently. The computer lab is equipped with the latest software and internet connection.
- Sports Facilities-The huge ground facilitates athletics, cricket, volleyball etc. The students are given equipment and kits for the same.
- ICT Assisted Teaching-Learning-50% of the syllabic teaching is conducted with the aid of ICT tools. LCD projectors, audio-visual aids, video screenings, films and documentaries are used. Faculty members have their own blogs, and suggest valuable websites.
- Eco-friendly campus- The college campus is located in an eco-friendly atmosphere. It is a green campus; it has rain-water harvesting, a solar panel and all bulbs used are LED

Institutional Weakness

- Alumni Support

The college has not been able to tap the alumni for financial resource mobilization

- Tie-ups and Collaborations

There haven't been any tie-ups or collaborations with the Industry or the Corporate Sector so far.

- Inadequate Infrastructure facilities

Shortage of physical infrastructure facilities including buildings and classrooms affect the teaching learning process. The Library too needs to undergo renovation in terms of space management.

- Inadequate fund for extracurricular activities

Since we are a grant-in-aid institution, it is difficult to obtain sufficient funds for curricular activities and for sports.

- Majority admission seekers are from rural backgrounds

Most of the admissions being taken by girls in our college are from the rural background. And also from the marginalized communities. Hence, they are first time education seekers. So, their exposure levels are a bit low. Consequently, the result of the college, though the pass percentage is very good, is not as good as we would like them to be.

Institutional Opportunity

- More subjects at the undergraduate level can be begun.
- More subjects at the PG level can also be started.
- An increased number of short term diploma courses can be started.
- More technology, especially computer designed and software assisted teaching, learning and evaluation can be used.
- More research based programmes can be begun.

Institutional Challenge

- Absence of new courses

With the changing times, new courses have to be introduced in order to upgrade the syllabus and the teaching learning process. Relevant courses in sync with the global trends is the need of the hour. The absence of the same is a deterrent in the progress of the college.

- Intake of Low academic profile students

The students seeking admission in our college have low academic profiles. It is a challenge therefore to attract students with high academic caliber to our college.

- Poor socio-economic background of students

This factor very often forces the girl students at our place to give up on education in between. Matrimonial alliances, social commitments, deaths in the family and the like force them to give up midway. It is a challenge to convince them to stay one.

- Total absence of recruitment permission by government.

Since the last two decades the state government has put a hold on the recruitment process. Hence, there is a huge gap in the recruitment ratio. This is a factor which does not let the Trust think of increasing the gamut of subjects and courses being offered at the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

We are not an autonomous college, and hence we are following the syllabus and curriculum prescribed by the Gujarat University, Ahmedabad. Choice based Semester System (CBCS) in the UG and the PG levels. Two of our teachers are members of the Board of Studies, in their respective subjects, at the Gujarat University, and give their valuable contribution to the syllabus formation. The college follows the academic calendar issued by the Gujarat University. This is done with strict planning and implementation by the College IQAC and the Trust. University conducts Orientation Programmes and Workshops to give training to the staff for the effective implementation of the curriculum. Faculty members participate in such workshops to enhance their academic skills. The KCG, Knowledge Consortium of Gujarat, set up by the Department of Higher Education, regularly conducts many FDP Programmes, which our faculty members attend. The curriculum being prescribed by the affiliating University does not offer much scope for one's own input, but the Faculty members try their best to introduce innovative methods to deal with the curriculum. The College regularly conducts feedback from the students each year and analyses them too. Based on the feedback, several grassroots level measures like remedial classes, counselling sessions, and increased interaction with Alumni have been introduced.

Teaching-learning and Evaluation

The College Management has no say in the admission process since the admission to all programmes is done by the affiliating University, through the online centralized admission policy. Reservation policies of the Government are strictly followed. There is no management quota or payment seat. Admission is done purely on the basis of merit and the choice given by the students. The girls of the Chaudhari community, come to our college for higher education as we also offer the hostel facility. The College conducts an Orientation Programme to make the students aware of all the facilities given by the college and the varied aspects. The College prints, publishes, and distributes the College handbook and calendar in its brochure. Along with the classroom teaching, students are also asked to submit assignments and give presentations. Nearly 50% of the syllabus is dealt with the help of Power Point Presentations and other IT sources. The IQAC coordinates all the academic and quality assurance activities of the college. There are three smart classrooms, fully equipped with LCD Projectors, and other audio-visual aids. Students have access to the Library where there are two computers with Wi-Fi facility and latest software. All the departments conduct expert lectures, organize seminars, and encourage students too, to attend the same. From **14**teaching faculty members, **08**have the doctoral thesis. Personal Counselling sessions are regularly conducted by the Faculty members for career guidance. Useful study material and links are made available on the college website to facilitate the students. Most of the Faculty members have their own blogs; the Home Science department too has its own blog. This enables the students to further get exposed to valuable ideas. Review meeting and result analysis are regularly conducted at the department levels and at college levels. At least twice a year, PTA meetings are conducted. On the job training, field trips, study tours etc. are frequently conducted. The internal evaluation system is totally transparent, and any grievance regarding it are addressed immediately. The students are informed about all the college activities through the Notice Board.

Research, Innovations and Extension

Three Faculty members from the departments of English, Sanskrit and Gujarati respectively, are research guides. Currently each one of them have four research scholars under them. Faculty members from all

departments have publications in national and state journals which are peer reviewed. The College has a rich library that supports the research activities of the Faculty members. The Library provides latest research information through INFLIBNET and N-LIST, apart from other useful links. Recent developments in research are familiarized to the students through national and state level seminars, lectures by experts etc. and faculty members are updated by permitting them to attend workshops, refresher and Orientation Programmes of the affiliating and other universities and seminars in other colleges. Extension and outreach programmes are conducted by the College at the most frequent intervals. In a bid to sensitize our students towards the deprived and the marginalized sections of society, the College takes its students to orphanages, slums, old-age homes, and to the Institutes of the mentally unstable children. The College has a very active NSS Unit, and they are involved in a large number of extension activities throughout the year.

Infrastructure and Learning Resources

The College is a grant-in-aid Institution. Most of the funds for infrastructure development are provided by the UGC and the rest is managed by the Trust. The college has a huge campus, and all the other basic amenities. The classrooms are large and airy, and have adequate light and fan fittings. The entire campus has Wi-Fi connection. The College Women's hostel has a capacity for accommodating nearly 50 girls. Playground for different games is made available to the students. The library has a seating capacity for nearly 50 students in the reading area, and 5 faculty members. Reading room, photocopy facility, display rack for periodicals and newspapers, new arrivals, reference books etc. are available in the Library. The Home Science laboratory is upgraded from time to time. The College also has a Language Lab consisting of 25 computers, which enables faculty members to conduct language sessions and other group activities through ICT. Three classrooms are smart classrooms, complete with LCD Projectors, audio-visual aids and computers with internet connection. The College has adequate parking facility. A canteen runs on the premises of the campus, which offers hygienic and healthy food to the students.

Student Support and Progression

The College publishes its brochure, which contains information regarding all the activities. Information regarding examination, co-curricular activities, NSS camps, sports etc. is contained in this brochure. The College website is a dynamic website, which gives all the related information about the departments and the faculty members. The college extends all the scholarships pertaining to SC, ST, OBC etc., given by the Government. The College also provides financial aid to the students. Differently abled students are given extra time for college and university examination. Students who win prizes in Sports, cultural activities, debates, quiz etc. are felicitated by the College. Those students who have won academic accolades or are consistent performers in the exams are also felicitated.The Trust has been conducting Coaching classes for Civil Service exams, and other state level government exams. For the same, the students from the college are given this coaching at a very low price. And in case a student is not able to afford that too, the Trust allows her to attend the classes free of any charge. College conducts various programmes to improve the students' communication skills and also give them training in etiquettes and soft skills. In sports activities, the students are not only given kits, but also track suits and other related equipment. The CWDC, Counselling Cell, and all other bodies of the College are functioning to their best capacity. The Alumni Association is comparatively new, but still very active in providing a platform to the current students to interact. It is heartening to learn that most of the students who graduate from our college go for higher studies. Though we do not have an active Placement Cell,

yet at an informal level the college makes all the efforts to place the outgoing students in government or corporate sector. The college has its own annual magazine, called 'Rutam'. It gives a platform to the students to write, draw, paint, sketch and much more, and remains on record always. The NSS activities, Sports, cultural activities are all mentioned and covered in this magazine.

Governance, Leadership and Management

The College has a clearly stated Vision, Mission and objectives. These are placed at various locations in the college as well as on the website of the college. The Governing body of the Trust appoints the Principal of the College. The Principal is the Head of the Institute. The Teaching Staff and the Administrative Staff function under the Principal. All the major decisions are taken after a thorough discussion with the President of the Trust, the Governing Body and the IQAC. The college has thus a democratic set up. Feedback from the students is taken regularly and their suggestions are implemented. Faculty members participate in Orientation Programmes, Training programmes, Refresher programmes, FDP etc. At all levels, college is trying to groom leadership qualities and participative management among students and faculty. Student participation in all activities is ensured. All these act as the quality enhancement measures of the college.

Institutional Values and Best Practices

The college is located in an urban location, but most of the students are from rural areas and from the Socially and Economically backward classes. Hence, the major objective of the college is to provide such students with optimum exposure to the global trends, and to suggest means to obtain gainful employment. The college makes maximum efforts to sensitize the students towards the deprived and the not so privileged, so as to spread the message of equality in the society at large. It also strives to create environment awareness; it has facilities for rain water harvesting, a solar system, and LED bulbs. The hostel and the canteen are completely run by the solar panel installed. The best practices of the college include conduction of the Thalassemia test every year, free of cost, blood donation camps, and many other initiatives. But the most significant best practice is the Sports Event, the Olympic for the differently-abled children of the district/state that is organized by the college every year. Children who are differently-abled come to participate in such events from far and wide.

The college also believes in spreading the message of education to the nook and corner of the state. Though economically a very progressive state, educationally, Gujarat lags behind a bit. The female literacy levels are low; and those for the higher education are even less. Hence, it is a mission of the college to encourage and inspire the girl students in the neighbouring communities and in the vicinity to obtain higher education. For the same, the students from our college, and also the faculty members regularly visit the nearby areas and convince the girls to study further. In fact, there is a best practice followed by the College to regularly send girl students to the local nearby schools to teach on a regular basis. In this way, they gain very valuable experience, and also use this as an opportunity to tell the students of the school to continue with their education after school.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI P.K. CHAUDHARI MAHILA ARTS COLLEGE
Address	Sector-7, Near S.T.Depot, Gandhinagar. Pin - 382007.
City	Gandhinagar
State	Gujarat
Pin	382007
Website	www.pkcmacollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Urmila C. Chaudhari	079-23232097	9408640930	079-23221307	pkchaudhari1994@gmail.com
Associate Professor	Rakesh R. Patel	079-	9727549238	-	umacchaudhari@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	15-06-1994

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

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	22-08-2005	View Document
12B of UGC	22-08-2005	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	Sector-7, Near S.T.Depot, Gandhinagar. Pin - 382007.	Urban	4.45	3584.18

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,Home Science	36	HSC	Gujarati	120	69
UG	BA,English	36	HSC	English	120	95
UG	BA,Gujarati	36	HSC	Gujarati	240	226
UG	BA,Sanskrit	36	HSC	Gujarati	240	240
UG	BA,Sociology	36	HSC	Gujarati	240	240
PG	MA,English	24	BA	English	100	78
PG	MA,Gujarati	24	BA	Gujarati	100	67

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				0				0
Recruited	0	0	0	0	2	2	0	4	2	7	0	9
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	3	3	6
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	2	3	0	5
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
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				1
Recruited	0	0	1	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	1	5	0	8
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	2	2	0	2	7	0	13

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	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	0	0	0	0	0
	Female	801	2	0	1	804
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	145	0	0	0	145
	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	0	0	0	0
	Female	132	143	118	76
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	122	92	68	43
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	355	371	324	264
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	226	187	67	414
	Others	0	0	0	0
Total		835	793	577	797

3. Extended Profile

3.1 Program

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

Response: 5

File Description	Document
Institutional Data in Prescribed Format	

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	5	5

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
801	731	792	835	973

File Description	Document
Institutional Data in Prescribed Format	

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

2017-18	2016-17	2015-16	2014-15	2013-14
778	778	778	778	778

File Description	Document
Institutional data in prescribed format	

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

2017-18	2016-17	2015-16	2014-15	2013-14
233	258	270	279	339

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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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	14	14

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	14	14

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Institution

Total number of classrooms and seminar halls

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
1241957	1833630	1311895	1571379	3055797

Number of computers

Response: 30

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 Institution ensures effective curriculum delivery through a well-planned and documented process.

