



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT ARTS AND COMMERCE COLLEGE KATHLAL

**GACCKATHLAL, NEAR DIET CAMPUS, BEHIND BUS STATION, KATHLAL,
DIST- KHEDA PIN- 387630**

387630

www.gacckathlal.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Arts and Commerce College, Kathlal is managed by Government of Gujarat. College is established on 19th April 2012. The college has been affiliated with Sardar Patel University, Vallabh Vidyanagr from 2016-17. Before it was affiliated with Gujarat University, Ahemdabad. The first batch of graduate (B.A/B.COM) passed out in 2014-2015, and thus started a progress walk towards achieving of the goals and objectives of the college. Initially in this area there was no government college so local public and nearby area students faced problems especially girls. With this college many students get benefited. Now we have 1150 students' strength. The college with its teaching & learning sessions, extension and extra, co curricular activities helps the students for the achievement of updated knowledge, moral values, community orientation, good citizenship and prepare them for further higher education or successful career. Regular efforts are made for socially and economically backward students and social development of the community living in the surrounding area.

Vision

To cultivate a culture of academic values and to empower with knowledge and skills combined with innovation in learners in order to make responsible and constructive citizens in competitive, techno centric and diverse world.

Mission

1. To make higher education approachable.
2. Transmit knowledge through value based education.
3. To provide platform of opportunities and catering environment where student can achieve holistic development.
4. To promote and provide enough exposure for research to faculties and students.
5. To accomplish sincere efforts in direction of woman empowerment.
6. To provide surrounding where more students participate in sports at state, national and international level.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College has diversity of learners and background so we can inculcate respect for diverse society.
- Institute is highly equipped with ICT facilities.
- We have enriched library with ICT facility to enhance level of student and faculties.
- We get enough admissions comparative to other colleges of area.
- As being a government college we are not facing financial problem as we receive enough grants at in regular intervals.

- Our Institution is Pollution free in a quiet surrounding.

Institutional Weakness

- Many students are the first generation higher education learners, so they do not get proper support from their family for serious learning.
- Students come from rural area so they face problem in the use of technology.
- Their level of English language is low so they are facing problem in their academia.

Institutional Opportunity

- To provide platform to build career on higher level to local area learners.
- College give opportunities to girls who are from rural area not permitted to go for study outside of town.
- Research activity can be preferred.

Institutional Challenge

- As it is a Government College, teaching and non teaching staff gets transfer frequently.
- In financial a matter we need to use grants in limited period and has to follow prscribed procedure of expenditure so sometime we cannot use in time.
- To maintain the balance between educational technology and human status.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This college imparts under graduate programmes in arts and commerce faculty. Being an affiliated college to the Sardar Patel University, Vallabh Vidyanagar, it adheres to the curriculum designed by the university. It is also a centre for the distance learning programme offered by Dr. Baba saheb Ambedkar Open University. (Ahemdabad)

As the institute aims to provide holistic development of students, the IQAC in consultation with all the departments of the institute plans an effective delivery of the curriculum. Teaching responsibility is allotted to the faculties on the basis of their respective subjects and workload requirements. The IQAC tries its best in preparing a suitable time-table for the staffs and students so that the syllabus is completed in time. The institute strictly follows the number of the working days as prescribed by the University.

The heads of each department in consultation with their faculty members prepare the course outcomes for their respective subjects such as English, Gujarati, Sanskrit, History, Sociology, Economics, Commerce/Accountancy. In order to give justice to each and every aspect of the curriculum each faculty prepares extensive academic calendars/lesson plans suitable to his or her allotted papers. This well defined teaching planning clearly indicates which teaching aides and teaching methodologies will be used in the effective delivery of the curriculum. ICT tools are used to reach the students and cater to the students' diverse needs by the teachers. Several classrooms are equipped with LCD Projector and other I.T. tools. Seminars, guest lectures and Field trips are conducted as per the need of the students. The institute makes sure that the needs of diverse category of students are met as far as curriculum delivery is concerned. All the faculties strictly adhere to their planning throughout the programme. The evaluation system is formally followed by the university guidelines. The informal evaluation is done by the teachers in the class in the form of in-class assignments and MCQ test. At the end of the term, feedbacks are taken from the students on the curriculum and analyzed it for further improvement. All the teachers continually motivate students to be seriously engaged in academics.

Teaching-learning and Evaluation

At the commencement of each academic year, the Principal welcomes all the newly enrolled students and inform them about the rules and regulations to be followed in the college. The students are given a chance to freely keep their views and reason of selection of their course.

As most of the students are from the rural and the semi-urban area there arise a necessity to bridge the gap between school education and higher education. At the beginning the teacher has a group discussion with the students to analysis their education level and thereby plan a strategy to deal with the different abilities of students. The college takes special efforts to see to it that slow and the advance learners are given special treatment, so that both are able to reach the zenith of their potentialities. The institute identifies the advanced learners by merit of the previous year examinations. Taking into consideration the academic results, such students are given special personal attention to them and asked them to read and use particular books and resources from within and without the syllabus. They are encouraged to participate in various seminars and workshops. They are even guided by the faculties for various competitive exams. The institute takes due interest in the problems of the mediocre students.

The academic performance is evaluated by the concerned department for slow learner. If needed additional classes are arranged after regular college lecture hours. Slow learners are provided with study material comprising of notes and books from the library as well as by the teachers. There is also a rare collection of the audio text for blind and slow learners on syllabus related subjects.

If needed the students failing in the examinations are counselled by their designated members. In certain cases the mentors call upon the parents of the slow learners in order to discuss with them the specific needs of the students. There is an informal provision of assistance to the economically weaker and physically challenged students.

Research, Innovations and Extension

The college promotes research work in the institute. The faculties are given full support for presentation of their research papers in conferences and seminars. All are always given permission to attend research seminars and workshops. They are encouraged to publish their research works. The achievements and works of well known and literary personalities of this region that is Charotar are preserved by the institute. In one such gesture the institute with the support of Gujarat Sahitya Akadami organised a two-days seminar to record the creation and to celebrate birth centenary of a local Gazal writer – Shayar ‘Rusva’ Mazlumi was organized. Later on a book is written on the bases of the papers presented during that seminar.

In the same spirit two seminars are organized with the support of the Gujarat Sahitya Akadami in during January 2018. One seminar was on Ravaji Patel’s Poems who belong to local town Dakor. After the success of which a book titled ‘Mari Ankhe Kanku na Suraj Athmya’ is prepared to preserve the churning that emerged in that seminar by Dr A A Shaikh. Another seminar was organised to mark the centenary of Gandhiji’s arrival in Kathlal town. In this seminar the topic was Gandhi’s Kheda Satyagrah and another one was Gandhi. One book is also published to cover the papers presented in the programme.

Thus the institute, on its own, tries its best to preserve the local creations for the future generations.

Infrastructure and Learning Resources

The college has been recognized as a model college by the central government and given funds in addition to the funds of Government of Gujarat from the very inception of the college. It is a four storey building having all the need for an academic institute. There are 15 well furnished spacious and fully ventilated classrooms out of which 8 are IT enabled classes one of them is smart class.

Students have access to a separate Digital English Language Laboratory (DELL). There are 26 computers which are used to teach English language and SCOPE (Society of Creation of Opportunity through Proficiency in English)

Our BISAG room is equipped with DTH facilities and LED projector where students are shown live lectures broadcasted through SANDHAN – an initiative of government of Gujarat. There is a separate room for Legal room in that room we have two other cells are working, Collegiate Women Development Cell (CWDC) and Anti Ragging cell. Separate computers with internet facility for teaching faculty. The academic building is fully in the range of free Wi-Fi connectivity. There are display boards and notice boards which are used for different announcement on each floor.

For sports, there is separate sport complex from building with highly equipped sports equipments. Principal office Staff room, administrative office Placement Cell, N S S - Gandhi Sardar study centre, guard room, girls and boys room, meeting hall, exam room, IQAC & NAAC room, Ambedkar study center, strong room, Store room, electricity and water room, library, 8 cooler, 4 +4 toilet, sports ground.

Library is fully automated with the ILMS – SOUL 2.0. The software facilitates all the useful modules like acquisition, cataloguing, circulation, serial control and OPAC. Bar-coding system is used for member code and books. The web-based inquiry module (Web OPAC) of software has been installed to find out bibliographic details of the library resources. There is a wealth of material with collection of over 7700+ books, 10 current subscriptions to journals and 4 newspapers, and an extensive range of high quality electronic resources. E-resources are accessible from off-campus via Internet.

Student Support and Progression

Government scholarship is availed by the college for SC, ST & OBC students. The college promptly forwards the applications received from eligible students for scholarships to the concerned authorities. As and when the amounts are sanctioned and received, the college disburses the amounts to the students. Co-curricular and extra-curricular activities are done through SAPTDHARA, NSS, and various departments of college. It gives concession in attendance as per rules. Students are encouraged to participate in various activities & competitions of SAPTDHARA held by KCG (knowledge Consortium of Gujarat)at college, cluster, district, zone and state level and various activities & competitions by University. Recently College trained final years' students in aspect of basic computer knowledge via bridge course. Some of the alumni members share their experience with the students of the college that guide and motivate them to shape their career. Now government initiate to allot scholarship for students whose merit is high for each year. That is known as merit scholarship.

Governance, Leadership and Management

The Principal, faculty and college development committee strive to fulfil the vision and mission envisaged in the policy matters and action plan along with the support of the official on the top of the hierarchical position. The Principal and the committee members/faculty interact with the students regarding their grievances and consider them as priority. The action plans for various curricular and extension activities are chalked out separately and incorporated with the overall strategic plan of the institution. Regular interaction with stakeholder is given importance. At the college level the Principal of the college plays the role of a guide. He plans and executes the academic as well as the co-curricular activities in the college with the assistance of the college council, various committee and teaching faculty. Academic leadership of faculty members can be in the form of head of the department.