Curriculum development isn't in the purview of the College; the affiliating University forms it, and to be followed by the constituent colleges. However, curriculum dispensation is the job of the Institution. Our college stands at the unique crossroads of being located in an urban area, but catering to students from the rural areas. Ours is a girls' college wherein most of them are the first timers to be obtaining higher education. Hence, our task of curriculum dispensation has to be such that it balances the local environment as well as the need for a global outlook.

Each department meticulously plans the syllabus discussion of the curriculum. The curriculum discussion is planned in three stages – basic understanding of the topic on hand, interactive sessions consisting of debates, quiz and discussions, and finally a short question & answer round. In the second stage, use of technology like PPT presentations, showing of films, taking students to field trips, inviting experts to talk on the said topic and at times even small MCQ exams are conducted.

The planning for it is done in each semester at the beginning; and a documented planning is submitted to the Principal. In house department meetings are held to ensure that no aspect of the curriculum is left untouched. Infrastructural support is listed and in case of a lacuna, it is immediately taken care of.

The Institution has been forming its Academic Calendar since almost a decade now. This calendar is prepared at the end of the Academic year, for the upcoming academic year. Each department gives their inputs and experts to be invited, films to be shown (as per the curriculum), visits to be planned are all accumulated in the Academic Calendar. Tentative dates for exams, question paper patterns, and person wise teaching of the topics are all assimilated in the Calendar.

Due emphasis is paid on the revision of every Unit of the prescribed syllabus. Students are encouraged to ask questions, clear their doubts and actively participate in the related tests conducted by the Faculty members at the end of the topic. Curriculum dispensation is not kept limited only to teaching of the syllabic material; it also encompasses social service, service to the nation, sports, co-curricular activities and cultural activities as well.

Each year the college encourages its students to participate in NSS, NCC, Sports, and other co-curricular activities. For the same, notices are circulated well in advance; and the Faculty members too orient the students to participate actively. In the Youth Festival organized by the affiliating University, the college participates in nearly 10-12 events out of 24. Over the years, our students have won a number of prizes.

Thus, the objective of the College is to encourage the students to develop their overall personality, and to

equip themselves to tackle any kind of situation, and also to be able to learn organizing skills through their participation in NSS, NCC, Sports and Cultural activities.

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	0	0

File Description	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: 28.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	1	0	0

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: 20

1.2.1.1 How many new courses are introduced within the last five years

Response: 1

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: 60

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	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: 10.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
54	106	243	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	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:

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

Ours is a college for girls; yet gender sensitization and awareness regarding it is largely done through programmes organized by the Women's Cell. The members of the Cell as well as the College Management invite experts from different walks of life to talk to the girl students about their rights, duties and other related perspectives. Being a college for Humanities Education, the syllabi offers lot of scope for amalgamation of gender issues during classroom lecture deliverance.

Environmental issues like climate change, pollution, global warming and degradation are regularly taken up the NSS Unit of the College through activities such as cleaning the campus and the building, tree plantation and gardening. Debates, competitions like essay writing and slogan writing, and expert lectures by eminent resource persons are organized at frequent intervals. Besides the NSS Unit, the NCC and the students enlisted in Sports are also disciplined into maintaining cleanliness at all levels. The College makes efforts to create awareness about the environment sustainability not only in the campus, but also in society at large. For the same, students organize rallies with posters on reducing plastic waste, increased use of solar energy, conservation of water resources and rain water harvesting. The campus in which the college is located gets its energy requirement completely from the solar panels installed by the Management. Plus, the campus also has facility for rain water harvesting; the entire campus is 100% lighted up by LED bulbs which are in turn energized by the solar panels. The students are informed about the same.

In addition to syllabic teaching, the institution ensures holistic development of students by inculcating in them a spirit of patriotism and a feeling of social commitment, thereby sensitizing them towards humane values. The College offers, formally and informally, training for taking varied competitive exams at all levels; during such training sessions, the faculty members make efforts to inculcate a sense of sincerity and honesty in the profession of their choice. Examples of great statesmen, who dedicated their lives to uphold the integrity of the nation and its work atmosphere are frequently discussed by the Faculty members. Students are therefore regularly involved in the organization of in-campus events like cultural activities, sports, NSS, and NCC, so that they are exposed to a sense of responsibility and discipline associated with the event. Field trips, visits to orphanages, old-age homes and slums are also organized in order to inculcate a bent of mind towards discharging one's duties with honesty.

The syllabic teaching is thus ably substituted by integrating such issues into the Curriculum dispensation.

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

Response: 1

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

Response: 1

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

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

1.4 Feedback System

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
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: D. Any 1 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
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: 57.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
801	731	792	835	973

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

2017-18	2016-17	2015-16	2014-15	2013-14
1440	1440	1440	1440	1440

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: 68.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
387	510	606	609	559

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:

Our College has the characteristic feature that it is situated in an urban location, and being a girls' college in the capital city of the state, with the provision of hostel facility, it attracts both type of students from across the state – girl students from the relatively underdeveloped areas and socially and economically backward communities, as well as from the urban milieu. Hence, the students who take admission in the First Year of the Undergraduate Programme belong to both the categories – the advanced learners and the slow learners. The College therefore takes utmost care to give additional coaching to the slow learners, and upgraded learning modules for the advanced students.

The department of English organizes remedial classes for grammar, vocabulary and pronunciation training. The slow learners are first of all identified in the class by giving them simple tests based on grammar and vocabulary. Along with the remedial classes, the students are shown interesting films and documentaries on the subject, and experts are invited on various topics for lectures. Generally, workshops for fifteen days are conducted for improvement in basic English language skills. Seemingly difficult topics are explained through the televised lecture series initiated by the State Government's Education department.

The department of Gujarati also gives specific training to the students in spoken language, grammar and phonetics. Gujarati is the state's official language; yet, it is spoken in varied dialects and accents as per the regions of the state. Our college has students from different parts of the state, hence, the first emphasis is put on maintaining a standard level of spoken Gujarati. For the same, the department uses the audio-visual medium to develop a standardized version of the language among the students. Role-play, regular practice in writing essays and critical reviews, reading of the vernacular dailies loudly in a group, as well as discussion sessions are conducted separately in the remedial classes and in weekly workshops organized for the purpose.

Relevant websites, interesting YouTube videos, documentaries and films are suggested to the students, so that they can enhance their language and literary skills. The entire college campus is Wi-Fi enabled, so it

facilitates the students to download the suggested e-material and go through them at leisure.

The language lab with 40 computers and fully enabled with Wi-Fi facility is also used by the faculty members to show films, documentaries, and lectures on specific topics. Efforts are also put in to organize special lectures by experts for the advanced learners. To encourage such learners for appearing in competitive exams and for taking up research, the College organizes career counselling programs and invites experts to teach students how to take up research projects and then how to execute them.

The college also organizes special Coaching classes for those students who wish to appear for the State level competitive exams as well as for the National level. All the students are encouraged to participate in the classes, but particular emphasis is laid on the advanced learners to attend them.

2.2.2 Student - Full time teacher ratio

Response: 57.21

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.25

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

An attempt is made at the College to provide the students with the maximum exposure to global and local information and knowledge so as to equip them for gainful employment and to tap their potential. For the same, the teaching methodology of the Institution is student-centric. To mark the birth anniversaries of great thinkers, philosophers and authors, the College has made it a policy to observe these with Essay Competitions, Chart making, Poster making, Elocution and Debate competitions.

The completion of each topic is marked by an MCQ test given by the concerned Faculty. This makes them grasp the topic and in the long run the syllabus with great ease. All the Departments encourage the students to prepare a Question Bank on specific topics ; in this way, all the students are benefitted. Paper solving is regularly resorted to by all the departments – University Question papers and the College internal Question

papers.

The classroom teaching is made as interactive as possible by encouraging students to voice their opinions, ideas and come up with any valid material which they have been able to find on the net or in the library. After a film or documentary screening, the students are invited to give their opinion and critically analyze it, thus making them actively participate in it.

The College encourages its students to participate in Workshops, Seminars and other activities like Play Reading and Film Screening related to the syllabus. Additional reading material is provided through suggestion of websites, YouTube videos, lecture series, TV talk shows and any other source available on the said topic. Current issues are also given a thrust by encouraging the students to read both vernacular and English dailies in the library.

Visits to the library are encouraged by all the Faculty members. The library too is fully equipped with computers and the Wi-Fi facility; hence, students are encouraged to visit the same. Audio aids are used extensively by the Faculty members. For instance, the Sanskrit department plays the audio clips of the entire Bhagvad Gita for the benefit of the students. This enables them to understand the original pronunciation of the words in the Sanskrit language and also enhances the learning process.

Girl students are encouraged to participate in Sports activities too. For the same the Director of Physical Education, regularly organizes video screening of great players of National and International reputation. Moreover, within the college premises, sporting activities, both indoor and outdoor are organized to generate an interest in sports. Badminton, cricket, volley-ball, athletics and others are organized among the students to develop their interest in these sports.

The cultural Committee of the College and the NSS wing are also very active, with regular organization of varied activities. All these put together make the learning experience of the students very positive and complete. Participative learning is the principle of classroom teaching as students are encouraged to ask questions, raise doubts and engage in discussions on topics related to the syllabus and to the current issues.

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

Response: 0

2.3.2.1 Number of teachers using ICT

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: 57.21

2.3.3.1 Number of mentors

Response: 14

2.3.4 Innovation and creativity in teaching-learning

Response:

The complex nature of the students taking admission in our Institution – both from the urban and rural backgrounds – necessitates the introduction of innovative methods of teaching on an everyday basis. The very first attempt made by the College is to equip the Faculty members with as much information and knowledge on their related subjects. For the same, the Faculty members are encouraged to attend Refresher Programmes, Orientation Programmes and Short Term Courses. Participation in Seminars, Conferences and Academic Workshops is also encouraged totally. Faculty members are encouraged to apply for major and minor research projects to the UGC. Two of our Faculty members – one from the English department and one from the Sanskrit department – have completed their minor projects.

Each Faculty membes uses ICT tools for teaching purposes. 50% of the syllabus teaching is done through PPT, making the students more comfortable with the subject and enhances the learning experience.

Each department maintains an 'Academic Calendar'; which is a detailed record of the topics taught and subsequent activities like MCQ tests, FAQs, class tests, Quiz and other details. Since a majority of our students are from the vernacular medium, the College organizes a Grammar Workshop every year. Resource persons from reputed Institutions are invited to deliver lectures. Inter-college and inter-class Quiz competitions are organized each year on topics of the syllabus.