Institutional Values and Best Practices

As an educational institution it is college's liability to inculcate good habits and accountability in students. College has taken certain steps to make the premises environment friendly. Awareness is created about saving power. The College has a solar power plant in place. Currently all energy requirement of the college is met through solar power plant. Most of the students use public transportation services on daily basis to commute to college and promote greenery and to prevent air pollution. During construction large windows with glasses were installed to ensure optimum use of sunlight and circulation of air. College has received green audit certificate this year. Institute has ISO certification and Academic and Administrative Audit(AAA) certificate. Every year college arrange Plantation programme through NSS to aware students and community to save Environment. Also arranged street play on voting awareness to aware near community and citizens. Every

year college arranged Swachhata abhiyan programme.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | GOVERNMENT ARTS AND COMMERCE COLLEGE KATHLAL |
| Address | GACCKATHLAL, NEAR DIET CAMPUS, BEHIND BUS STATION, KATHLAL, DIST-KHEDA PIN- 387630 |
| City | Kathlal Dist Kheda |
| State | Gujarat |
| Pin | 387630 |
| Website | www.gacckathlal.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------------------|-------------------------|------------|--------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | ABDULSALI M ABDULS ATTAR SHAIKH | 02691-244811 | 7874780178 | 02691- | gacckathlal@gmail.com |
| IQAC / CIQA coordinator | Sandip H Sanchala | 02691-2691244811 | 7984181322 | 02691- | sandipsanchala@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | | | | |
|--|--|---------------------------------------|-------------------------------|----------------|
| Date of establishment of the college | | 19-04-2012 | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | | Document | |
| Gujarat | Sardar Patel University | | View Document | |
| Details of UGC recognition | | | | |
| Under Section | Date | | View Document | |
| 2f of UGC | 18-07-2013 | | View Document | |
| 12B of UGC | 09-03-2017 | | 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 | GACCKATHLAL, NEAR DIET CAMPUS, BEHIND BUS STATION, KATHLAL, DIST- KHEDA PIN- 387630 | Semi-urban | 7 | 5201.33 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Gujarati | 36 | H S C | Gujarati | 88 | 88 |
| UG | BA,English | 36 | H S C | Gujarati | 79 | 79 |
| UG | BA,Sociology | 36 | H S C | Gujarati | 275 | 275 |
| UG | BA,Sanskrit | 36 | H S C | Gujarati | 14 | 14 |
| UG | BA,History | 36 | H S C | Gujarati | 39 | 39 |
| UG | BCom,Commerce | 36 | H S C | Gujarati | 300 | 82 |

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 | | | | 3 | | | | 10 | | | |
| Recruited | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 4 | 3 | 0 | 7 |
| Yet to Recruit | 0 | | | | 0 | | | | 3 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 5 |
| Recruited | 3 | 1 | 0 | 4 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

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

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

| Part Time Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | | Total |
| | | | | | |
| | 9 | | 2 | | 11 |

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 | 688 | 1 | 0 |
| | Female | 464 | 1 | 0 | 0 | 465 |
| | 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 | 18 | 13 | 14 | 28 |
| | Female | 16 | 16 | 22 | 21 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 1 |
| | Female | 4 | 6 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 262 | 195 | 204 | 455 |
| | Female | 185 | 135 | 120 | 316 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 261 | 219 | 269 | 214 |
| | Female | 182 | 193 | 223 | 153 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 928 | 777 | 852 | 1190 |

3. Extended Profile

3.1 Program

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

Response: 180

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 06 | 06 | 03 | 03 | NA |

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 924 | 775 | 850 | 1190 | NA |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 454 | 380 | 417 | 538 | NA |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 145 | 208 | 308 | 316 | NA |

| 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 |
|---------|---------|---------|---------|---------|
| 07 | 07 | 08 | 07 | NA |

| 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 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | NA |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.4 Institution

Total number of classrooms and seminar halls

Response: 16

Number of computers

Response: 26

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|----------|----------|-----------|----------|---------|
| 35.63464 | 24.73851 | 104.15951 | 59.38896 | NA |

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:

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by the teachers. Several classrooms are equipped with LCD Projector and other I.T. tools. The academic building provides free NAMO Wi-Fi access to all and the students are given NAMO tablets for getting easy access to the world of knowledge available through internet. The teachers encourage students to use the library and web resources. The college library has enough reading materials such as books, e-books, journals, e-resources, magazines and newspapers which is useful in the process of effective curriculum delivery. There is a repository of BISAG lectures which are used as per the students needs. The syllabus is made available to the students in the college website and is also imparted to them in the classroom at the beginning of each semester. Seminars, guest lectures and Field trips are conducted as per the need of the students. The institute makes sure that the needs of diverse category of students are met as far as curriculum delivery is concerned. All the faculties strictly adhere to their planning throughout the programme. The evaluation system is formally followed by the university guidelines. The informal evaluation is done by the teachers in the class in the form of in-class assignments and MCQ test. At the end of the term, feedbacks are taken from the students on the curriculum and analyzed it for further improvement. All the teachers continually motivate students to be seriously engaged in academics.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Details of the certificate/Diploma programs | 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:** 41.38**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 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| Details of participation of teachers in various bodies | View Document |

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 0**1.2.1.1 How many new courses are introduced within the last five years**

| File Description | Document |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | View Document |

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system

has been implemented

Response: 33.33

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

Response: 2

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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | NA |

File Description

Document

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

[View Document](#)

Any additional information

[View Document](#)

1.3 Curriculum Enrichment

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

Response:

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

Gender:-

The Women's Cell, Grievance Redressal Cell and Cell against Sexual Harassment take utmost care to prevent issues against women. The committee works to make the girl students aware of the guidelines and

norms against sexual harassment and other issues related to gender inequality. As part of the CWDC activities the lectures by experts on varying subjects related to legal rights of a women, nutrition requirements of women, Female health and hygiene and Self defense are arranged time to time in the institute. Soft skill papers like Handling of Household Equipment and Structure of Indian Society help in sensitizing the cross cutting issues to both the genders.

Environmental Education:-

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

Professional Ethics

The college runs Finishing School for the last year students which helps the students learn the ethics and etiquettes of professional life. To inculcate Ethics like Leadership Development, Indian Culture and Heritage, Company Secretary, International Business, and Human Resource Management, Gujarati Patrakartva, Sahitya ane Samaj, Vishva na Dharmo, Indian Constitution aware them to the cross cutting issues professional ethics.

Human Values

The institute has Gandhi-Sardar Study centre which creates awareness among the students towards the values of Gandhi and Sardar. The lectures on Swami Vivekanada are arranged to inculcate the moral values in the youth. There is a tradition of arranging 'Gandhi Katha' in the college which impart in-depth insight into the Gandhian values of truth, non-violence and coexistence. The papers like Human Rights and Fundamental Rights and Duties, Gandhina Philosophy, Indian Religion also encourage the students to the values of Human Rights and cross cutting issues.

Apart from that we have a thriving NSS unit which does variety of service related activities in the rural area. The college also observes days of national importance e.g. Independence Day, Republic Day, Gandhi Jayanti, Teachers Day in order to keep the students closely connected to their tradition and culture. Our students are actively engaged in a multitude of events throughout the year like Voter awareness programmes, Visit to orphanage and old age homes, SwachhataAbhiyan which creates in them a sense of accountability towards the society. Election awareness programmers such as street play, and rally are arraigned time to time in the college.

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

Response: 4

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

Response: 4

| 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: 2.27

1.3.3.1 Number of students undertaking field projects or internships

Response: 21

| 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: A. Any 4 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information | View 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 |
|----------------------------|-------------------------------|
| Any additional information | 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 | NA |

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: 100

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 |
|---------|---------|---------|---------|---------|
| 928 | 777 | 852 | 1190 | NA |

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 |
|---------|---------|---------|---------|---------|
| 928 | 777 | 852 | 1190 | NA |

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: 100

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 |
|---------|---------|---------|---------|---------|
| 485 | 365 | 360 | 823 | NA |

| 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:

The welcoming programme is conducted by institute in which the Principal welcomes all the newly enrolled students and inform them about the rules and regulations followed in the college. The students are given a chance to freely keep their views and reason of selection of their course. On above discussion the faculty members assess the student's level and their field of interest.

As most of the students are from the rural and the semi-urban area there arise a necessity to bridge the gap between school education and higher education. At the beginning the teacher has a group discussion with the students to recollect their education level and thereby plan a strategy to deal with the different abilities of students. The college takes special efforts to see to it that slow and the advance learners are given special treatment, so that both are able to reach the zenith of their potentialities. The institute identifies the advanced learners by merit of the previous year examinations. Taking into consideration the academic results, such students are given special personal attention to them and asked them to read and use particular books and resources from within and without the syllabus. They are encouraged to participate in various seminars and workshops. They are even guided by the faculties for various competitive exams. They are provided financial support if they are in the need of the same. The institute takes due interest in the problems of the mediocre students. To ensure the minimum dropout from the disadvantaged sections of the society, they are given special consideration in terms of attendance, financial aid etc.

The academic performance is evaluated by the concerned department for slow learner. If needed additional classes are arranged after regular college lecture hours. Slow learners are provided with study material comprising of notes and books from the library as well as by the teachers. There is also a rare collection of the audio text for blind and slow learners on syllabus related subjects.

If needed the students failing in the examinations are counseled by their designated members. In certain cases the mentors call upon the parents of the slow learners in order to discuss with them the specific needs of the students. There is an informal provision of assistance to the economically weaker and physically

challenged students.

2.2.2 Student - Full time teacher ratio

Response: 132

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.54

2.2.3.1 Number of differently abled students on rolls

Response: 5

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

The teachers do possible effort to make the learning process more interactive and inclusive. Depending on the topics which are to be taught, teachers equip themselves with necessary methods to reach the maximum number of students. They go through a quick recap session of previous lessons in the beginning of each class. From such recap sessions, the teacher can gather how the issue of learning is reached to students. While starting a new topic they ask the basic concepts and ideas. we have arranged remedial classes for slow learners also.

Active Learning: We see to it that the learning inside our class is more of an active process where the students are more engaged which leads to greater involvement of the learner leading to better understanding and thereby improved retention. Our faculties make use of various teaching methodologies like role plays, discussions, debates and various games in the class.

Peer Learning: Students are divided into pairs and /or groups as the case may be and are given a task to complete within a stipulated time period say 2 to 3 minutes. This teaches them to work in a team and finish the work at hand with co-operation and team spirit. the slow learners easily solve their queries in the group tasks and also built up their confidence in the learning process. In the language class students are

encouraged to form pairs or groups and participate in dialogue exercises and solving grammar topics.

Collaborative Assignment: Home assignments and project works given to many students develop a healthy rapport between students and teachers, which could be quite influential in their future study and research.

Participative Learning Strategies:

Students work together as a group to solve a problem or complete a given task. This actually allows them to be involved in the entire process rather than being passive listeners. Students are motivated to come on to the stage and present a topic at regular intervals. There are debates, quizzes, and workshops arranged to bring out their spirit of curiosity and enable them to think differently with critical insights.

Case study methods

The case study method is used to develop the ability of critical thinking, problem solving and analytical skills. Students get greater motivation to participate in the class and are in a better position to understand the relationship between academic topics and the real world situation. Teachers encourage students also towards critical thinking by asking questions and assigning problems.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 142.86

2.3.2.1 Number of teachers using ICT

Response: 10

| File Description | Document |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | View Document |

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 92.4

2.3.3.1 Number of mentors

Response: 10

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3.4 Innovation and creativity in teaching-learning

Response:

We strive to see to it that the curricular, co-curricular and extra-curricular activities of the institute cater to the holistic development of our students. The element of innovation and creativity are imbibed in each and every aspect of the teaching learning process.

Innovation and Creativity in Curricular aspects:

- The teachers make optimum use of ICT tools in the classrooms. Lecture delivery through power point presentations, making use advertisements, short movies, videos in the class for better student engagement
- The DELL (SCOPE) lab, BI-SAG programmes, computer lab and internet facility contribute to the attempt of the college to make teaching effective with the help of technology.
- Students are encouraged to make presentations in the class room
- Discussions, debates , role plays are used as effective teaching mechanisms
- Students are given survey works, report writing and peer teaching methods are used
- SANDHAN and UDISHA and Finishing School programmes help them with a professional counselling, mentoring and academic advice. A great number of students get these benefits.
- Use of BISAG lectures provides access to experts' lecture at the door steps.
- Access to N-list gives the students an opportunity to use multitude of eBooks.

Innovation in Co-Curricular aspects:

- The institute makes it a point to conduct various seminars, workshops and guest lecturers round the year
- Co-curricular activities include lectures on Time Management, Soft skills.
- The college regularly publishes the College Magazine 'KALRAV' where the students also play active roles

Innovation in Extracurricular aspects

- The college conducts are large number of activities round the year
- The faculty members encourage the students to take part in those
- Apart from that the students are entrusted with the responsibility of carrying out the organization of these activities
- A regular display work of articles, magazine cuttings and creative writings of the students are done by the students inside their class room and on the college wall magazines.

2.4 Teacher Profile and Quality

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

Response: 72.5

| 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: 47.77

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 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 5 | 3 | NA |

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 16.86

2.4.3.1 Total experience of full-time teachers

Response: 118

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: 27.59

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 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | NA |

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

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

Response: 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 | NA |

| 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 institute consistently strives to bring out positive reforms in the internal evaluation process. For achieving the same, we have brought about two major changes in the internal evaluation process. The institution adopts both the formative and summative method of evaluation. Formative approach to evaluation includes:
 - Objective Test
 - Assignment writings
- In order to test the comprehension, reasoning and memory of the facts and concepts of tests of objective type questions are administered. This objective test is given in the classroom. Students have to read and understand the concept fully to be able to answer the objective type questions. This will promote the learning habit among them.
- In each of the subjects students are asked to give at least one assignment per semester. Assignments are given in the form of case studies, projects, presentations etc. Thus effort is made to see to it that there is variety in terms of assignment. The students can choose from the list of assignments. We try to see to it that the assignments do cater in reality to the enhancement of their

learning and understanding level.

- Thus through the various methods stated above an effort is made to see to it that the assignment system is robust, frequent and has a good variety of assessments tools clubbed together. The objective type tests actually assesses the level of their deeper understanding of the subjects and the assignments encourages collaborate work and brings in the element of variety in the evaluation process.
- The summative assessment is conducted in two levels: internal and external. Internal examination is taken at college level for 30 marks and external examination is taken by university for 70 marks. The university gives a second chance to all the students who do not get minimum passing marks by granting them ATKT.
- At the institutional level under the leadership of head of the institution and examination committee every faculty member is assigned examination duty. The final evolution and gradation of elective-generic subjects is done at the institutional level according to the guideline provided by Sardar Patel University, Vallabh Vidyanagar.

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

Response:

The institution has been transparent in its internal evaluation. In the beginning of the session, all the students are guided about the examination and hence they are familiar about the transparency in the internal evaluation. Case of the pattern, timings, and schedule of the internal assessment. The examination committee is formed which looks after all the process of examination.

At the onset a well planned Time Table of the examination is displayed on the College Notice Board and conveyed in the class rooms at least 15 days prior to the commencement of the examination. We have a separate room to keep all the assessed answer books and after the assessment process marks are put up on the notice board.

During the tests we allot one invigilator per 30 students in order to see to it that no unfair means are practiced. We also allot one senior supervisor per 200 students for better conduct of the entire examination

Any unfair practice reported is taken very seriously and is handed over to the Unfair Means Committee. In case of such an eventuality, disciplinary actions are taken against the student and such students are cancelled by the mentors. If the students are not satisfied with their marks, they are free to meet their respective teacher and bring it to their notice about the same.

The internal of marks involves the students' class attendance, assignments and written examinations, students' behaviour, participation in various activities like objective tests, involvement in college programmes, etc. are also taken into consideration during the evaluation.

In some cases, if the student is absent for the internal examination due to any valid reason the student can appear for a retest.

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

Response:

The college conducts the internal evaluation as per the schedule given by the University. The institute ensures that the results are timely displayed. The results are displayed both on the college Notice Board as well as in the Classroom. In case the students have any Grievances related to their respective subjects they can contact the concerned Head of the Department for the same. The matter is looked into and if needed they are shown the answer scripts as well.

If the grievance is against the university results the students can receive help from the in the process of application for rechecking and reassessment to the university. All the records of internal evaluation and answer books are kept safe in examination room.

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

Response:

Being affiliated to Sardar Patel University, the institute follows the academic calendar of the university. The admission process and the university examination being centralized, is followed as it is. Since the academic year 2018-19, GOG has circulated the schedule for internal examination as well which has to be followed by all the colleges in the state of Gujarat. At the inception of each academic year the IQAC of the college prepares an institutional plan and an Academic Calendar of the particular academic year in tune with the academic calendar of the university. The Academic Calendar includes the tentative dates of the tests/exams, assignment submission, college 'days' celebration and various departmental activities. This academic calendar is widely circulated among the staff and the students via departmental meetings, college notice board. In each of the departmental meetings and in the meetings of the IQAC it is ensured that the dates of various curricular/co-curricular and extra-curricular activities are followed as prescribed in the Academic Calendar. The Academic calendar also ensures that the Teaching-Learning process and the completion of the syllabus are carried out as per the plan across each of the subjects. To see to it each of the Department heads ensures that the faculties complete the syllabus in time, submit the question papers, evaluate the answer scripts and collect and submit the assignment marks within the stipulated time period.

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:

The Program outcomes, program specific outcomes and the course outcomes of the college are clearly

delineated on the College website for the reference of all the stake holders. The college also communicates the same to the parents and the students at the time of Orientation of the First Year students. The college keeps a copy of the Program and the course outcomes in the college library. In each of the departmental meetings the Head of the respective departments discuss the course outcomes and all the faculties are sensitized and made aware of the same so that they do not lose track of it in the class room and during preparation of the questionnaires.

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

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

Response:

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

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

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

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

2.6.3 Average pass percentage of Students

Response: 100

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

Response: 145

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

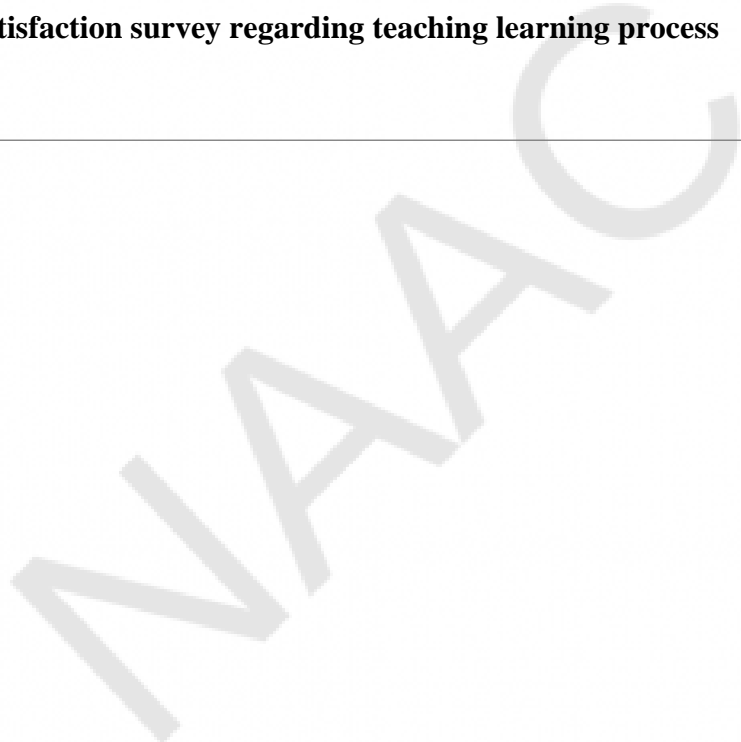
Response: 145

| 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: 3.53



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0

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

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

Response: 17

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 promotes research work in the institute. The faculties are given full support for presentation of their research papers in conferences and seminars. All are always given permission to attend research seminars and workshops. They are encouraged to publish their research works.

The achievements and works of well known and literary personalities of this region that is Charotar are preserved by the institute. In one such gesture the institute with the support of Gujarat Sahitya Akadami

organised a two-days seminar to record the creation and to celebrate birth centenary of a local Gazal writer – Shayar ‘Rusva’ Mazlumi was organized. Later on a book is written on the bases of the papers presented during that seminar by Dr A A Shaikh.

In the same spirit two seminars are organized with the support of the Gujarat ahitya Akadami in during January 2018. One seminar was on Ravaji Patel’s Poems who belong to local town Dakor. After the success of which a book titled ‘Mari Ankhe Kanku na Suraj Athmya’ is prepared to preserve the churning that emerged in that seminar by Dr A A Shaikh. Another seminar was organised to mark the centenary of Gandhiji’s arrival in Kathlal town. in this seminar the topic was Gandhi’s Kheda Satyagrah. Gandhi Katha was also organised in the college. Book is also published to cover the papers presented in the programme. Recently on 18/03/19 there was seminar on “Gandhiji ane amna antevasio vartman samay ma ketla prastut”. college Professores and students have participated. Thus the institute, on its own, tries its best to preserve the local creations for the future generations.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 0

3.2.2.1 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 | NA |

| 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 |

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.35**3.3.3.1 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 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 1 | 1 | NA |

File Description

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

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 4.55**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 6 | 9 | 16 | NA |

File Description

List books and chapters in edited volumes / books published

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

1. N.S.S. Unit

Extension activities are conducted in the college as part of the NSS activities. The NSS unit of our institute conducts extension activities in the nearby areas. Activities like Blood Donation Camp, Thalessemia and Aids awareness, Election Awareness rally, Rally for environment protection, Swatch Bharat Abhiyan, Tree Plantation in the college visit to old age homes, etc are part of our yearly activities.

Junior Chamber International (JCI): It is non government organize which arrange different cultural activities at college level and situated at Nadiad near Anand Gujarat. In such type of Activities College won trophy every year.