Every year, the college organizes an Educational Study tour at bare minimum cost to the students so that the syllabic teaching is ably supported by real life experiences.

Films are shown on a regular basis; in our Language Lab, YouTube videos related to topics are also shown. After watching the film all the students are required to write their opinion about it and then read it aloud in the class. Websites and blogs of reputed thinkers on topics related to the syllabus are regularly discussed in the class.

One of the most innovative techniques employed by the College is asking students to make and present PPT on topics of their interest. Each department indulges in this practice so that the students feel greatly encouraged to research, analyze and use technology for presentations. The Faculty members also teach the use of technology to those students who are being exposed to the Computers and internet for the first time. This is thus an attempt by the College to introduce the students to Digitalization and use of technology.

Every year the Department makes a list of experts on varied topics of the different departments. After consultation with the Principal, dates for inviting each of these experts is fixed and due students are informed in advance. This arouses the interest of the students and enhances the syllabic understanding further.

Another innovative method employed by each department is that of asking students to prepare a particular topic and teach it to the entire class. The newness of the experiment has generated lot of interest over the years among the students. Many of them now approach themselves for topics to teach.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 45.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	6	6	5

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 21.43

2.4.3.1 Total experience of full-time teachers

Response: 300

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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	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](#)

2.5 Evaluation Process and Reforms

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

Response:

The Institution has to take care of 30% of the total evaluation conducted by the affiliating University. In common parlance, this is known as the Internal evaluation. Though the students are prepared for the External / Final exam conducted by the affiliating University, yet they have to be exposed to the system of evaluation from an early stage.

For this, the Institution has implemented a system of formal and informal levels of evaluation. Informally, each faculty member of every department conducts a test – which can be an MCQ test, a Quiz, or plain question and answer session – as soon as a particular topic is dealt with. This enables the student to grasp the topic very well. Faculty members also give surprise tests in the class to test the absorption levels of the students.

In the formal system of evaluation, the College has formed an Exam Committee which takes care of the Evaluation system. The students are informed about the Internal Exams at least a month in advance. A notice for the same is circulated and faculty members convey the same orally too in their respective classes. Faculty members engage extra hours of teaching if need be as the date for the exam approaches.The teaching staff is told in advance about the date of submitting the checked answer sheets.

On the stipulated day, the result is put up on the Notice Board on all the floors of the College. In case of a student expressing dissatisfaction with the marks scored, she is free to contact the Principal or the Exam committee directly. Her answer sheet is re-examined and re-assessed, and if the marks have undergone a change, the Committee duly informs the student as well as makes the necessary change in the mark-sheet.

Those students who miss out on the exams due to ill-health or some unavoidable circumstances, are given an opportunity to appear at the Re-test after a certain time gap. The answer sheets are discussed in the class with the students, and faculty members make it a point to appreciate the answers that have been written very well. Those who have not performed very well are then personally told by the faculty members about their weak areas and improvements are suggested. Very good answer sheets/assignments are shown to the students.

Faculty members also guide the students to write assignments and give class presentations as part of their syllabic course. From content of the assignments/presentations to the varied aspects of soft skill associated with them, the students are given training for both. Faculty members also obtain question papers of the previous years' exams from the University website and discuss them with the students, so that for the final University evaluation the students are well prepared.

The College, since its inception, has believed that a student must be continuously evaluated so that she is well prepared in the said subject. Hence, it makes an attempt to improve the evaluation system thus enabling the students to grasp the matter completely.

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

Response:

The College conducts Internal examinations in each semester, as in the system of the Affiliating University, 30% of the evaluation of the student is to be done by the College. For the same, the College maintains utmost transparency in the exam conduction. The assessment begins at an early stage. Immediately after the admission process is complete, the students of first year undergo a Remedial Lecture series before the regular classes begin. The purpose of these Remedial classes is made clear to the students – it is to brush up their knowledge about the basics of the subject that they will have to study. After the Remedial lectures are over, the students are given a class test, the results of which are announced immediately.

For the assignments and the presentation, the faculty members give all the required instructions regarding how to write, how to present, the sources from where material can be gathered, the logical structuring of the assignment/presentation, the deliverance, and also the communication skills. Each student is told at least a month in advance about the topic they have to prepare on, and are asked to contact the concerned faculty member in case of any help.

For the internal exams, the students are informed about the dates a month in advance through the Notice board and orally by the faculty members. The marks of the internal exams are also declared on the Notice board. Paper style of the question papers are also discussed by the faculty members and a broad outline of how to write the answers is discussed.

The students are also greatly facilitated by the frequently conducted class tests, like the MCQ tests, Quiz, grammar exercises, and other subject related tests. Question banks and writing practice for the seemingly difficult topics are personally looked into by the concerned faculty members.

In case of a student remaining absent for a considerable time, the concerned department takes note and tries to send across at least the instructions on how to write the exams. Reading hours in the library are increased to accommodate more students at least a fortnight before the exams.

The result of the exams is also put up on the Notice board of the college. Marks for each aspect of the examination – assignments, presentations and the internal exams are duly displayed as a consolidated mark sheet on the Notice board. Any grievance regarding the internal assessment are put up to the Exam Committee, and the error, if any, is rectified immediately. The student is shown her answer sheet too if she so wants it, and the marking done by the concerned faculty member is explained to her. Though such instances are few and far between, yet the Exam Committee takes full care to solve any exam related queries.

The purpose behind conducting frequent exams, both formally and informally is to prepare the students to take the final University exams with full confidence and also the various competitive exams for which the College encourages the students.

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

Response:

The serious nature and the intensity of the exams is explained to the students from the very beginning of the Academic year. Each student has to appear for an internal college exam and for an external exam conducted by the affiliating University. In a competitive world today, it is obvious that scoring marks in the internal exams carries lot of weight. Hence, at times a student might express dissatisfaction over the assessment done in the internal exams.

In order to take care of such complaints or dissatisfaction, the College has come up with a mechanism to address the grievances. In case of a student expressing dissatisfaction over the marks obtained, she is free to contact the concerned Faculty member, the Administrative Staff, the Exam Committee or even the Principal. As soon as the student complains, it is forwarded to the Principal, the Exam Committee and to the concerned faculty member. The request for re-assessment or re-checking is taken in the written form, for which the College already has a format. The Administrative Staff takes out the student's paper and gets it photocopied. The photocopy is then given to the concerned faculty member for re-assessment or re-checking.

If the marks increase, then the Faculty member too has to fill in a form and submit it to the Principal. The student is then called and her changed marks are conveyed to her. Her internal mark sheet is also immediately rectified by the Administrative Staff.

For the assignments and presentations, which are part of the syllabic course, each Faculty member maintains a register for taking signatures of all the students who submit their assignments and give

presentation. This way, the evidence of the assignments/presentations is maintained. Hence, in case of any absenteeism, the register with the faculty member is immediately checked and the signature of the student is verified.

If by some chance, the student has been marked absent in the Assignment submission, then her assignment is looked for, and retrieved. If it has remained unmarked, or has been lost, then the Exam committee and the Principal look into the matter and either ask the student to re-submit the assignment or give her marks on a pro-rata basis.

The Exam Committee and the Principal have taken a collective decision to expedite the exam related grievances at the earliest. For the same, a maximum period of one week, i.e. seven working days are allotted. In these seven days, all the procedure of getting the answer sheet photocopied, giving it to the concerned Faculty member, notifying the HOD of that department, reevaluation, and change of marks is to be completed. The student is notified of the change in marks, if any, on the seventh working day of her submitting a complaint.

Thus, the transparency, efficiency and time-bound solution to all institutional exam related issues is taken care of.

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

Response:

The Institution has always had a practice of making the Academic Calendar for syllabic teaching as well as for other activities. However, the most important role that the Academic Calendar plays is to make the Teaching Faculty and the Administrative Section aware of the approximate dates for the internal exams conducted by the College itself. The calendar is made by the Principal and the HODs of all the Departments keeping in mind the affiliating University's instructions about the conduction of the Final University exams for each semester.

The internal evaluation is a continuous process as the Faculty members engage in an informal internal assessment throughout the academic session. MCQ tests, Quiz, preparation of Question Bank, class tests, solving of the University question papers are all conducted throughout the academic session.

The Academic Calendar lists out all the important dates for various events which are to be conducted in a given Semester, and almost becomes the blueprint for the teaching learning process. After the Academic Calendar is formed, each department comes up with its own planning to evaluate the students continuously.

The previous years' records of the conduction of the internal exams by the college match with the dates fixed in the Academic Calendar. The Academic Calendar only comes up with the dates for the formally conducted exams; and yet, it gives very important clues regarding the informal evaluation that the Faculty members conduct continuously.

The college believes that continuous evaluation keeps the students in step with the syllabic learning as well as prepares them on how to write the final university exams. Moreover, the competitive exams that many of our students prepare for, are also better prepared if they are exposed to this kind of continuous

evaluation methods.

The Academic Calendar thus becomes a facilitator in the planning of the evaluation methods.

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:

PO:

Ability to grasp the varied aspects associated with the learning of a specific subject, develop critical thinking for the same, and then be able to apply it for the practical purposes in the field of gainful employment as well as for being able to use the said knowledge for the betterment of society and individual satisfaction.

To enable the graduating students with a knowledge of the diversity of human behavior and to equip them with language skills and effective communication.

Programme Specific Outcomes:

Understand and implement skills of English, and be able to read, write, speak and listen in person and through the Electronic media in English, and to grasp the global trends.

To gain complete knowledge of the regional language, and then to further the knowledge of the same to carry forward the rich cultural tradition and heritage of the state.

Course Outcomes:

To be able to understand thoroughly the dynamics of the languages and the literatures learnt, and to carry on a meaningful conversation in them in varied fields – administration, law, management, education, sports and many more.

Students should become very good and effective communicators in the language and literature they have chosen to graduate with, so that they become effective mediators between the global trends and the local aspects of the fields mentioned above.

To become aware of the global trends and local trends in terms of food & its nutritional value, the ever-changing textile industry and the dynamics of interior décor.

The college website displays the above Programme Outcomes, Programme Specific Outcomes, and the Course Outcomes. They are also communicated to the Faculty members during meetings held by the Management and by the Principal from time to time. The Course Outcomes provide valuable inputs to the Faculty members to design their syllabic teaching in a way that the stated outcome is achieved.

Our college offers a degree programme in Home Science, a regional language & literature – Gujarati, and in the global language and literature – English, and also the Masters Programme in the latter two subjects. Our students typically choose gainful employment in Administration, Hospitality, law, management and other such related fields, where language and literature have the most important role to play. The language and literature to be used therein should be such that it is easily understood by the common people. Effective use of language for day to day life is a necessity today; hence, the Course Outcomes are the guidelines for the Faculty members to engage in the teaching-learning process accordingly.

The students are also asked to check the college website so that they are clear about the final outcome of their graduation and Masters programme. However, the teachers convey it orally too in the class, making it more effective. By the time the students enter the final academic session they are quite aware about the global trends, the market requirements, the skills needed to meet the market demands and also the area they will like to make their profession.

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

Response:

There are quite a few methods implemented by the College to measure the attainment of the POs, the PSOs, and the CO. Continuous Internal Evaluation is one method, by which the college tries to evaluate the Course Outcomes. The evaluation done by the college is at the formal and at the informal level. The faculty members prepare the students for both in gradual phases. The students are also continuously told about the emerging global and national trends in research, and in the applied fields of Law, Management, Administration, Education and others. This helps the students to understand their specific skill-set and the market demands.