Digital Literacy Awareness drive was conducted by the college students and staff.

Tree plantation drive and celebration of VAN MAHOSTAV is major event of the college. In Along with the forest department the entrepreneurs of local wood industries are clubbed in the drive which sensitizes the society towards the need for growing more and more trees in this region. Such activities sensitize the students about the role they ought to play in giving back to the society and helps in them turning to be responsible citizens of the country.

The student volunteers of the NSS organized a rally on Swatch BharatAbhiyanin the village area. Voter awareness programme is carried by the NSS unit and one of our students is awarded for his active motivation to other students regarding it.

Being a part of the N.S.S. unit students also learn and attain managerial skills while participating in such activities. These activities instil confidence in them and they become socially responsible citizens.

Women cell:

Women cell was established in 2012. It is formed according to the guidelines of the state government. It had been a great help to bring more and more girl students to college. Several workshops and lectures for women empowerment are undertaken by this cell. Meeting is held regularly in the college to make female students free to express their problems and guide them on several sensitive issues. On “ABHAYAM” yojana the girls are made aware by displaying the helpline numbers on different locations of college premise and in the girls room. The elocution competition on “Beti Bachavo, Beti Padhavo” by girl students is arranged. The Self defence training for girls are arranged. Sexual harassment cell guides the students especially girls while in college campus or in society that they need to be vigilant towards the actions taking place against them. Indeed these programmes positively added to the confidence level of our girl students. Many of the girls now freely communicate to the members of the cell about their domestic problems but no documentation is available and only verbal solutions are provided to them.

Social & Cultural Activities:

Under SaptDhara activities there are a cell for Samajik Seva Dhara, Sangit Kala Dhara, Natya Dhara, Yog Dhara, Gyan Dhara, Rang Kala kaushalya Dhara, Khelkud Dhara. These cells organise various programmes to sensitize students to social issues thereby leading them to holistic development during the last five years.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**Response: 5**

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 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 0 | 1 | NA |

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: 14**

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 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 9 | NA |

File Description**Document**

Reports of the event organized

[View Document](#)

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids**

Awareness, Gender Issue, etc. during the last five years**Response:** 20.65

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 |
|---------|---------|---------|---------|---------|
| 0 | 318 | 277 | 107 | NA |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View 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 | NA |

| 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:** 0

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 |
| 0 | 0 | 0 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has been recognized as a model college by the central government and given funds in addition to the funds of Government of Gujarat from the very inception of the college.

The building of the institute is a sculpture of art. It is a four storey building having all the need for an academic institute. These facilities are adequate for carrying out the teaching-learning process in an effective manner. There are 15 well furnished spacious and fully ventilated classrooms out of which 9 are IT enabled smart classes.

Students have access to a separate air-conditioned Digital English Language Lab (DELL) having 1620sq. ft. of floor area. There are 26 computers which are used to teach English language and SCOPE (Society of Creation of Opportunity through Proficiency in English - an initiative of government of Gujarat's for English language) classes. DELL helps students learn soft skills through SLM (Self Learning Mode). DELL is also used for learning the e-resources provided by the SCOPE and an online examination is also conducted by Cambridge University for the SCOPE certification course. DELL is also used by teachers for subjects other than English.

There is a seminar hall with a capacity of 400 chairs for seminars and presentations. It has interactive e-podium and digital projector which is regularly used by teachers for various teaching session where they need multimedia facilities. There is a visual display camera which is used to show the learning objects and text directly to the students to make teaching topics more live and interesting.

Our BISAG room is equipped with DTH facilities and LED projector where students are shown live lectures broadcasted through SANDHAN – an initiative of government of Gujarat for distant learning resources where experts from BISAG studio teach topics relevant to university syllabus. This facility is usually explored by all the teachers to provide authentic and expert's views on the prescribed topics to their students. There are also pre recorded SANDHAN CDs with the college, they are used whenever the teacher feels it fit to be used to make their teaching more relevant and interesting.

The College also has a photocopy machines which are used by the staff for teaching materials and academic purposes. There is a separate room for Collegiate Women Development Cell (CWDC). Separate computers with internet facility for teaching faculty. There is enough number of computers for non teaching staff, computers with net facility in the library for students. The academic building is fully in the range of free Wi-Fi connectivity. There are display boards and notice boards which are used for different announcement on each floor.

For sports, there is separate sport complex equipped with sports equipments. Principal office Staff room, administrative office Placement Cell, N S S - Gandhi Sardar study centre, guard room, girls and boys room, meeting hall, exam room, IQAC & NAAC room, Ambedkar study center, strong room, Store room, electricity and water room, library, 8 cooler, 4 +4 toilets, sports ground.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:

Our college has good facility for both indoor and outdoor sports. Total ground area for outdoor sport is 27345.67 sq.metre, in which there are separate space for kho-kho $29 \times 16 = 464$ sq. metre, volley ball $18 \times 9 = 162$ sq.metre, Kabaddi $13 \times 10 = 130$ sq.metre and athletics. There are sufficient equipments for the sports like cricket volley ball, chess, athletics and badminton. The size of the indoor sports complex is $40 \times 20 = 800$ sq.metre. it is used for badminton and night volley ball tournaments.

From the very inception of the college in 2012, the sports activities have been conducted in the college in which many students participate very enthusiastically and show sportsman spirit in every sports activity.

In the initial years 2013 - 14 the students participated in Athletics, Volleyball and Cricket and made good performance in these sports.

The 2014 - 15 Year was very important as far as sports activities are concern. In this year our college students took part in basketball for the first time and won second prize in the South Zone, Gujarat University, Ahmadabad. The students also played Chess, Cross Country and Cricket with enthusiasm and spirit.

In 2016-17 along with Basketball the male students of the college participated in Boxing and Wrestling in the South Zone, Gujarat University Sports Competitions and won the first prize.

From 2016/17 students participated in the Sardar Patel University Sports competition. In the sport of Kho-Kho our students got Second Prize in the Inter College Competition and two boys were selected in the university team for the National Level Competition which was an occasion of pride for the college.

In the year 2017-18 both, boys and girls students participated and shown good performance in the athletics while the boy students proved their metal in Cross Country, Cricket and Wrestling competitions. Moreover, two girls of the college were selected in the university Kho Kho team. This was really a very proud moment for our college as two girls participated in the National Level Kho Kho Competition from the university.

Another proud moment for the college was that in which one college student represented the Sardar Patel University, Vallabh Vidyanagar in the Wrestling Competition of 65 kg group at All India Inter University Competition.

In the year 2017-18 our students reached in Taluka level Khel MahaKumbh competition in different sports like Kho-Kho, Kabaddi, Athletics and Wrestling and they won first prize in different games.

KHELKUD RAMAT GAMAT DHARA activities the college organizes competitions of sports for inter-class games.

Almost all the students are asked to take part in different local say DESI GAMES like Kothoda Dod, Limbu Chamchi Dod, Rassi Khench and different types of simple running competition, etc. These activities create Sporting Spirit in the students. SPORT DAY is also celebrated every year in the college where along with students, professors and other staff members participate in the different games.

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

Response: 56.25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| any additional information | 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 |
|---------|---------|---------|---------|---------|
| 0.00 | 0.00 | 0 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

Library is fully automated with the ILMS – SOUL 2.0. The software facilitates all the useful modules like acquisition, cataloguing, circulation, serial control and OPAC. The Software is maximally utilized by the library. All the students of the college are given library membership by default. Moreover to make maximum use of library resources and to help society in making the people informative, the library also gives membership and access to the members who is not belongs to the college.

Bar-coding system is used for member code and books. The web-based inquiry module (WebOPAC) of software has been installed to find out bibliographic details of the library resources. The access is given to all members so that the resources can be viewed from offside the campus.

Library has a rich collection of resources with all subjects offered by college, competitive exams and general reading to cultivate reading habit in clientele. College library provides open access to the information resources required by students, faculties and visitors of the institute for research, learning and teaching. There is a wealth of material with collection of over 7500+ books, 10 current subscriptions to journals and 4 newspapers, and an extensive range of high quality electronic.

E-resources are accessible from off-campus via Internet.

The acquisition process is followed by the recommendation from students and faculties. Library Committee members constantly look after to keep library up to date. Library has special collection for the social and economical backward students. Library facilitates their slow learner students with the special guidance and help under book – bank scheme.

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

Response:

College library has some rare books but we try to enrich our collection of rare books with time. Besides, the books required for the core subjects offered in this college, library possesses many books for competitive exam with which students can make themselves ready for state and national level competitive exams. Library has a very good collection of the books on Swami Vivekananda and various rare volumes of encyclopaedias such as ‘Gujarati Vishva Kosh’, ‘Bhagavad GoMandal’, ‘Bal Vishva Kosh’. The library has also collection of CD-DVDs, journals and magazines which helps to be of great help for the students in enriching their knowledge. The rare collection of digital resources of literary works of famous Gujarati literary figures produced by Gujarat Granth Niarman Board / Gujarati Sahitya Akadami in the library.

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 |

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

Response: 2.19

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 |
|---------|---------|---------|---------|---------|
| 0.47 | 0.37 | 7.56 | 0.37 | NA |

| 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: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.58

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

Response: 24

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The following IT facilities are available in the college.

1. The college has a DELL lab equipped with 26 computers having LAN connectivity.
2. In the whole college building there is a facility of WI-FI to help the students avail manifold study material through Internet.
3. The college has 8 Classes with projector at present, but more classes will be upgraded as smart classes in future time.
4. There are 50 cameras installed in the college campus.
5. The institute has an e-podium equipped with computer based multifunctional -multimedia set up
6. There are two LED TVs for teaching purpose.
7. The NAMO Wi-Fi installed in the college campus has 7 access points.
8. There is a GWAN – a wide area network owned by the Government of Gujarat for Integrated Financial Management and government web casting.
9. Recently each faculty member is given a PC.
10. The administrative department has 4 computers, photocopier machines; scanners and colour photocopier for reduce their work load. These IT facilities are updated time to time as per the need.
11. The principal's office is equipped with 1 LED TV and a PC.
12. All the computers have internet connectivity through BSNL Broad Band connection and a private Wi-Fi service from Navkar Mate Soul.
13. Creating awareness among the library users regarding use of library sources & services through a series of Library Orientation Sessions
14. The Library provides support to students to run a book bank facility that is successfully running for a decade.

4.3.2 Student - Computer ratio

Response: 35.54

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

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 2

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 |
|---------|---------|---------|---------|---------|
| .5263 | 1.24 | 1.59 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Any additional information | View Document |

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

Response:

The institute is well aware of the need of different committees to achieve optimum utilization of facilities and services for the benefit of stakeholders, to receive constant, uninterrupted and smooth functioning of physical, academic and support service facilities, to prevent misuse and misconduct of resources and services, to achieve timely up-gradation, replenishment, repairing and replacement of the resources and services and to set standardized maintenance and utilization procedures for resources.

At the beginning of each academic year under the directives of the principal various committees are formed in such a manner that all the needs of the maintenance and utilization of existing infrastructure can smoothly done. For which both the teaching and non teaching staff is clubbed in. The purchase committee headed by a senior faculty takes an annual review of the facilities and services. The report is put forth in the meeting of purchase committee chaired by the principal. Dead- stock register is maintained. It must be mentioned that the college receives maintenance grants for cleanliness and security from the government and uses them according to the requirement. All the physical facilities are taken due care of in order to keep them secure for the future students.

Building Maintenance:

As this institute belongs to government the entire responsibility of the construction and maintenance comes under the PWD. Whenever the need of any maintenance arises the principal informs the local PWD and monitors its works. For building security there is a staff out sourced through contract.

Cleanliness

For daily maintenance of physical resource support staff through Out-source contract. Cleanliness of the whole campus and buildings are regularly cleaned and maintained by them. A supervisor of the contractor monitors their work who follows the instruction of administrative office. All classrooms are regularly cleaned by sweepers and cleanliness is maintained all around the campus. The NSS unit and students are also motivated to keep the campus clean and whole.

Purchase and maintenance of furniture, books and other equipments:

The institute has a tradition of forming a purchase and maintenance committee which follows due process and whenever the need for and maintenance required it takes actions following government procedures.

IT product:

Maintenance regarding IT facilities, the IT equipments are provided with warranty for more than five years by the GIL of the government. The venders are called to repair computers and other allied items with whom there is a government contract. Anti-virus is installed in all computers of the college. One lab coordinator is appointed for taking care of the lab and computer facility. Library committee and librarian take proper care of books and infrastructure of the library.

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: 19.79

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 |
|---------|---------|---------|---------|---------|
| 168 | 184 | 138 | 252 | NA |

| File Description | Document |
|--|-------------------------------|
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | View Document |
| Any additional information | View Document |

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | NA |

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 |
| Any additional information | 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:** 7.57

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 | 135 | 0 | 153 | NA |

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 5.45

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 |
| 118 | 0 | 19 | 81 | NA |

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

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

Response: Yes

| | |
|---|-------------------------------|
| File Description | Document |
| 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 | NA |

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

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

Response: 17.24

5.2.2.1 Number of outgoing students progressing to higher education

Response: 25

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education | View Document |
| Any additional information | View Document |

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

Response: 100

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 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 2 | 5 | NA |

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 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 2 | 5 | NA |

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

5.3 Student Participation and Activities

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

Response: 0

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

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

| 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:

Yes we do have Student Council in the college. At the inception of each academic year the college forms the Student Representative Committee (SRC). The SRC is selected on the basis of academic merit. The General Secretary (GS) is at the top followed by the Co-GS. We appoint a lady representative to address to the issues pertaining to the female students of the college. The subordinate post of the LR is the Co-LR who can assist the LR in various activities and can take her place in her absence. All the above posts are essentially held by the students of the third year. The first and the second year students from each division are elected as the class representatives of their respective classes.

There is also representation of students in different committees of the SAPTADHARA activities – seven bands of co-curricular activities like Samajik Seva Dhara, Sangit Kala Dhara, Natya Dhara, Yog Dhara, Gyan Dhara, Rang Kala kaushalya Dhara, Khelkud Dhara. in Sapta Dhara they organize and conduct different cultural and creative activities.

Besides, our faculty members work as mentors of the students and develop close interpersonal relation with them. Therefore, the students can always freely convey their messages to the decision-making academic and administrative bodies of the institutions. Our core strength are our students representatives of SRC, NSS, Committee members and our student volunteers who play an active role in the planning and organization of college events and programmes. Our NSS volunteers are an asset who oversees the discipline related matters during the college events.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**Response:** 3.5

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 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 5 | 4 | NA |

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:**

Government Arts & Commerce college Kathlal has established Alumni association on 26/01/2017. College has arranged alumni association meeting and ask for college feedback and also neutral suggestions. As per guideline of NAAC we have processed for Registration of Alumni association from 2018-19. Process it still in pipeline. All the outgoing students are required to be members of the association. We are making an all out effort to reach out to our old students through posting the alumni association form in the college website and sending group messages to them asking them to get registered. The alumni are guided by the teacher convener in their activities. It is one of the most important parts of the institution. There suggestions are taken on many of the important issues and are implemented if found appropriate. Many of our students have made a mark for themselves in the areas of performing arts and music. We have been taking benefit from their expertise at various levels.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)**? 5 Lakhs****4 Lakhs - 5 Lakhs****3 Lakhs - 4 Lakhs**

1 Lakh - 3 Lakhs**Response:** <1 Lakh

| File Description | Document |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 1

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 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | NA |

| File Description | Document |
|--|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | View Document |
| Any additional information | View Document |
| Report of the event | 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 Principal, faculty and college development committee strive to fulfil the vision and mission envisaged in the policy matters and action plan along with the support of the official on the top of the hierarchical position. The Principal and the committee members/faculty interact with the students regarding their grievances and consider them as priority. The action plans for various curricular and extension activities are chalked out separately and incorporated with the overall strategic plan of the institution. Regular interaction with stakeholder is given importance. At the college level the Principal of the college plays the role of a guide. He plans and executes the academic as well as the co-curricular activities in the college with the assistance of the college council, various committee and teaching faculty. Academic leadership of faculty members can be in the form of head of the department.

Each course in the college has a department headed by the senior most faculties. He/she is given fair amount of independence in planning and executing the curricular and co-curricular activities of the department. From time to time, teachers are deputed to undergo training programmes such as orientation and refresher courses and other development programmes so that they develop leadership skill.

The administrative staffs of the college are given various responsibilities. They too are deputed to undergo various training programmes that help them acquired leadership skills. Class representative are appointed to monitor the classroom activities and bring to the notice the grievances of the students of their respective classes to Grievance Redressal cell and the Principal.

Our College runs the diversified academic programmes upto graduate level. It happens to be the first centre of higher education catering the needs of all rural & needy students especially to the socio– economically students hailing from the rural and semi–rural areas, irrespective of gender, caste, creed and culture.

Our vision and mission statement gives assurance of approachable education. The physical, social, racial, lingual or economic constraints can not obstruct education of the desired student or no one is deprived of education.

Our motto states these that only Dedication for work and efforts help achieve real prosperity.

It also highlights the dignity of hardwork and perseverance.

The college provides facilities for the poor and needy students, and supports financially through several other Welfare Schemes like Scholarships and Incentives to outstanding students.

The college assures value based, value added learning opportunity for all round development of the students' personality. The mission statement emphasizes on making the students self–confident, self – dependent and self–reliant. In order to transmit knowledge through value based education various programmes highlighting Gandhian thoughts are often organized in the college.

The college is committed to the service of the society through a extension activities and outreach programmes since its an establishment

It recent years , we have initiated various programmes like Finishing School, Career Oriented programmes in Communicative English, Career Oriented programmes like competition exam traing and placement programmes under Udisha..

6.1.2 The institution practices decentralization and participative management

Response:

As our institution is a government organization, it is governed by the Higher Education department of Gujarat. At the top of the hierarchy, there is the commissioner and next to him is the zonal head, known as Vice-Chancellor followed by the principal of the college. All policies and plans related to the functioning of the college are formed by the Department of Higher Education.

For the internal management of the college, the Principal supervises the execution of work plan, but all the departments of the college have their freedom in setting teaching plans and such other matters. The various activities of the college are undertaken by different committees. In the beginning of the year different committees are constituted for the smooth functioning of the institution. The committees formed are:

- Admission Committee
- Examination Committee
- IQAC Committee
- Prayer committee
- Discipline committee
- Anti-ragging committee
- Election Committee
- Sexual Harassment Cell
- Finance Committee
- KCG grant utilisation committee
- Grievance Redressal Committee
- Media Cell
- Library Advisory Committee
- Udisha Committee
- Saptadhara Committee
 - Gnyan Dhara
 - Natya Dhara
 - Geet-Sangeet Nrutya Dhara
 - Khelkud Vyayam Yog Dhara
 - Rang Kala Kaushalya Dhara
 - Samudayik Seva Dhara
 - Sarjanatmak Abhivyaki Dhara
- Sports Committee

- Women's Cell
- NSS Unit
- Equal Opportunity Cell

The above committees conduct different works are planned in the beginning of the year and take care to execute them in due time. These committee members give suggestions/ instructions for carrying out the teaching learning process and the administrative process effectively. They extend guidance to the institution regarding policies to carry out academic and infrastructural development. The admission committee takes care of new admission. This committee informs the new students of different subjects being taught in the college. It also guides the new students of different activities of the college. It helps them take right decision of choosing his subjects. It informs them with the college history and informs them with exam pattern of the college and university exams.

The exam committee also functions with the active involvement of all the staff members. There are internal evaluation and exam conduction are done through meticulous precision in order to give timely and perfect results.

The KCG and finance committee plans the utilization of grants in time. These committees keep in mind the future needs of the college and suggest needed changes and improvements.

For the successive implementation of different programmes, different committees are formed for dissemination of responsibilities to the faculty and the administrative staff. The Organizing Committee and the Principal entrusts responsibilities to the committees and from time to time a review is taken. The teaching and non-teaching staff is taken into consideration as per their interest, capacity, and experience at the time of decision making. Necessary changes are made in the strategy of deployment of activities by the Principal wherever necessary to become activities more fruitful.

6.2 Strategy Development and Deployment

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

Response:

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

The strategic plans and its deployment are as follows:

- Faculty members adopting different method in the teaching-learning process
- Regular up gradation of library, sports room and infrastructure
- Encouraging research activities
- Guest lectures
- Adopting latest technology in the teaching-learning process
- Enhancing the welfare schemes

- Improvement of interaction of the institution with the industry, community and organizations
- To achieve excellence in all the co-curricular activities of the college.

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

Response:

The Principal of the college delegates the responsibilities to different committees reviews their decision and approves them.

| | | | |
|--------------------------------|------------------|----------------------------------|----------------------------|
| Principal | | | |
| IQAC | | | |
| Academic Department | | Academic Support Services | |
| Heads of the Department | Librarian | SRC | Physical Instructor |
| Faculty Staff | | | |
| Students | | | |

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 |
|--|-------------------------------|
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | View Document |
| Any additional information | View Document |

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

Response:

It is already mentioned that in the beginning of each academic year, various committees and cells are constituted for smooth running of all the curricular and extra-curricular activities. And then in regular intervals once in two months, a meeting is arranged to evaluate the performance of all these committees and cells. Such follow up process not only facilitates the running of these bodies, but helps in improvising the work-plan for better results. At the end of the academic year, the minutes of all such meetings are reviewed and a summary report is prepared which is given due importance for formulating the work plan for the following year.