Students are encouraged to go for Field Trips, Internships, On-the-job training, educational tours, research work, and varied competitions. Their acumen for a particular professional area is constantly evaluated and tips to improve the same are given. Students are asked to equip themselves with the required knowledge which will get them gainful employment as well as enable them to lead a better life.

Our college regularly takes students to Conferences and Seminars related to their subject, thus giving them a vital input about how research work is done and how it is presented in a conclave. The discussions and debates also give them valuable tips about the real nature of an ideology and its implementation.

To give our students a first-hand knowledge about the functioning of the real world, each year the College sends them on educational tours and to well-known organisations for learning the tricks of the trade. Syllabic teaching is thus not kept confined only to books, but is coupled with practical training as well.

Keeping in mind the fact that most of the students will be engaged in preparation of various competitive exams, the college trains them to continuously appear for class tests at the informal level. This ensures that the students are getting involved in the entire process of continuous evaluation. The final University examination is also kept as a target so that the students don't lose sight of the final course outcome.

The result of the formal and the informal tests/exams conducted by the college are discussed with the students, so that they are aware of the mistakes and take the necessary steps for improvement. The final University results are also discussed in the class and individually as well. Better writing techniques, proper formation of answers, additional resources for reference material are all given to the students so that they are able to write their exams competently.

2.6.3 Average pass percentage of Students

Response: 87.08

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

Response: 829

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

Response: 952

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.23

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: 142500

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	142500

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 21.43

3.1.2.1 Number of teachers recognised as research guides

Response: 3

File Description	Document
Any additional information	[View Document]

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

Response: 0.71

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

Response: 2

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

Response: 14

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 college has been constantly striving to bring innovations in the teaching process so as to facilitate the students to grasp the syllabic knowledge in a better way and also to understand the practical aspects associated with it. The techniques used for teaching are not confined to classroom teaching only. Syllabic teaching is ably substituted with field trips, research projects, internships, on-the-job trainings and debates and discussions related to the subject/topic.

Films, documentaries, and TV lectures are shown to the students to give them a better understanding of the said topic. Role-play, charts and poster making are frequently conducted to enable the students to better understand the seriousness of a particular topic.

The college encourages its students to visit the Library every day not only to read books there, but also to make use of the computers in the library with free internet access. A thorough knowledge of global and local trends is imperative in the modern world today.

Our college also believes that knowledge acquisition is not just within the enclosed premises of the college campus, and is also not limited to just the betterment of the individual. Education in the true sense is the betterment of the entire society. For the said purpose, the college engages its students in a host of extension activities like community training, visiting slums, orphanages and old-age homes, and educating the rural population about non-following of blind-beliefs, superstitions and the like.

Participation in co-curricular activities, Cultural activities and Sports are also encouraged to the maximum. Students are facilitated in every which way to participate in them. From giving them equipment to accompanying them to the venue for competitions, the college takes utmost care to participate and win.

Awareness regarding environment issues is also generated on the campus through tree-plantations, cleanliness drives, conserving energy resources, arresting soil erosion and many such programmes. Thus, the college aims at over-all development of the students in every regard.

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

2017-18	2016-17	2015-16	2014-15	2013-14
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: No

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

File Description	Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 1

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	4	2	3	4

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.5 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: 1.21

3.3.5.1 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	4	6	5	2

File Description	Document
List books and chapters in edited volumes / books published	[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:

As stated in our Programme Outcome as well, the objective of the College is not only to give syllabic knowledge to the students, but also sensitize them to become responsible and nation loving citizens. For the same, efforts are made to inculcate a sense of sympathy in them towards the under-privileged and the deprived members of the society. Societal development can take place only when the citizens are sensitive towards the underprivileged classes.

The college indulges in carrying out extension activities throughout the year so that students do not lose sight of the main purpose of education. The NSS wing of the college takes a contingent of volunteers each year to the slums to distribute books and eatable items to the children there. The students also give first hand training on how to maintain cleanliness to the children living in the slums.

The NSS camps organized each year in the nearby villages lay tremendous emphasis on 'Swachch Bharat', 'VyasanMukti' (freedom from alcohol), and health and hygiene. Visits to the Institution for the visually impaired children are carried out each year; institution for the deaf and the dumb is also visited each year. Similarly, our students regularly go to the local old age home and spend time with the old people there.

Environmental issues are placed at the top priority of the Institution. Each year, a tree plantation drive is undertaken by the NSS wing. Use of LED bulbs, rain-water harvesting, waste management and energy conservation are actively indulged into by the students and the faculty. The neighboring communities are also actively involved in such activities.

Gender sensitization is one of the major campaigns that the college is associated with. Women empowerment is taken very seriously and girl students are encouraged to become independent. Lectures by experts are organized frequently. Lawyers, doctors and sociologists are invited to talk about law, health, societal health and society's betterment.

File Description	Document
Any 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: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	1

File Description	Document
Number of awards for extension activities in last 5 years	[View Document]
e-copy of the award letters	[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: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	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: 37.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
130	577	343	77	372

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	[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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	[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: 4

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)

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	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](#)

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 adequate facilities for the teaching-learning process. Adequate infrastructure development was the first agenda of the College Management when the College was established in 1994. With the changing times and with the thrust on digitalization, the College too has adopted technology to aid the classroom teaching. All the Faculty members are equally equipped with technology tools.

The college has 40 computers placed in various facilities for the benefit of the staff and the students. The Library has for instance, two computers fully equipped with Wi-Fi facility for the students. The staff room also has five computers, one each for the respective departments. The Administrative Section is also fully computerized; for the benefit of the students, there is fully equipped DELL Language Laboratory with 25 computers having the Wi-Fi facility.

The College Management has recently equipped four classrooms with LCD Projector, Computer and Wi-Fi connection. These smart classrooms pave the way for technology-aided learning. There are 10 fairly large airy classrooms, fitted with adequate number of LED bulbs and fans. Though it is a college for girls, yet a large Ladies' Room has been specially designated for the convenience of the girl students.

For the Home Science Section, the College has a fully equipped laboratory. It is updated from time to time as per the changes in the syllabus and as the equipment wears out.

To encourage participation in Sports activities, the College provides a well-marked ground, kit, sports equipment like cricket kit, volleyball kit, kabbadi kit, softball kit and kit for athletics.

For cultural activities too, there is a specially designated room where the girls can practice for folk-dance, music events and theatre events and other things. The college also provides musical equipments such as table, harmonium and flute for practice purposes.

The college has always believed in encouraging syllabic learning withactive participation in sports and cultural activities.

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

Response:

The college encourages students to participate in maximum number of activities, like co-curricular, cultural and sports. For the same, the college provides adequate infrastructural facilities to the students.

For the sports activities, there is a huge ground within the campus premises that is used for sporting

activities like cricket, football, softball, kabbadi, kho-kho, badminton and such other games. For the indoor games, the College does not have a designated room, but the Ladies Room is very often used for playing indoor games like Chess.

The size of the Ladies Room is **16.10" X 24.1";** hence, it gives ample space to the girls to indulge in a few indoor games. For conduction of Cultural Activities, there is a designated large room. Here practice sessions for all types of Cultural events take place, like folk-dances, musical events, and the like. Equipment for cultural activities like the Harmonium, Tabla and Keyboard are also provided in this room so that the students can practice their classes.

The college provides uniforms to the girls who are involved in sports activities. The following list will give a glimpse into the efforts made by the college to facilitate participation in sports events:

Sr No.	Item	No. of Sports Components	Facility provide to girls who participat
1	Cricket kit	1	Lower T-shirt
2	Volleyball Kit	1	Dress Kit
3	Judo Dress	5	Judo Dress
4	Wrestling Kit	5	Wrestling Dress
5	Kabbadi Knee Cap	12	Dress Kit
6	Soft Ball Kit	1	Lower T-shirt
7	Athletic Kit	1	Dress Kit

Similarly, for the Cultural activities also the college provides ample equipment facilities to the students:

Sr No.	Item	No. of Components
1	Tabla	1
2	Harmonium	1
3	Keyboard	1

The College also has the facility of mikes, speakers and a music system which enables the students to practice for Cultural events properly.

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

Response: 30

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Institution has a fully automated Library since 2009. It is located in a vast space, with a special enclosure for the students and Teachers to sit and read. The Library has two computers fully equipped with the Wi-Fi facility, to enable the students to browse the internet.

The total area of the Library is **56.6" x 56.6".** Out of this,

1. Books Room size- 28.6" x 28.6"
2. Reading Room size- 28.6" x 28.6"

The ILMS software used by the Library is SOUL, the version being 2.0

The Library is equipped with nearly 3000 Reference books and Text books; it subscribes to and receives nearly 40 magazines, 03 newspapers daily, 05 journals and 30 free online journals. The Library has recently renewed its annual subscription with INFLIBNET, giving further access to free online journals and material on the J-Stor.

Students are encouraged by the Faculty members to visit the Library as frequently as possible so that they get into the habit of reading as well as use the Computers and browse for extra reading material. The separate enclosure for reading to be used for both teachers and students is used by the students during the exams for reading purpose. The Library remains open till 5.00 pm so that those preparing for Competitive exams can also sit and read.

Students are also encouraged to submit their suggestions regarding which books, magazines, journals and newspapers should be bought. The Librarian collects these suggestions and then passes them on to the Principal. Certain books in the Library are classified so the students are not allowed to issue them, but they can be read within the library.

Faculty members repeatedly suggest reference books and other useful books/magazines in order to prepare properly for the various competitive exams. The Librarian also guides the students on how to browse the net, how to download material and how to share it with others. The Library is fully equipped with a printer as well; so in case a student needs to take a print of some material, it is readily done.

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

Response:

The Library of the College does have a collection of rare books. The details of the same are given below:

	Name of the book	Name of publisher	Name of author		
1	Goverdhanraam – Chintakanesarjak	Tripathi B.k .Seller, Ahmedabad	Vishvuprasad R Trivedi		
2	Gujarat nu ghadtar	Mumbai Uni. Prakashan	Ramanlal V desai		
3	BhankaarkaviB.K.Thakr kaavysangrh	noN.M Triathi Company Mumbai	B.K.Thakor		
4	KaanhdePrabandh	N.M Triathi Company Mumbai	K.B.Vyas		
5	Saathinasaahity nu degdarshan	Gujarat Vidhansabha, Ahmedabad	Dahyabhai P Derasari		
6	Saahitysamiksha	IshvarlalM.Dave, NutanPrakashanMandir	Vishvnath M Bhatt		
7	Shudamacharitr-premanand	Universal Printers,	VinodAdhvaryu		

		Ahmedabad		
8	Shoyatrhti Ni saadhna-kishorlalMashruvala	NavjivanPrakashan, Ahmedabad	Narsinh Parikh	
9	Lokvaartaniraslaahan	Dr.Jivraaj Mehta Smarak Trust Rajt	JaymalParmar	
10	Lelaavantijevankala	N.M.Tripathi	GovardhanraamTriathi	
11	Aapnasonat	The Yashvant Printing Press,Pratij	Chand Shankar Bhatt	
12	Uttamlal Trivedi niGadhy Siddhi	GujratSaahityParisadAhmdabad	RaamPrasadBakshi Ramanlaloshi	

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: D. Any 1 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: 24609.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
8294	6686	52681	5740	49647

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 8.96

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

Response: 73

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institution is technology-driven, as all the aspects – Teaching & Learning, Administration, Examination, and Admission – are fully computerized. There are 40 computers in the College, the bifurcation of which is given below:

Sr. No.	Item	No. of Computers	
1	Principal	1	
2	Teaching Staff	5	
3	NAAC Room	1	

4	Administrative Staff	4	
5	Library	1	
6	Library student	2	
7	SPORTS/NSS/NCC Room	1	
8	DELL	25	
	TOTAL	**40**	

The software used in these computers are upgraded from time to time. The internet connection too is updated to facilitate the usage by the Teaching Staff, the Students and the Administrative Staff. Currently the College has an internet plan with GTPL instituted from 25th April, 2017 to 25th August 2018, with a speed of 10 MBBPS. The same will be renewed as and when the term expires. Additionally, the College also has the connection of Reliance Jio with a 5 MBBPS speed.