6.3 Faculty Empowerment Strategies

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

Response:

The institution has effective welfare measures for teaching and non-teachings staff. Being a Government College all the welfare measures of the Government is applicable to our teaching and non-teaching staff. The facilities include the following:

- Maternity Leave of 6 months
- Paternity Leave 15 days
- Commuted leave/Medical Leave
- Medical Reimbursement
- L.T.C. facility
- PF advance
- Facility to encash the Balance Earned Leave at the time of Retirement
- Bonus facility for the non-teaching staff

Thus, to have quality improvement in the teaching and non-teaching staffs they are always motivated to participate in various workshops and seminars. They are also provided with TA and DA. To attend the seminars, they are also granted duty leaves. The non-teaching staffs of the institute also attend various seminars for their up gradation arranged by the university and Knowledge Consortium of Gujarat.

All the faculties are encouraged to pursue higher studies. They are motivated to conduct research and also publish their research papers in reputed journals.

They are given impetus to attend refresher courses, orientation programmes, and short term programmes related to their areas of specializations.

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: 16.96

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 | 3 | 2 | 0 | NA |

| 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

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 | 0 | 0 | NA |

| 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: 53.57

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 | 4 | 8 | 2 | NA |

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

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

Response:

The institution being a Government college, we have to follow the prescribed Performance Appraisal System framed by the Government of Gujarat both for Teaching staff as well as Non- Teaching staff.

Apart from this, the institute has also its own performance appraisal system by collecting feedback from students, parents and alumni that are analyzed, outcomes are discussed and prompt actions are taken accordingly. Even periodical departmental meetings and staff meetings are held for effective curriculum implementation. And in term end meeting, reporting is presented to the principal regarding duty performed during the current semester. Performance appraisal mechanism is discussed as under:

For Teaching Faculties:

At the end of each academic year, Confidential Report is filled in by the faculty members in the prescribed format for the assessment of duties performed. Confidential Reports are then forwarded to Joint Director of Government Colleges after review of the Principal. On the basis of remarks received from the higher authority, needful steps are taken. Thus, review is made at three stages. In case of disagreements or disputes, staff member is warned if the charges of the reviewing officer are found genuine by the

Commissioner of Higher Education, Education department, Government of Gujarat.

For Non-Teaching Staff: At the end of each academic year, non-teaching staff members also fill in the Confidential Reports in the prescribed format for the assessment of duties performed. The Confidential Reports are reviewed by the Principal and after that they are forwarded to Commissioner of Schools for final evaluation. On the basis of remarks received from the higher authority necessary steps are taken. Thus, review is made at two stages.

Promotion under Career Advance Scheme (CAS) depends upon the Confidential Report evaluation along with other things.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

All the financial transactions and reports of the expenditure of funds of our college are done online and by cheque. Therefore, we have a very transparent system regarding the handling of finance. The reports of the expenditure of funds are also sent online. Therefore, we have a very transparent system regarding the handling of finance. for NSS and SaptDhara and Udisha the CA audit is done. We send utilization certificate of such expenditure to our head office time to time. Other than these, we do not conduct any internal audit. on regular bases once in three year external audits are done by the Commissioner of Higher Education, Gandhinagar and by the office of Accountant General, Rajkot.

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 | NA |

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

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

Response:

The college basically receives its funds from the following three means:

1. Central Government
2. State Government – Salary and non-salary grant
3. Funds from Student's fees
4. Grant from Knowledge Consortium of Gujarat (KCG) – To be spent specifically for the pre-determined Govt. programmes/initiatives

State Government- Salary and Non- Salary Grant

The college receives grants from the Government for Payment of the staff salary and office expenditure. The salary of teaching staff, Non teaching staff including the daily wages is paid out of this grant. The office expenditure of Stationary, Utility bills, Furniture and Computer is paid out of the Government Non-Salary Grant.

Funds from Student's Fees

Student's fee has various components like the Tuition fee, Exam fee, Cultural fee, Alumni fee, Sports fee and Cultural fee. The fee collected for the above mentioned purpose and used in the expenditure arising in the aforesaid activities.

Grants from KCG for specific Government Initiatives and Programmes

The college receives grants from the Knowledge Consortium of Gujarat for specific Govt. Programmes and initiatives like Udisha, Saptadhara (The Seven Bands for overall development of the students), Finishing School, NAAC etc. The funds are used for the specific programmes for which it is allotted and at the end a utilization certificate is submitted to the KCG.

The Scholarship received by the students from the Government is directly credited to the student's account.

The college also avails funds from RUSA which is used for various activities under RUSA components. The College sees to it that the grants are used for the purpose for which it is sanctioned.

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 of the college was formed in the year 2016-17. Ever since its inception the IQAC has worked incessantly towards quality assurances strategies and processes in the institute.

It keeps vigil over the systematic proceeding of all the academic and administrative works. It regularly conducts meetings and check the necessary records and documents whether every work is being executed in proper way. During the meetings, the decisions for purchase of books, upgrading of infrastructure, or decisions for academic calendar are also taken. After the formation of IQAC, the whole academic and administrative systems have got a better shape and the changes are also quite conspicuous. It encouraged for organizing seminars under Gujarat Sahitya Akadami, Vanmahotsav, placement camps, and finishing school activities time to time for effective functioning and over all development of the institute.

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 IQAC of the college is well aware of its primary responsibility of maintaining the standards in the matters of teaching, learning and evaluation.

Student Centric Teaching Methodologies

- The IQAC has made it mandatory for the faculties to submit to the IQAC a detailed lesson plan. This includes detailed explanation by the faculties about the methodologies adopted to teach each topic. Every faculty of the college gets the distribution of units to be taught by them at the beginning of each semester and on the basis of the same they prepare the lesson plan and submit it to the concerned department head who in turn submit a copy to the IQAC.
- The IQAC looks after on physical availability of faculty members and ensures completion of curricula in stipulated time.
- The IQAC in consultation with institutional examination committee and principal organizes internal written evaluation, to minimize exam days and maximum teaching.
- The IQAC also makes a review meeting with the HODs and the faculties in which faculties are encouraged to adopt various different methods like role plays, discussions, and presentation by students, and use of ICT in place of the customary lecture method. This shift in strategy has resulted in terms of better class participation and collaborative learning among the students. We have received the positive feedback from the students which is our greatest achievement.

Increased Use of ICT in the Teaching and Learning Process

- The IQAC in each of its meetings encourage the faculties to intensify the use of ICT in the teaching and learning process. This we feel encourages experiential learning process. Instead of using the regular chalk and duster mode if the teacher introduces a new topic to the class with a small 5 minute video it helps the faculty in creating focused attention to the subject matter and make the topic more real and participative for them and to keep their interest alive.

- The IQAC has followed a two pronged strategy for the same. On one hand the IQAC asks each department head to see to it that a greater number of their overall faculties start using ICT in their regular teaching process and the IQAC also sees to it that the college makes purchases of more number of ICT related equipments so that more number of classrooms can be made IT enabled.

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | NA |

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[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: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Details of Quality assurance initiatives of the institution | View Document |
| Any additional information | 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:

There is no denying of the fact that the college has made tremendous incremental improvements during the preceding five years. Ours being a Government college we are exclusively dependent on the Government for the appointment process. Yet, we are happy to state that post several letters to the Dept. of Higher Education and due to the constant correspondence with the higher authority we have been allotted with adequate staff both teaching and non-teaching, including the librarian and physical Training Instructor.

The college had gone for AAA accreditation in the year 2014-15 and had received several recommendations.

We are able to get different grants for Infrastructure development of college. The grants of Rupees 9,16,35,000/- for new building construction was received and utilized in 2014. The model college grants of Rupees 1,33,50,000/- and furniture grants of rupees 25,00,000 and 80,88,000/- are utilized to make the state-of-the-art building and infrastructure. The RUSA grants are used for library and smart class development. For indoor sport complex the grants of rupees 1,00,00,000/-

The grants from GEDA received and utilized for creating Green Building in the form of installing Solar Panels on the roof of the college and sizeable part of our energy requirements are catered through the same. It generates access electricity which is supplied to the State electricity board and earns energy surplus.

The college got an NSS unit of 100 students in the year 2013-14 which has played a vital role in bringing our students into a cohesive group and helped to direct their energy in a positive manner.

Apart from the above developmental works the college has improved its IT facilities viz. Computer Lab of 26 computers with LAN, Projectors, photocopiers, visual display cameras, digital podium, etc.

For surveillance there are CCTV 50 cameras and for free internet there is a Wi-Fi facility. There are 7 access points in the campus. There is also facility of a diesel Generator of 415volts to provide constant electric supply. Facility of water refrigerators, renovation of classroom, Provision of Automatic Sanitary Napkin Vending Machine and many more such facilities are created.

For academic development Career Oriented programmes such as Communicative English, Finishing School are arranged. Participation of the faculty members in various National and International Conferences/Workshops and Seminars are supported. Proposal for NCC unit has been sent and establishment of placement cell is done during last five years.

For the overall development of the students college has also been regularly organizing co-curricular

activities.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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 | 1 | 1 | 1 | NA |

| File Description | Document |
|---|-------------------------------|
| List of gender equity promotion programs organized by the institution | View Document |
| Any additional information | View Document |

7.1.2

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

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

Response:

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

Safety & Security: Safety and security of our female students is our top priority. The campus is under the surveillance of CCTV cameras installed at various strategic locations. We have adequate no. of watchmen in the campus at different places in the campus and also on each floor. During time of youth festival preparations and other cultural events we see to it that there is some female staff always present with our female students. We have issued ID cards for our students which makes the entry of unscrupulous elements difficult.

Counseling: The College has a well-functioning Anti Ragging cell, Women's cell and Legal Cell and we also have designated mentors whom the students can contact in case they face any kind of problems. We inspire the faculty members to observe and sustain gender equity outside and inside classrooms and make sure of gender balance in number of participation in all activities. In case any issue arises the students

always feel free to contact any of the above and discuss their matter. To maintain parity in both genders, college encourages and provides facilities to participate compete and excel all activities of Art and Crafts, Sports, NSS, NCC etc. Moreover, male students are being sensitized to promote parity and equal status by organizing different seminars, workshops etc.

Common Room: The College does provide a separate common room for girls nearby ladies toilet on the ground floor furnished with comfortable seating facilities like tables, chairs, etc. The institute has also made provision for sanitary napkin vending machine for girls. The boys common room is near boys toilet on the first floor.

7.1.3 Alternate Energy initiatives such as:

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

Response: 59

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

Response: 14970

7.1.3.2 Total annual power requirement (in KWH)

Response: 25375

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 2.77

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

Response: 24.95

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 901

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

7.1.5 Waste Management steps including:

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

Response:

- Solid waste management
- Liquid waste management
- E-waste management
- Solid Waste Management

Waste management is intended to reduce adverse effects on health, the environment or aesthetics. The institute has Launched the Swachchh College Abhiyan in keeping with the Swachchh Bharat Abhiyan of the Government. We are ever in the forefront in keeping our campus clean. The NSS volunteers of the college carry out cleanliness drive in the college campus at regular intervals. We have placed signboards around the college campus to remind the staff and students regarding keeping the campus litter free.

A pit has been created for solid waste management in the institution. The dust, food scraps, paper scraps, plant material etc. are dumped in the pit. It is recovered through composting and digestion processes to decompose the organic matter. The resulting organic material is then recycled as compost for agriculture process. And the manure created by this process is used for the plants and trees in the premises of the college.

The college has sufficient dustbins in each floor, in the college office and rooms, to prevent undue collection of litter is dumped in the municipal garbage-trolley kept outside the college building. The workers of the Kathlal Municipal Corporation collect the solid waste from the campus regularly.

Liquid Waste Management:

For liquid waste a soak pit has been prepared. All the liquid waste is released into the soak pit. As our institution has been situated out skirt of the town, surrounded by open agricultural area liquid waste of the college does not create any pollution.

E waste Management:

The E waste such as spare parts of computer is being stored properly. Some of the old computers are repaired and reused. We are making best efforts to minimize the E waste.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water is Scarce today. students' have to be taught to preserve water. they have to be given practical example to use less water, ways and means to use less water. they can act as messenger and marketing

agents to pass on the message to save and conserve water. At the time of construction of the new building of the college, the rain water harvesting facility has been created and most of the water during the rainy season recharges into the ground. This system improves Earth water level, which is the need of time. Due to this, our tube-well gets enough water, which we can use for plants and trees in the campus. Even, the regular waste water is also utilized in the garden area.

7.1.7 Green Practices

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

Response:

- Students, staff are using natural lights.
- Fully ventilated rooms and building reduces the use of fans.
- thermal walls keeps the building cool
- Direction of the building is such that there is no direct heat over the building which also keeps the building and ambience cool and comfortable.
- Public Transport
- Pedestrian friendly roads
- Plastic-free campus
- Green landscaping with trees and plants

Keeping up with our commitment towards Environmental Sustainability and conservation of vital natural resources we have taken up various measures:

- It is with the active efforts of Government Arts and Commerce College that we have installed the solar power panels and we are proud of the fact that we generate more power than we consume, the rest is given to the power grid
- Almost 90 percent of our students use Public Transport facilities to commute to and from the college
- As part of the Swachhh Bharat Abhiyan we keep our campus litter free and plastic free by having sufficient dustbins on each floor and giving strict instructions to both staff and students to play an effective role in keeping the campus plastic free
- We have placed signboards reiterating the importance of saving electricity and saving water in our toilets/near drinking water facilities and signboards like 'Clean Campus Green Campus' in the campus at large.
- Every year we celebrate VAN MAHOTSAVA spread awareness for Environment conservation. Students take part in large numbers.
- Buildings have natural lighting
- Students are deputed to check if fans and lights are switched off when not in use

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 2.49

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 | 5.91 | NA |

| File Description | Document |
|---|-------------------------------|
| Green audit report | View 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 |
| Any additional information | 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 | NA |

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)

Any additional information

[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:** 4

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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | NA |

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff****Response:** Yes**File Description****Document**

Any additional information

[View Document](#)**7.1.13 Display of core values in the institution and on its website**

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Provide URL of website that displays core values | View Document |

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | View Document |
| Any additional information | View Document |

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

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

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 23

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 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 6 | 3 | NA |

| 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:

The college celebrates National Festivals like Independence Day, Republic day, Gandhi Jayanti, Death Anniversary of Shahid Bhagat Singh, Birth Anniversary of Swami Vivekananda, Birth Anniversary of Umashankar Joshi, Birth Anniversary of Zaverchand Meghani and Ravji Patel with great fervor and enthusiasm.

We organize an elaborate program on the 15th of August every year. We invite an eminent personality from the society as our chief guest for the occasion. The preparations for these events are done by the collaborative efforts of NSS and the cultural committee. The NSS takes care of student discipline and the cultural committee manages the stage performance, patriotic songs and comparing. Thus, every year the entire college along with the staff and the students come together to make the event a grand success.

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

Response:

Yes, ours being a Government College all the activities and the functions of the college like appointment of teachers (both permanent and contract), promotion policies are followed according to the Government of Gujarat rules and regulations. In terms of admissions of our students we follow the Centralized Admission procedure of the Sardar Patel University. Most of the relevant information pertaining to the college is made available on the college website. Fees which we received from students we have separate account for it. from that fees we arrange various activities. from that expenditure we maintain vouchers and allot to respective coordinator. expect this Saptdhara, Udhisha, like other Grants we keep separate bank account. for that expenditure, we maintain vouchers and also maintain case book. for above expenditure we do audit regularly. RUSA (Rastriya Uchatar Siksha Abhian) Grant we have another account from that grant we maintain physical facility, academic aid and also arrange competitive coaching class as per government norms. for purpose of salary, contingency, expenditure, maintenance and security Education department Government of Gujarat provides grants as and when require. Aspecial grants for campus, building and furniture and other infrastructure are provided by the state government. The Audit of these financial utilization are done at regular intervals by the Commissioner of Higher Education and Auditor general, Rajkot.

7.2 Best Practices

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

Response:

TITLE: Celebration of Pride of Kathlal Region

Objectives of the Practice

- (1) This region is also famous for Wood related industries. 'Kasht' means wood from which the name Kathlal has arrived.
- (2) The region of Kathlal and the Charutar has historic importance particularly in terms of Indian freedom movement.
- (3) Many famous Gujarati literary figures belong to this region.

The Context

- (1) It is believed that the ancient names of Kathlal were 'Krushnapuri' and/or 'Kashtpuri'. There has been a big business of Saw (wood) industries for a long time. There are more than 150 saw mills in the town and surrounding area. Everyday hundreds of trucks loaded with forest wood are sold in the market.
- (2) The contribution of Kathlal in the freedom struggle has unique importance. In 1918 Gandhiji and his inmates stayed in Kathlal. There is one 'KirtiStambh' which reminds us of those historic memories in the town. The Kathlal region is the motherland of many inmates of Gandhi. Mohanlal Pandya, Shankarlal Parikh, Madhuben Pandya, Pranalal Madhavlal Pandya, Kusumben Patel are from the region who led lives on the path of Satyagrah.
- (3) In the field of Gujarati literature this CHARUTAR region has given many glittering gems.

The Practice

- (1) In such situation in the town we have started an initiative of spreading awareness regarding conservation of environment among the students and the people associated with the saw mill industries from very beginning of the college. We celebrate Van-Mahotsav every year involving teachers, students, and people from the wood industries and the forest department.
- (2) To aware the students of the Gandhian struggle movement and the stature of Gandhi we have been organizing programmes, 'Kavi Sambelan and seminars like 'Gandhi Ane Gamdu(Village)', 'Gandhi Ane Emna Antevasi Ketala Prastut?(Gandhi and his inmates how far relevant today?)', etc. in the college. We celebrated 100 years of Gandhi's arrival in the town in 2018 with 'GandhiKatha'.
- (3) The college also takes initiatives to know, understand and appreciate their literary achievements through different seminars and programmes of book launch. In 2016 a seminar on the Gazals of Rusva Mazloomi – a Navab of Pajod who lived in Balasinor for many years, in 2017 a seminar on the literary creation of Ravji Patel who belongs to Dakor were arranged with the help of Gujarat Sahitya Akadami, Gandhinagar in the college. There were book launch programmes in the college viz. poetry collections 'Sthitpragna' and 'Kashtpalli' of Becharbhai Patel and a book 'Isvarni Vaignanik Sabiti (Scientific Proof

of God)' written by the US settled Kathlali Scientist Dr Rasikbhai Shah.

Evidence of Success

(1)The students of our college and the saw mill owners have become sensitive towards the environment conservation. Some of our students as well as the mill owners have started growing trees on the occasions like birthdays.

(2) We have been able to motivate students to inculcate Gandhian Values in our students in present time.

(3) The students are made aware with the local creative writers. We able to motivated our students for involving in literary activities.

These are some of our humble attempts to celebrate and preserve the local historical and social milieu.

Problems Encountered and Resources Required

(1)Large scale and long time activities needed to be done for environment conservation.

(2)It is challenging to organize programmes of historic and local importance every year. It requires lots of planning in terms of getting resource persons for topics / issues of local importance.

(3)The students of rural areas are not much prepared to relish the topics discussed in the seminars and literary programmes.

Best Practice 2

Title of the Practice

Finishing School

Objective

- Provision of effective training to the final year students of Bachelors degree so that they are well placed to compete in the job market
- To keep a track of the student's progress by taking regular two way feedback both from the students and the trainers
- To enhance their level of confidence, language skills and soft skills and thereby overall personality development
- To see to that the training gets translated into actual placement for the students

The Context

Survival and success in today's world requires not just domain knowledge but a broad range of specific skill sets. The formal education system both at the school and the college level does not provide many avenues to the students to hone their soft skills which is a pre-requisite for employment opportunities

today. There seems to be a gap between the skills provided by college and the requirement of the Industry. Qualities like Leadership abilities, communication skills, team work and critical thinking needs to be developed among the students to make them more suited for modern jobs.

The practice

The target group of this programme is the students pursuing the final year of their bachelors degree. The trainers for the programme are hired by the Knowledge Consortium of Gujarat. One of our senior faculty members is appointed as the Finishing School Co-coordinator. The co-coordinator explains the students about the objective behind the Finishing School programme and the advantages of enrolling in the said programme. The students register their names and other details with the co-coordinator. Once the training commences, the co-coordinator keeps a daily track of the classes and maintains the record of the daily attendance and the description of the topic covered. It falls in the purview of the co-coordinator to see to that the daily training programme is well conducted without any hiccups. The trainer is provided with all the required facilities from the college in terms of ICT facilities and required materials and stationary. The college sees to it that a two way feedback is collected from both the students as well as the trainer.