The Wi-Fi Connection offered by both the service providers has unlimited access. It can be and is used by the Students, the Teaching Staff and by the Administrative Staff.

4.3.2 Student - Computer ratio

Response: 26.7

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: 5-20 MBPS

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: 0

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)

2017-18	2016-17	2015-16	2014-15	2013-14
11.24	10.25	9.94	14.45	13.97

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[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 area of campus is 4.45 acres. From a single college offering a degree in Humanities, the Mandal now has degree colleges for commerce, education, computer applications, and also the Masters Programmes in Management and Computer Applications.

The Mandal's policy is to keep the campus, buildings, canteen, the ground and the stage remain absolutely clean. The policy is:

1. Security

An Institution providing education to girls, should pay utmost attention to safety and security. The Trust has fitted CCTV cameras in buildings, playground, corridors, and the campus.A compound wall covers the entire campus. Security is present 24x7, 365 days. The guards do not allow entry without I-cards, or exit to hostel students withoutauthorization.

1. Physical facilities

The College buildinghas large airy classrooms, adequate tube-lights, fans, comfortable benches and desks. Students' washrooms are constructed on every floor. An RO water plant has been installed. The Administration section is large so that students can queue up for filing forms etc.Ladies staff have separate washroom.

For the physically disabled students, all the buildings are fitted with a ramp to for easy access to the

classrooms.

1. Academic facilities

Academic facilities like DELL computer lab, Library, Reading room, room for cultural activities, playground for various sports activities, Laboratory and classrooms are kept clean. The computers are maintained through an annual maintenance contract; the Library is constantly upgraded with new books, magazines and newspapers. The laboratory for the Home Science department has the necessary equipment. This equipment is frequently upgraded. Any Faculty member engaged in research or related work, is given an extra computer with Wi-Fi connection, and a separate enclosure in the Library for reading.

1. Support facilities

Support facilities in the campus are a hostel, a mess and a canteen. The hostel has 40 roomsfor the College girls. The hostel building is fitted with LED bulbs; the solar system installed by the Trust provides hot water to hostel and the Mess. Fruits and vegetables are purchased daily.Grains, pulses and cereals of high quality are stocked. The hostel is cleaned twice every day.Two rectors are appointed by the Trust in the hostel. The canteen offers subsidized food to students. The canteen offers fresh food, high quality ingredients and cleanliness.

The tree plantation of the campus is maintained to enhance greenery. Students are encouraged to 'adopt' trees, so that they are watered daily and the students also become connected with nature.

1. Cleanliness

The policy of the Mandal regarding cleanliness is very clear. Littering is strictly prohibited; any student caught littering, is punished. Dustbins are placed everywhere. The campus is cleaned every day; the buildings are swept and mopped twice a day. The washrooms are cleaned twice a day.

The campus is offered to different Institutions on holidays for conducting exams, and classes for competitive exams. The playground is offered to Institutions and Clubs for sports activities. The earnings out of such rents are again utilized for the upkeep of the campus and the buildings

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: 36.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
300	220	300	350	350

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: 8.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	60	70	80	103

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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

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

Response: 11.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	181	143	89	25

File Description	Document
Details of the students benifitted by VET	[View Document]

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

Response: No

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document]
Any additional information	[View Document]

5.2 Student Progression

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of student placement during the last five years	[View Document]

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

Response: 63.95

5.2.2.1 Number of outgoing students progressing to higher education

Response: 149

File Description	Document
Details of student progression to higher education	

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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	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

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

Response:

The affiliating University does not permit any elections for the student bodies in the college campus. Hence, there is no elected Students' Council in the College.

But the college certainly forms a council of the Students and involves them actively in decision making. However, their role is limited in the sense that they do not find representation in any Administrative Bodies, but they are certainly encouraged to give in their suggestions and feedback about all the aspects of the College.

In the CWDC, the students definitely are formally included in the committee. The following list will make it clear:

YEAR	STUDENTS
2012-13	1. Valand Mittal 2.
2013-14	1. Patel Kinjal 2.
2014-15	1. Patel Kinjal 2.
2015-16	1. 2. Trivedi Mittal
2016-17	1. 2.

These students are actively involved in all the Programmes conducted under the aegis of CWDC. In fact in the Programmes conducted by the CWDC it is the students who are in the organizing committee, and they take care of everything. Efforts are made by the College to involve as many students as possible. Since the students are themselves managing it, the participation level is high. The following list will give a glimpse

into how students in the CWDC have been managing various events:

2013-14

Sr. no	Program detail	Date	Number of Students participating	Name of t
1	Expert lecture	20/7/2013	250	SahakariY (Bharti Sh
4	Aids awareness	1/12/2013	50	VidhanSha Mahatma I
5	Health awareness lecture	8/12/2013	400	Blood D JigneshRa
6	Documentary screening	12/12/2013	150	Cyber-crin Govt.
7	Participation in Candle Rally	16/12/2013	5	Nirbhaya Road)
8	Human Trafficking seminar & Rally	31/1/2014	150	Dr.Ashish

2014-15

S. No.	Programme detail	Date	Number of Students participating	Name of tl
1	Physical fitness seminar	21/7/2014	150	Dr.Hardik'
4	Fire safety	26/8/2014	550	Fire office
6	Shurakshasetu – self-defence Training & lecture	1/9/2014	400	P.I.MiniJo:
7	Self-defence training	1/9/2017 t 6/9/2017	50	PragneshM

2015-16

S. No	Programme detail	Date	Number of Students participating	Name of tl
1	Participation in Rally	7/8/2015	15	Gujuni CW
2	KanuniShibir	21/9/2015	300	ParaligadA
3	Lecture for traffic awerness	5/2/2016	300	P.I Mini Js
4	Celebration "Matrubhasha din"	20/2/2016	175	Dr.HarsadI
5	Expert lecture	4/3/2016	250	Salamati m
6	Women's day celebration	8/3/2016	150	Paralegal a

2016-17

S. No	Programme detail	Date	Number of Students participating	Name of t
3	Short film Screening	4/8/2016	500	Aayush
4	Expert lecture on women empowerment	22/9/2016	400	Dr.Shubha
5	Shurakshasetuyojana&ecture	22/12/2016	375	Gujarat po

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of sports and cultural activities / competitions organised per year	[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 college has a registered Alumni Association, and is actively functional for the betterment of the Institution. It convenes two meetings each year and offers a platform for the currently enrolled students to interact with the Alumni of the College. Being a college only for girls, this becomes vital, as experiences of the Alumni facilitate the current students in all aspects.

Apart from the interaction, the Alumni Association indulges in regular short term programmes that help the current students to improve their skill set. Moreover, those members of the Association who are pursuing a career, share their knowledge, experience, market trends and demands, new technology, communication skills and such other factors required for gainful employment. For this, the Alumni Association has been regularly conducting short term courses for enhancing the skills of the students.

The following list will give a glimpse of the same:

Year	Type of Activity	No. of Current stud

		participated	
2013-14	Hospitality Management	67	
2014-15	Computer Application (CCC)	112	
2015-16	Baking Workshop	40	
2016-17	Jewelry Making Workshop	48	
2017-18	Computer Application (CCC)	93	

Such short term courses enable the current students of the College to develop a better skill set and a keener sense of the market conditions. Such courses also become an important part of the C.V. of the students later on. Inviting experts, gathering the required raw material, sponsoring the required funds and executing the entire Programme is the responsibility of the Alumni Association.

It is now being planned by the Alumni Association to introduce language based short term courses which are also technology driven, so that language does not become a barrier in gainful employment.

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
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	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:

The **Vision** of the College is as under:

To empower the girl child through the means of education and strive for her overall development in order to place her at the centre of the nation's march towards excellence.

The **Mission** of the College is:

To offer a conducive learning environment to girl students wherein they can achieve all-round growth, and thus help in the creation of a better and harmonious society.

Ever since the College was established in 1994, the AkhilAnajanaKelavaniMandal has been striving to provide higher education to girls from rural areas and backward communities. Establishing the college in an urban location was to facilitate a better exposure to the girl students who have been coming from great distances from the interior parts of the state to study.

Following Gandhiji's principles that if a woman is empowered an entire nation is empowered, the Trust has been working to provide a safe, secure and amicable environment for the girl students to obtain a degree in higher education. Hence, the basic thrust of the Management, the Principal, Faculty members, the Administrative Staff, and the Alumni Association is to encourage the girl students to get enrolled in the degree programme. Once enrolled, the College makes utmost efforts to convince the girl students and their parents/guardians to let her finish her education.

One of the biggest challenges that the College faces is to arrest the drop out ratio of the students. Consequently, the policy decisions are geared towards enabling the students to complete their education. Decisions regarding classroom teaching, use of technology, extension services, participation in co-curricular activities, Sports, NSS and others are all directed at maximum participation from the students so that they develop the confidence of judging right and wrong.

The College has an active Counselling Cell and the CWDC also helps in convincing the students to finish their higher education. If it is found that a student is finding it troublesome to continue with higher education, then collectively – the Faculty members, the Principal and the Members of the Trust – she is counselled along with her family members. If there is a financial issue on hand, then the Mandal offers financial aid too.

Policy decisions regarding deliverance of lectures, evaluation patterns, extension services, participation in co-curricular activities, sports and NSS are all taken with complete involvement of the Faculty members. Their opinions and execution methods are adopted by the Management. For instance, the CIE (Continuous Internal Evaluation), through MCQs, Quiz, Question Bank creation, chart and poster making and such other means, have been inculcated in the system due to the feedback of the Faculty members.

The English department conducts educational tours every year with a view to offer the students maximum exposure about the rich cultural tradition and history of the state, as well as places that give a glimpse about global trends.

6.1.2 The institution practices decentralization and participative management

Response:

In an academic Institution, the end-user is of course the student. All the policy decisions, and Management systems should be in place to facilitate the students. Management and the Principal do interact with the students from time to time, but most of all, it is the Faculty members who are in direct contact with the students on a daily basis. The Counselling Cell, CWDC, the Mentoring Cell and the various committees formed at the College, constantly take feedback from the students regarding the education being offered, their specific social-economic condition, financial situation, difficulties, if any, in obtaining further education and a host of other issues.

The Management reviews these feedback sessions with the Principal and the Faculty members in the monthly meetings. In a series of meetings, a particular case that came up was that of the students finding it difficult to convince their parents/guardians to send them to some other College or University to pursue the Masters' Degree. The amicable environment of the College, the safe and secure campus premises, and the degree of comfort enjoyed with the Faculty members are factors that made the students wish to continue with the M.A. Programme within the College. Infrastructural facilities, like the Library, the large airy classes, and neat and clean campus aid better learning experience.

Keeping this view being expressed repeatedly, the Management took a major decision to start with the PG centre in the College. In the year 2012, the permission for P.G Centre was sought and given in the subjects of English and Gujarati. It was decided to fund the P.G. Centre till the time the Government released the grants. Since 2012, the P.G. Centre has been successfully offering Masters Programme. This is one example of participative management.