Evidence of Success

| Sr No | Programme Name | Date | No Students |
|-------|------------------------------|--------------------------|-------------|
| 1 | Training of life Skill | 16/03/2018 to 28/03/2018 | 40 |
| 2 | Training of life Skill | 25/07/2018 to 13/08/2018 | 60 |
| 3 | Training of English Learning | 26/11/2018 to 14/12/2018 | 60 |

Problems Encountered and Resources Required

To conduct extra classes of finishing school for 100 hours during the regular teaching schedule is bit tough which require planning and encouragement to the students as they have to remain present for extra hours for more than 25 days in the college.

7.3 Institutional Distinctiveness

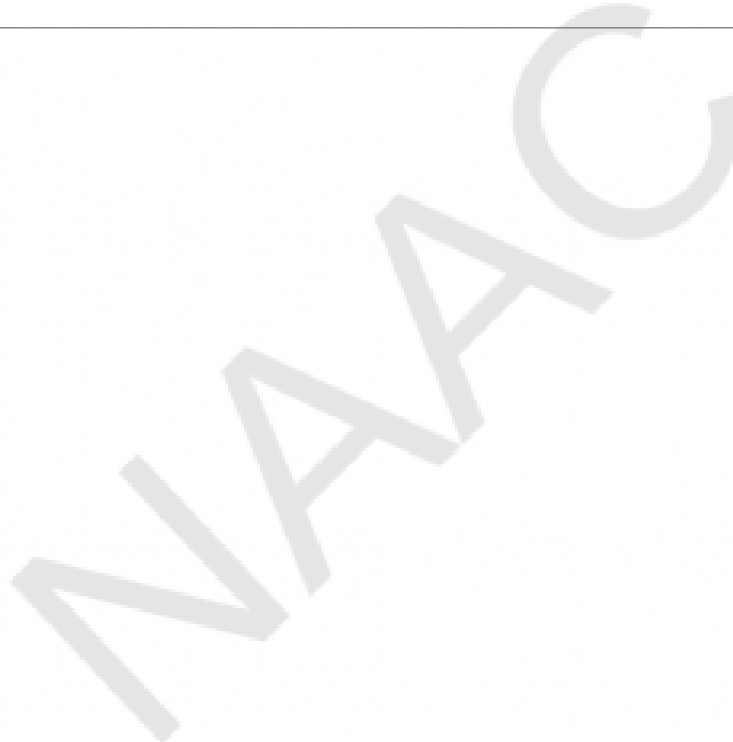
7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The institute was set up by the Government with a vision to provide to the students of the region of Kathlal quality higher education in the discipline of Arts & commerce. Most of Our students come from the family of Farmers and so most of them belong to the lower socio economic strata of the society. Many of them are the first in their entire family to have access to higher education. Our vision and mission stresses on the

holistic development of such students for whom college education is actually a dream come reality for the students and the parents as well.

In each of our endeavor we keep the above sentiment in mind. Our college is among the very few selected Govt. colleges wherein all the govt. programs are introduced. It has been our attempt that our students become self reliant in the area of his/ her interest. We have regularly arranged extra coaching for the preparation of competitive exams. Many of our students are able to crack competitive exams like GSSSB, Police, TAT, GSRTC, Indian posts, and banking. Our co-curricular activities have given a platform to students to showcase their uniqueness at state and national level. Our sports activities have uplifted the rural students' capability. Some of our sports students have shown their mettle at state and national level.



5. CONCLUSION

Additional Information :

College has university examination center as it is affiliated with Sardar Patel University. College is 50 km away from university campus. It has Baba saheb Ambedakar open university study center in which it offer U G , P G and certificate, diploma courses. The college also allots the buildings to the government bodies like Health Department, the Mamlatdar and the Collector office and the Election Commision for their meetings. As per RUSA grant college has enriched its library with thousands of books which are useful in acadamic purpose. Under the Finishing school (KCG) initiation there are different types of personality development coaching classes and under UDISHA college has arranged compititive exam preparation activities and placement camp and also career guidance seminar. Library provides E-Resources through N-LIST, INFLIBNET Center. In N-LIST faculty member and students have access to 80400+ E-books and 3800+ E-Journals. Except faculty members and students, college facilitates visitors to access Library Resources. Library has maintained book bank for economically backward class and slow learners. It has audio book in CDs of each subject for blind student to aid their subject knowledge. Library gives access to alumni students for preparation of competitive examination.

Concluding Remarks :

Since its establishment in 2012 the college has never faced problem regarding strngth in term of students. The college did not have its own building in the begining but in short period of time in 2016 college has got its own four storey building having all the modern needs of an academic institutiion. It has facility of Ramps, Parking area, solar system, generator, sports complex, rain water harvesting system. The college provides ICT facalities to teachers and students. We have started initiation of paperless institute from this year. The NAMO Wifi give free access facility to all including students. The worke-culture of the institute is of coopration and team-spirit. The faculty members enthusiastically participate in government inititives along with teaching-learning and evaluation duties.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|--|
| 1.1.2 | <p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>3</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Remark : Proof is not adequate (course names for Diploma and Certificate courses not available, and syllabus for programs not available). Some programs listed in the attached document include programs that were previously running in the college. Therefore, it is unclear if new programs were introduced.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6 | 6 | 3 | 3 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 6 | 6 | 3 | 3 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 1.1.3 | <p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Remark : Number has been edited to include information from the English letters.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 4 | 1 | 0 | 0 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 1 | 0 | 0 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 4 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 4</p> <p>Answer after DVV Verification: 0</p> | | | | | | | | | | | | | | | | | | | | |

| 1.2.3 | <p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Remark : Edited to match HEI response. Post graduate courses or courses pursued after completion of Degree will not be counted</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 13 | 0 | 0 | 0 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | |
|---------|--|---------|---------|---------|---------|---------|----|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|--|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 13 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 23</p> <p>Answer after DVV Verification: 4</p> <p>Remark : The courses counted under this metric are as follows: Leadership development Handling difficult customers International Business English and Business communication.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: A.Any 4 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1688 1046 1823"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1901 1046 2036"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 0 | 0 | 0 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 2 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |

Remark : Edited due to lack of proof.

2.1.2

Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 928 | 777 | 852 | 1190 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 928 | 777 | 852 | 1190 | |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 928 | 777 | 852 | 1190 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 928 | 777 | 852 | 1190 | |

Remark : Attached proof is not accessible for verification.

2.3.3

Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 16

Answer after DVV Verification: 10

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 : 82 years

Answer after DVV Verification: 118 years

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 : 146

Answer after DVV Verification: 145

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

institution

Answer before DVV Verification : 146

Answer after DVV Verification: 145

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

3.3.3.1. 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 |
|---------|---------|---------|---------|---------|
| 7 | 10 | 12 | 8 | |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 9 | |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 318 | 277 | 107 | |

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 9

Answer after DVV Verification: 9

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.00 | 0.00 | 1.0000 | 1.04985 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.00 | 0.00 | 0 | 0 | |

Remark : Statements provided are not sufficient proof - budget headings for relevant expenditures are not clear.

4.2.3 Does the institution have the following:

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

Answer before DVV Verification : C. Any 2 of the above

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

Remark : N-LIST subscription is considered here. Other document cannot be verified (not

provided in English). Please note that purchase of physical books/DVDs will not be counted in this metric.

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 |
|---------|---------|---------|---------|---------|
| 47807 | 37745 | 756113 | 37982 | |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.47 | 0.37 | 7.56 | 0.37 | |

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 24

Answer after DVV Verification: 24

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 |
|---------------|----------|----------|---------|---------|
| 32.75546 4 | 23.61351 | 20.63265 | 7.97099 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| .5263 | 1.24 | 1.59 | 0 | |

Remark : Numbers changed to match proof provided.

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7 | 2 | 9 | 6 | 0 |

Answer After DVV Verification :

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

Remark : Since all students got jobs on their own, they will not count towards this metric.

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 |
|---------|---------|---------|---------|---------|
| 5 | 6 | 9 | 12 | |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 5 | 4 | |

Remark : Republic Day and Independence Day will not count within this metric. They are counted in a separate metric. Date (year) for Independence day and Janmashtmi celebration is not given. It has been deducted from the most recent year.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Proof has only been provided for the proceeding on 19.11.2018

| 6.5.3 | <p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 5 | 6 | 0 | 0 | | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | |
|---------|--|---------|---------|---------|---------|---------|---------|---------|---------|---|---|---------|---------|---------|---------|---------|---|---|---|---|--|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 5 | 6 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 7.1.1 | <p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>4</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1267 1046 1402"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 1 | 2 | 4 | | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 1 | 1 | 1 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 2 | 4 | | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | |
| 7.1.4 | <p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 2.77 Answer after DVV Verification: 24.95</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 901</p> | | | | | | | | | | | | | | | | | | | | |
| 7.1.8 | <p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1957 1046 2092"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6.41665</td> <td>9.29590</td> <td>1.59166</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6.41665 | 9.29590 | 1.59166 | 0 | 0 | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 6.41665 | 9.29590 | 1.59166 | 0 | 0 | | | | | | | | | | | | | | | | | |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 5.91 | |

Remark : Building external sanitary arrangements will not count under this metric. The bill provided does not have a date. It is assumed to for 2014-15.

| 7.1.9 | <p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above</p> | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|---|---|---|---|--|---------|---------|---------|---------|---------|---|---|---|---|--|
| 7.1.10 | <p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 1 | 1 | 1 | | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | |
| 7.1.11 | <p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 1 | 1 | 1 | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

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

| | |
|--------|--|
| 7.1.12 | Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff Answer before DVV Verification : Yes Answer After DVV Verification: Yes |
| 7.1.15 | The institution offers a course on Human Values and professional ethics Answer before DVV Verification : Yes Answer After DVV Verification: Yes |
| 7.1.16 | The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions Answer before DVV Verification : Yes Answer After DVV Verification: Yes |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|------|---|---------|---------|---------|---------|---------|-----|-----|-----|------|--|
| 1.1 | Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 06 Answer after DVV Verification : 180 | | | | | | | | | | | | | | | | | | | | |
| 1.2 | Number of programs offered year-wise for last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>06</td> <td>03</td> <td>03</td> <td>0</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>06</td> <td>03</td> <td>03</td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 06 | 06 | 03 | 03 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 06 | 06 | 03 | 03 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 06 | 06 | 03 | 03 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 06 | 06 | 03 | 03 | | | | | | | | | | | | | | | | | | |
| 2.1 | Number of students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>928</td> <td>777</td> <td>852</td> <td>1190</td> <td>0</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>924</td> <td>775</td> <td>850</td> <td>1190</td> <td></td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 928 | 777 | 852 | 1190 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 924 | 775 | 850 | 1190 | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 928 | 777 | 852 | 1190 | 0 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 924 | 775 | 850 | 1190 | | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 485 | 365 | 360 | 823 | 0 |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 454 | 380 | 417 | 538 | |