Another important feedback that was collected and conveyed to the Members of the Trust, was about the financial implications of studying in a hostel and paying fees for the same. Since most of the girls in the hostel are from rural areas and from economically deprived backgrounds, it was indeed a challenge for them to continue to study while staying in the hostel. When this feedback reached the Management, it was collectively decided to give a further subsidy to the students of the College staying in the hostel. For the same, each students of the College staying in the hostel was given a financial aid of Rs.2500/-.

The hostel staff – rector and the floor managers – were the first ones to report about the financial trouble the students were facing. The Management of the College took a serious note of such a feedback and then offered the said financial aid. The aid has really facilitated the students and they can now pursue their higher education with a peaceful mind.

6.2 Strategy Development and Deployment

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

Response:

It has been the attempt of the college to educate the students at the UG and the PG levels in such a way that they develop into sensitive and responsible citizens of the nation. To motivate them to embrace technology and strive for a better learning experience is one of the main objectives behind establishment of this college. The Faculty members have been groomed into making the teaching and learning experience of the students into a memorable one.

Hence, keeping in mind the changing dynamics of the world, it was collectively decided at the Institution to introduce innovative methods of teaching. For this, the Faculty members decided to deliver their classroom teaching with the aid of technology. As it is, films and documentaries were being shown to the students, but now it was decided to explain the syllabi with the help of Power Point Presentations.

The Audio-visual medium always enhances the learning by the students; so, it was thought that such a method of teaching will enhance the learning experience. Currently, nearly 50% of the syllabus is taught at the ideation stage, with the help of Power Point Presentations. The debates and discussions follow, but the initial absorption of syllabic topics has increased to a great extent.

The success of technology aided education further geared the Management to come up with the idea of having Smart Classrooms. There are in all three Smart classrooms, fully equipped with a Projector and a computer with Wi-Fi facility. The learning experience has gone up by a few levels after the smart classrooms are used for instantly showing films, documentaries, data display, audio recordings and such other tools.

To this effect, the College carried out a circular to the Faculty members and also orally informed them about the change in the policy to be now adopted.

The strategic plan of the College to enable technology aided education has met with quite some success, especially given the fact that most of our students belong to the rural background.

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 Shri P.K. Chaudhari Mahila Arts College

As the Organogram makes it clear, the Akhil Anjana Kelavani Mandal comprises of the Governing Body, consisting of five members. It was an educational Trust set up in the year 1960, to provide education to girls at the primary and the secondary level. After successfully setting up the said school, the Trust took a decision in the 1990s to set up an Institute for Higher Education as well,

The Governing Body appoints a President of the Mandal to look into the day-to-day functioning of all the Institutes and provide able guidance to the Principal, Teaching Staff and the Administrative Staff.

Currently the post is held by **Shri Haribhai Chaudhari**.

The Governing Body also appoints the Vice-President, who ably supports the President and takes over the charge of the President in the absence of the former in important meetings.

Next in the hierarchical order is the Principal of the College. She spearheads the entire College, in all aspects - the Teaching faculty, the Administrative Section and the students. She is appointed by the Trust keeping in mind her acumen for administrative skills and also as having a unique vision to take forward the ideology of the College.

The various departments – five in all – and the Librarian and Director, Physical Education follow next. Lastly the Administrative Staff of the College.

The service rules of the state government are to be followed in the implementation of the legal structure and the administrative structure. For the in-house functioning of the College, the Trust has set up a few norms and rules, which are strictly followed.

The recruitment of the Principal, Teaching Faculty and the Administrative Staff are all done as per the government norms and conditions.

The promotional policy is also decided by the state government rules and regulations.

The mechanism for grievance redressal is very much in place, both at the level of the government rules and services, and at the level of the Trust. Any member of the College who feels grieved by some decision, can approach the Trust; he/she can approach the department of education as well directly.

File Description	Document
Any additional information	[View Document](#)

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: B. Any 4 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

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

Response:

The College has constituted various Committees in order to decentralize the Administration process and also to systematize the implementation of various schemes. One of the most important Committees is the IQAC, which regulates the entire functioning of the College in terms of quality enhancement.

In the meeting convened on the 5th September, 2017, of the Faculty members, Administrative Body and the members of the Trust, the agenda was to discuss some issues related to the up gradation of the College canteen, some physical facilities like the installation of extra fans and tube lights in certain classrooms, and the problem of insect bites as due to the greenery there were lot of insects in the campus.

It was immediately decided to upgrade the canteen in terms of better seating facility, more variety of food made available, and frequent visits to be conducted by the College Faculty members to check upon the freshness and quality of the food.

Similarly, the Senior Clerk was asked to make a list of all the classrooms where there were insufficient fans and tube lights as well to check on the functionality of the ones already installed.

Similarly in the meeting convened on the 5th September, 2016, it was collectively decided that Faculty members will now aid their classroom teaching with the help of technology. The use of PPT, e-resources and the like were to be used for classroom teaching.

A glimpse at the shortened version of the Minutes of meetings will give a clear idea of the process.

	Agenda	Dates	Minutes
2016-17	Staff Meeting with Principal	28/7/2016	• New year meeting • Discussion about NAAC Process • Vision & mission • Core values
	Department Heads	5/9/2016	• Criterions details • Promotion of the use of Technology

			• Students participation and activities • Exams administration
	Staff Meeting	11/11/2016	• Focus of Assessment • Quality indicators Framework • Alumni calling
2017-18	Staff Meeting with librarian	8/2//2017	• Teaching learning and Evaluation • Feedback system • Teacher profile and Quality • Library as a learning Resource
	Staff Meeting with Principal	15/3/2017	• Promotion of research and facilities • Research publication • • Best practices
	Staff Meeting and Trustees	4/7//2017	• Revised Assessment and Accreditat Framework • SGS- System Generated Scores • Evaluation system • Planning of parents meeting
	Staff Meeting and representative of Trust	5/9/2017	• Physical facility • Up gradation of canteen • Problem of small insects

Year	Agenda	
2016-17	Staff Meeting with Princip

6.3 Faculty Empowerment Strategies

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

Response:

The College Management has always believed in investing in its employees, both Teaching as well as the Administrative Staff, so that the end-user, i.e. the student, is benefitted the most.

The Trust provides the Faculty members with a large, airy and well-ventilated Faculty Room. The room is

further divided into the departments which enable the Faculty members to have their own space and keep their paraphernalia systematically. Each department is facilitated with a Computer with the upgraded software and Operational systems, and are of course Wi-Fi enabled. The Faculty members have unlimited access to the internet services at a reasonably good pace. Moreover, they have a separate enclosure in the Library for their reading purposes. The College Management permits those Faculty members duty leave, who are part of the Board of Studies at the University or any such body, or even to leave early from the College premises to attend such meetings.

The adjustment of lectures is done on priority basis for such Faculty members.

The Administrative Staff is also similarly facilitated. They are trained by the in-house faculty in terms of use of computers, and the related software, for Admission, Examination and such other operations of the college.

The peons and sweepers are given two pairs of uniforms each year, and in times of some rampant viral infection doing the rounds of the city, even protective gear. The Administrative Section in fact has a deaf and dumb employee who has been employed with the sole purpose of enabling him to earn his livelihood.

In case an approach by any employee for financial aid in times of emergency is made, the College Management readily facilitates the same.

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

2017-18	2016-17	2015-16	2014-15	2013-14
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](#)
Any additional information	[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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[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: 18.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	4	3

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document]()

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

Response:

Since ours is a College affiliated to a University, our Faculty members are not covered by the Career Advancement Scheme. The promotions are also not linked to the CAS, as increments are allotted on a seniority scale. Research degree like the M. Phil or the PhD does necessitate a jump in the increment scale, but that too is a regulation of the Department of Education, Government of Gujarat.

However, in the perspective of the new UGC rules, the API filling up has now become compulsory. For promotion in to the next grade pay and scale, the concerned Faculty members are supposed to fill in the API form, i.e. the Self-Appraisal form. The IQAC Committee goes through the API, gives it the valid

rating and only then it is forwarded to the University and the State Government for the granting of the fresh and higher scale.

At an informal level of course the Management keeps on taking feedback and thus gets inputs about the various Faculty members as well as the Administrative Staff. The Appraisal system is thus not in the purview of the Institution, but in that of the affiliating University and the State Government.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Ours is a College is a grant-in-aid Institution, run by the Akhil Anjana Kelavani Mandal, a Trust dedicated to the cause of girls' education. The salary of the Faculty members and of the Administrative Staff comes from the Government. For overhead costs and maintenance of the building and the campus, the College receives funds from the Government and from the UGC.

However, there are many operational costs that the Management has to look into. So, both the internal and the external audits are conducted by the College each year. As of now, there haven't been any audit objections raised by the Chartered Accountants firm hired by the College.

Each year, the audit is carried out at least once during the financial year.

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document]()
Any additional information	[View Document]()

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

Response:

The salary grant and the building grant is received by the Government every year, with the salaries getting credited in the employees' accounts directly from the Government grants. So the Institution does not have any role to play.

However, the College Management pays for engaging Visiting Faculty, Administrative Staff on contractual basis, and even cleaning staff for the said purpose. Thus, funds are definitely required by the Management to meet the operational costs.

For this, the College buildings are offered to various Bodies for conduction of exams, on rent. The Gujarat Public Service Commission conducts exams frequently, many Banking exams are conducted, as well as a host of other exams for Officers' level and clerical level are conducted.

The rent thus earned by the College Management is used in the upkeep of the College campus and its various buildings. The College also has a huge ground, which is taken up on rent by Corporate Houses and other organisations for conducting cricket matches, and such other sporting activities. Many sports coaching centers also hire the college ground on weekends, or at the evening time. Thus, the College makes optimum usage of the resources available.

Because of the locational advantage of the college campus, it is selected for exam conduction frequently. This facilitates the College to regulate its funds in the best manner possible.

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:

The IQAC is a very active Committee in the College. It monitors the overall teaching-learning process, and also provides quality inputs to the Faculty members from time to time. The IQAC has taken many initiatives to make the teaching and evaluation more effective. Two of its best practices are described here.

1. One of its main objectives is to encourage the Faculty members to get involved in research work. As part of this initiative, the IQAC decided to facilitate those Faculty members who expressed a desire to obtain the doctoral thesis. From the enrollment into the PhD Programme, to its completion, it was decided by the IQAC to facilitate the concerned faculty member in every possible way.Hence, such members were kept free from work on the various committees of the College. Relaxation was given to Faculty members in terms of getting involved in organizational aspect of a Seminar or Conference or Workshop. They are given a separate enclosure in the Library

to read peacefully. The Management makes efforts to get the required books needed by the Faculty member.

The efforts of the IQAC have been rewarded as in the duration of the last five years, three faculty members have completed their PhD degree.

1. Another idea that the IQAC floated was to come up with blogs, individual and departmental too. This was to facilitate the students to learn, discuss and debate topics related to their subject, and also to obtain philosophical insights into the world of education. The head of the Sanskrit Department Dr. Minaben Vyas has been writing her blogs since many years now. Her blog is http://www.youtube.com/channel/UCxiWzdwreQllzYRGw.JLG_WQ. Similarly, Dr. Rakesh Patel, Associate Professor in the Sanskrit Department, also has his blog – http://pknaac.blogsport.com/. The Home Science Department too operate their blog – http://pkhomescience.blogspot.com/.

On the College website, the link to all the blogs of the Faculty members is given. The link is:

-

It is heartening to know that the students have been reading these blogs and giving their views on various aspects. Their grasp of the topic has definitely increased; and the blogs make them introduce to new means of education through technology.

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:

The main objective of the IQAC is to introduce innovations in the teaching and evaluation systems of the College. Though there are many initiatives being taken for enhancing the teaching-learning process, technology aided education being one of them, yet there are two innovations that are unique to the college. A brief view of the two is given below.

1. Each year in the classrooms the Faculty members discover some students who are specially gifted, are brilliant, grasp the matter quickly, have a specific skill set and are hard-working as well. On the insistence of the IQAC, the Faculty members are persistently looking for such students. Once identified they are further groomed by the Faculty members and then they are asked to teach and train their other classmates as well as the juniors. One of its kind of initiative, this kind of teaching or training session makes the learning more enjoyable and relatable. The concerned Faculty member of the department also remain present in the classroom. Such an exposure has been found to be very interesting by both the teacher/trainer student, as well as for the recipients. This kind of initiative is very unique to our College. The students – teacher and the taught – find their teaching & learning experience quite enhanced. In the 2014-15, one of our students – PriyanshiRawal – conducted a workshop for training students in the art of Paper Quilling. Nearly 100 students remained present for the day long workshop. Similarly, in 2015-16, Megha Chauhan conducted a

workshop-cum-training session for making Handicrafts. Nearly 50 students attended the workshop.

2. Many of our students come from distant places across the state, and hence live in the hostel built by the Management. In spite of taking all care to give the girls a good living experience, yet a hostel facility cannot be another home. So very often girl students living in the hostel feel home sick. For most of them, it is the first time that they have left home and staying elsewhere. To make such students comfortable mentally and emotionally, the hostel committee of the College arranges for sharing sessions, entertainment programmes, reading sessions and even sporting activities in the evenings. The members of the hostel committee visit the hostel premises in the evening and indulge in varied activities mentioned above. This makes the girls not only comfortable, but the sharing sessions give them an opportunity to meet and make new friends, exchange knowledge, share experiences, and learn about new horizons. It also makes the students understand the significance of higher education and how the need of the hour is to create and develop a specific skill set.

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

Response: 1.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	3	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[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: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	**View Document**
Annual reports of 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:

The suggestions made by the Peer Team after the first cycle of accreditation were very valuable suggestions. The College Management took note of it and has made all efforts to implement the same. Some of the quality enhancement initiatives undertaken by the College are as under:

1. Increased use of technology for enhancing classroom teaching.
2. Attempts to increase the students' exposure by showing them films, documentaries, and play reading sessions.
3. Involve the students in skill based training courses so that their opportunities for gainful employment increase. Under this initiative, the College organizing short term culinary and cuisine course, in partnership with the Institute of Hotel Management, Govt. of India, since the last three years, under the scheme, "Hunar Se Rozgaar". Each academic year, nearly 35-40 students have been participating in this course. Similarly, in association with National Skill Development Corporation, the College organized short term course on Retail Marketing. Channel partners for this programme was the Retail Associated Skill Council of India.
4. Encourage Faculty members to attend as many Seminars/Conferences at the National or International level.
5. Conduct increased number of programmes for water conservation, energy conservation and waste management.
6. Involve increased number of students in Community and Extension Services.

These initiatives are the immediate result of the suggestions made the Peer Team visiting our campus last year. However, we feel that quality enhancement is a continuous process, and the College will make utmost efforts to introduce more quality measures.

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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of gender equity promotion programs organized by the institution	[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:

Ours is a college providing education to girls exclusively. So our highest concern is to provide them with a safe and secure environment in the campus. For this, the entire college campus is fitted with CCTV cameras. The building of the college too is fitted with CCTV cameras. The main gate of the campus has security guards twenty four hours a day, throughout the year. Even during holidays, the campus and the building are guarded by guards. So far, the College has not witnessed any untoward incident related to security lapse; however, in case of such a thing happening, the College will take all the necessary steps to investigate the matter and punish the culprit.

As noted earlier too, majority of our students come from distant rural parts of the state, and also from the backward communities. Most of them step out of their homes for the first time to study. Hence, their levels of exposure are pretty low. For such students to come to terms with the changing global trends, understanding the world of trade and commerce, equipping oneself with a specific skill set are not easy to come by. Therefore, one of the most important tasks on hand at the college is to provide proper counselling and optimize their exposure level. This counselling is done for career advancement, how to take competitive exams, interpersonal relationships, and how to best equip oneself with language skills and other special skills.

This kind of counselling is resorted to by all the Faculty members. Though the College has a well-established Counselling Cell, yet there are occasions when the Faculty members become counsellors as the students display discomfort in the class or afterwards. Their unease with anything – academic, social, personal – is immediately taken care of.

The College does provide the girl students with a Common room, known as the Ladies' room. It is a large, airy room, well-fitted with tube lights, fans, a mirror, some chairs and a table. It facilitates them to relax, converse with fellow students and also to rest for a while.

The main focus of the college is to empower its students for becoming aware and alert citizens of the nation, to be able to resist exploitation, to be able to differentiate between right and wrong, and be well prepared to enter the job market and earn a respectable living. For the same, along with the syllabic education, the College also provides other learning opportunities such as involvement in educational tours, seminars, conferences, workshops, skill based short term training programmes, self-defence courses, Sports, NSS, and the like.

The students are repeatedly made aware of the fact that gender equity is the need of the hour.

7.1.3 Alternate Energy initiatives such as:

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

Response: 22.12

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

Response: 7386

7.1.3.2 Total annual power requirement (in KWH)

Response: 33384

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

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7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

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

Response: 2880

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2880

File Description	Document
Details of lighting power requirements met through LED bulbs	<u>View Document</u>

7.1.5 Waste Management steps including:
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**

Response:

In a campus spread out in a large area of 4.45 acres, with 11 number of Institutes on the premises, a canteen, as well as the hostel building, it is obvious that a sizable amount of waste is generated. As far as the solid waste is concerned, it is disposed off in separate bins kept in the campus for the said purpose. The liquid waste generated by the food items on campus is collected in separate bins. The Gandhinagar Municipal Corporation has the provision to collect the waste on a daily basis. The hostel sweeper staff and the other cleaners of the campus collect the waste and keep it at the gate of the campus, which is then collected by the Corporation garbage trucks.

The dustbins used for the purpose are sanitized from time to time to stop any spread of infection as well as to maintain cleanliness.

The College management regularly collects the fallen leaves in the campus and uses them as fertilizer for the other plants in the campus.

The College maintains a good lawn in the campus and at times uses the waste for fodder.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The state of Gujarat, where the college is located, has traditionally been a scarcity ridden state, with low rainfall experienced for many years in the past. The terrible famine of the 1980s brought to focus alternative measures for rain water harvesting.

Though, traditionally Gujarat has had the culture of step well construction and also check dams, yet water levels in the state are dangerously low. Hence, the need of the hour is to conserve the available resources and harvest the rain water as much as possible.

Both in terms of doing our bit for the environment and also for inculcating a sense of protecting the natural resources among the students, the College, under the aegis of the Akhil Anjana Kelavani Mandal, indulges

in rain water harvesting to the utmost. In the outer campus of the College premises, a rain-water harvesting well has been dug. Its depth is nearly 40 feet, and it has been lined up with gavel so that the water collects directly into the well. The circumference of the well is 12 feet.

The well is properly covered at other times when there is no rainfall.

When the admissions get over in all the Institutes of the campus, the newly admitted students are specially asked to go and visit the well and understand the dynamics of rain water harvesting.

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:

The campus of the college is spread in an area of nearly 4.45 acres, or to be precise, 18008.511 sq. meters. It is very well planted with green plants and trees as well. Located in the greenest city of the country, all efforts have been made to keep the campus very green so that it gels with the green capital Gandhinagar.

Most of the students coming to our college use the public transport means. Some of them do bring their own two-wheelers, but such students are not many in number. The college is located in the centre of the city so that it has very good connectivity with public transport means. The college does not have its own transport facility, but for any group excursion, buses are hired. The walkways within the college campus are in the process of getting paved so that it arrests the spread of dust and also improves the visual effect.

The College has so far not become completely paperless as the process of digitalization is gradually catching up. But the important operations like Admission, Examination, Finance and Audit have all become completely computerized. Further steps are also being taken to make the College office totally paperless.

Landscaping of the entire campus has been done with appropriate plantation of trees and plants.

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

Response: 0

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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: 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	2

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: No

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: No

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: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: No

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: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	3	0	0

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)

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

Response:

Every year the College celebrates the Independence Day on the 15th August and the Republic Day on the 26th January. All the Faculty members and the students remain present for the flag hoisting. Generally the flag hoisting is done at the Trust Office, but still all the Faculty members remain present.

The birth anniversary of Gandhiji is celebrated every year by organizing drawing competitions, poster making, and most importantly conducting a cleanliness drive in the college. The NSS Unit organizes 'Clean Campus, Healthy Campus' programmes every year on Gandhi Jayanti.

Similarly, to celebrate 150 years of Swami Vivekanand's birth, the College organized a special lecture series, and also conducted a debate competition on his ideology in modern times. The 150 years of Rabindranath Tagore's birth was also celebrated by reading of his plays in the classroom and by

organizing a chart making drive giving information about his great personality.

The College has a Notice Board wherein generally at the birth anniversaries of such great luminaries, some information is put up for the students to read.

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

Response:

The college has a system in place to look into the matters pertaining to finance, administrative, academic and supporting facilities. The upgrading and the maintenance of these facilities is done in an orderly manner. The Trust – AkhilAnjanaKelavani Mandal – keeps a check on the facilities within the campus, and provide the gaps in an easy manner. Repairs, renovations and construction of the physical facilities is completely under the purview of the Management. However, if need be, then the Principal and the Staff members can bring the lacuna to the notice of the Management. For the same, the fund mobilisation is done either through the State Government or through the UGC. In case it is an in-house need, then the Management steps in.

The academic facilities like the teaching learning equipment, computers, LCD Projectors, internet connection etc. are given on annual maintenance contract. If a glitch is observed, it is immediately reported. The distribution of scholarships, from the government and from the Management is done in a very transparent manner. The listing of the same is kept with the college and with the Trust.

In case of any grievance, the Management and the Principal are open to suggestions and do the needful. The financial aspect of the College is managed completely by the Chartered Accountants' firm, B. Upadhaya& Co. Their office conducts an audit of the financial transactions every year. The audited statements are available on record with the College.

Admissions, examinations, grievance, academic processes like teaching, learning and evaluation, co-curricular activities like cultural activities, sports activities and others, are all conducted in a transparent manner. So far, there have not been any discrepancies reported or dissatisfaction expressed.

In the future too, the same system will be followed.

7.2 Best Practices

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

Response:

PRACTICE I

1. **Title of the Practice**

Organizing a three-day Sports Event for the Differently-abled, which includes the deaf & dumb, physically handicapped and even the Divyanjana.

2. **Objectives of the Practice**

The objective of the practice is to create a platform to assimilate the differently-abled children of society into the mainstream. We wish to send a strong message to society at large that in the march of the nation towards progress, the differently-abled should not be ignored. A nation succeeds and becomes powerful only when an all-inclusive progress and development is aimed at; exclusive push to a few privileged of the society will never yield rich results, and the society will not remain together as a united force, as was visualized by Gandhiji.

3. **The Context**

The last three decades have witnessed the nation progressing towards new horizons as globalization and liberalization were first introduced in India. The nation opened its gates to the world, and the exposure of the citizens optimized. Technology became the order of the day and billions of Indians came out from the shadows of ignorance. However, in this energized atmosphere, somewhere the not so able were left out and a country that wanted to run instead of taking baby steps, turned quite indifferent and insensitive to the plight of the differently-abled. Our College realized that education in the real sense is not just a degree on paper, but it is an effort to sensitize the youth towards the weaker sections of the society and strengthen them. The Government will do its bit, but as part of society, as an educational Institution, we thought that we have to come out and do something concrete for the betterment of society.

4. **The Practice**

Each year, in the month of December or January, as the academic calendar permits, the College decides to hold the three day Sports Fest for the Differently-abled. For the same, a circular is sent out to all such organisations in the city which provide special education to the differently-abled. Word-by-mouth is also spread around. Over the years this event has become so successful that we have begun to receive queries from interested participants in the month of November.

A detailed plan is chalked out and a three-day itinerary is prepared. Various sporting events like athletics, kho-kho, kabbaddi, cricket, long jump, high jump and others are arranged. The College playground is prepared well in advance. Flyers are sent to the organisations that provide education to the differently-abled much in advance; registrations for every sporting event is done in advance.

The students from the College enroll as volunteers, and help in noting entries, directing the students to the ground on the days of the event, helping them compete, keep the time, select the winners, note down their names, and help them on the podium and many other things. The Faculty members also participate enthusiastically in the organization of this Sports Event.

The Volunteer students are provided badges by the College; they arrive early in the morning at the Campus, and as per the duties allotted to them, they spread out and take charge. There is a special team which is always ready with a first-aid kit; some students are involved in measuring the events like long-jump, high-jump, shot put etc.

The Director of Physical Education, is in over-all charge of the Event. He does all the planning along with the Principal and the committee in charge of this Event. The College invites all the members of the Governing Body to grace the Inaugural and the Closing Ceremony of the Games.

5. Evidence of Success

The participation every year in the Games has been steadily on the rise. For the differently-abled children (up to the age limit of 22), this is a rare kind of opportunity, which is generally not to be had during the year. A large number of participants therefore register as soon as the dates of the Games are announced. The local press has also covered the event on a number of occasions. The increased number of students from the College who enlist as volunteers is also an evidence of how successful this practice has been. The volunteers have to display patience and warmth towards all the participants so that the Games are conducted in an amicable atmosphere. The guardians and teachers of the participants have also begun to attend the events to cheer their ward/student.

6. Problems Encountered and Resources Required

From the very outset, the idea of organizing a Sports Event for the differently-abled did not go down very well with everyone. It was naturally thought to be deficient in terms of organizational value and interest shown in it by participants. Paucity of funds was of course the biggest barrier. But collectively the vision of the entire Teaching Staff of the College and that of the Principal persisted and the Games were organized. In the first year, there were undoubtedly lot of teething troubles. Low participation was also a factor. But this did not deter the College from organizing it the next year as well. Since then, it has become a yearly event.

A sizable amount of man power is required as each year the number of participants has been increasing. The refreshments, clean drinking water, washroom facilities, parking and others all have to be considered and appropriate arrangements have to be made.

PRACTICE II

Title of the Practice

The publication of the College annual magazine called 'Rutam'.

1. Objectives of the Practice

To encourage the students to give expression to their literary and artistic talents and to provide a platform for them to give voice to their opinions and thoughts. As a college that attracts girl students from distant places of the state and particularly from the rural backgrounds, it is vital that they get this kind of platform where they are called upon to give their ideas on a variety of topics. In a bid to optimize their potential and also to enable them to understand the modern world in a better way, the College thought of coming up with its own in-house magazine – 'Rutam'.

2.The Context

In a bid to provide education that is holistic and gives an impetus to our students for achieving excellence in all-round development, many efforts are made; one of the major efforts in this direction is publishing the

College Magazine 'Rutam' every year. Syllabic teaching is of course important, but developing a critical perspective, offering a review of an event or incident and expressing one's own opinion over it is the need of the hour. In a digitalized age, good communication skills are required at every step. To reach out across with one's point of view is very important; and hence, at the College level a need was felt to inculcate a practice of forming one's views systematically and logically. Ideation is essential; but giving shape to the expressed idea is even more essential. Hence, the practice of coming up with the College magazine.

3.The Practice

The Faculty in charge of the College Magazine circulates a notice about submitting articles, poems, sketches, drawings and the like for publication purpose till a particular specified date. All the Faculty members orally discuss about the Magazine in the classrooms, thus encouraging the students to participate and contribute as much as they can. Each student gets a copy of the Magazine after it is published.

The articles, poems, anecdotes, jokes, drawings and sketches have to be original and by the students herself. The authenticity is duly verified and only then it is selected for publication purpose. Important events of the college during the year are also reported in the college magazine. The photographs for the same are also selected with due care. Achievers of the College – from the Faculty members to the students – get a special mention in the College Magazine. From academic activities to cultural to sports and NSS, all events are covered in the magazine. Faculty members also contribute their articles, poems and other creative attempts.

All the Faculty members who present papers at Seminars/Conferences publish their abstract in the College magazine, for the benefit of the students.

4.Evidence of Success

An increasing number of students have been contributing to the College magazine over the last few years. Initially, when the idea was floated, there were just a handful of students who came forward to contribute; but now the students begin to submit their articles to the concerned faculty members much before the announcement is made. It is indeed a pleasure to see their names in print, along with a photograph of them. But more importantly, it is their effort that has been much appreciated. The faculty members guide them, teach them how to logically present their ideas, and also give inputs about the correct language to be used. Once all the articles and other contributions are collected, the committee in charge of the college magazine, carefully sift through the collection and select the best ones to be published. An attempt is made to include as many articles by the students as possible, but very often a few have to be kept out.

5.Problems Encountered and Resources Required

The very first problem encountered when this idea was floated at an IQAC meeting was the paucity of funds. Plus, it was also observed that since our students are not very well exposed to the world of letters and articles, to make a contribution would be a tall task. After the initiation was done, there was a lukewarm response, as it was opined that almost every college has its own magazine.

But with the passage of time, these hurdles were overcome. When the students found out that their names and photographs were duly published, their enthusiasm increased and the contributions began to flow in.

File Description	Document
Any additional information	[View Document](#)

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:

From the Central Government to the State Governments all over the country, the slogan that has captured the nation's imagination is 'Beti-bachao', and 'Beti-padhao'. As a College that provides education to the girls of the state, it is indeed looked upon as an opportunity to contribute to the nation's progress. The vision statement of the College from the very outset makes it clear that the effort is to provide education in such a way that it enables our students to become responsible and sensitive citizens of the nation. When the visionaries who set up this college, first thought of an educational Institution, they immediately of coming up with a College for girls only. Their effort was to, and has always been, to carry forward the vision of Gandhiji, that in the empowerment of women only lies the progress of the nation.

Education is however, not achieved overnight. It is a long process. And it only spreads further if it is given to the others as well. Education is a constant exchange of knowledge, a give and take of information. It cannot be spread if an educator confines himself/herself in a closed ivory tower. At our college too we believe in the same ideology.

For this reason, we have been very active in spreading awareness regarding girls' education. Not only within the college premises, but in the neighboring communities also, we keep on spreading the message about educating girls.

For this, the College has an understanding with a few schools in the vicinity of the College. They invite students from our College to go to these schools regularly and teach a particular subject, mostly either the languages or the social science subjects. The students of our college who go thus to teach at the schools, not only teach the given subject, but also informally encourage and inspire the students to obtain a degree of higher education. They explain the significance of higher education in today's world, both for gainful employment and for being able to differentiate between right and wrong.

This practice has been going on since the last five years now. The students of our college in turn gain very useful insight and experience of teaching. They understand the problems of a teacher, and also of the taught. It gives them an insight in the way children have to be tackled, and of the ways teaching has to be made more interesting and attractive. The main purpose of the practice is definitely served, as the students of the schools get a first-hand sharing of experience and knowledge from a person involved in higher education.

21-06-2019 10:32:59

5. CONCLUSION

Additional Information :

Our college was establblished in 1994 in order to cater to the socially and economically backward Chaudhari community of Gujarat. And particularly, the girls of the community had to be educated to become self - reliant and independent.

It has been our attempt to providee education to these girls in a way that they become sensitive towards the deprived and underprivileged of the society. Hence, we encourage our students to participate inas many community programmes as possible. Our girl students have been visiting the surrounding areas(nearby villages) to counsel the girls and their parents to obtain school education, and then enroll in higher education.

The girls also encouraged to improve their skils, for which the college provides them with additional certificate and Diploma courses. The large network of the mangement facilitates the students to obtain gainful employment and actively participate in other related activites. An eco- friendly campus helps the students to become aware of the enviorment problems. We have a solar panel system installed, rain water harvesting, and all trhe bulbs used in the campus the college LEDs.

We are acoleege based in an urban location but most of our students from the rural background.

Almost 50% girls enroilled in our college are firsty from their families to be obtainig higher education. that is why providing the hostel facality is a necessity for us, as our girl students come from distant places of the state.

Concluding Remarks :

In conclusion, we will like to say that we are making a humble attempt to provide higher education to girls the backward communities. it is possible that one may not find our students as well exposed to global trends as those in other progressive cities, but our efforts directed at making them as aware as possible towards global trends .

Our students definately lack the edge of finesse and polish, but they certianley make up for it through their dedication towards making thw society a better place to live in.

Our faculty members are making maximum efforts give these students the required skill set and knowledege they need for gainful employment.

We will indeed feel very satisfied if a large majority of our students are able to obtain their degree of higher education and also get palced in a beneficial manner.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 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 Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>2</td><td>2</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>3</td><td>0</td><td>1</td><td>0</td><td>0</td></tr></table> Remark : Revised as per supporting 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 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 Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>801</td><td>731</td><td>792</td><td>835</td><td>973</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>54</td><td>106</td><td>243</td><td>0</td><td>0</td></tr></table> Remark : List attached as only 54 students overall
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 34 Answer after DVV Verification: 0 Remark : List of students not attached and no relevance in the supporting document

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

2.1.1.1. Number of students from other states and countries year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No relevant information updated

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

2.3.2.1. Number of teachers using ICT
Answer before DVV Verification : 14
Answer after DVV Verification: 0

Remark : Link of ICT used in college for e-learning LMS not provided

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 : 301 years
Answer after DVV Verification: 300 years

Remark : The supporting documents are not authorised and is a printout

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 : 830
Answer after DVV Verification: 829
2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
Answer before DVV Verification : 952
Answer after DVV Verification: 952

Remark : Unable to locate the information from the link provided. The link has no path to identify the metric

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	11	13	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	4	2	3	4

Remark : Revised as per available UGC journals

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:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	4	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No copy of linkages provided

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:

2017-18	2016-17	2015-16	2014-15	2013-14
15020	52070	103211	68092	146057

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8294	6686	52681	5740	49647

4.3.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : 5-20 MBPS Answer After DVV Verification: 5-20 MBPS
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:

2017-18	2016-17	2015-16	2014-15	2013-14
1000000	1000000	994678	144585	359676

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11.24	10.25	9.94	14.45	13.97

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 : B. Any 6 of the above Answer After DVV Verification: E. 3 or less of the above Remark : No relevant information of supporting document provided. The attached information is not sufficient
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:

2017-18	2016-17	2015-16	2014-15	2013-14
0	58	49	117	70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No circulars , brochures, list of students provided

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 : 205
Answer after DVV Verification: 149

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:

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	14	14	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No relevant information of sports or culturals conducted.

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:

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	4	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Supporting document inadequate

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: table1 Answer After DVV Verification : table2 Remark : Unable to figure out the expenditure incurred on green initiatives and waste management from the supporting audited statement of accounts.

where table1 is:

2017-18	2016-17	2015-16	2014-15	2013-14
36000	68400	33000	30000	30000

and table2 is:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

7.1.13	Display of core values in the institution and on its website Answer before DVV Verification : Yes Answer After DVV Verification: Yes

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations