



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

J.P.P. ARTS AND COMMERCE COLLEGE

STATION ROAD, KILLA- PARDI, DIST-VALSAD

396125

www.jppacc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Around 38 years ago, the land which was wasteland, the Pardi Education Society established J P Pardiwala Arts & Commerce College in 1981 with a purpose to cater higher education to the students of this tribal and rural area.

In the beginning, the Institution has no building of its own. The College worked from the building of a grant-in-aid higher secondary school run by the same Management. With the donation from a Parsi philanthropist Trust Jehangirji Pestonji Pardiwala, the Institution got its own building in 1986. On 1 September, 1981, the then Chief Minister of Gujarat Mr. Madhavsinh Solanki laid the foundation-stone of the College building.

In the beginning, there were 76 students in the faculty of Arts and 170 students in the faculty of Commerce. Today there are 1100 students studying in the UG and PG sections. At one time of its history, the Institution has 1500 to 1800 students. Thus an institution started with just 246 students has become today a throbbing education hub of the area.

Till date, the most of the students of the Institution belong to the SC, ST and OBC categories. The girl-students have always remained in majority. Thus the Institution has played a great role in women empowerment by providing these girls a chance to get higher education.

The Institution offers, at UG level, Gujarati, Hindi, History and Economics as core course in the faculty of Arts and Accountancy in the faculty of Commerce. Apart from these, Sanskrit, Psychology, Gujarati, Hindi, History and Economics are offered as elective courses. In the Commerce Faculty, Banking, Business Administration and marketing subjects are offered. Taxation is offered as a self-finance vocational course in the Commerce faculty.

For the holistic development of students, the Institution also offers NSS and NCC activities to the students. The chances of getting jobs become brighter for the students who excel in these activities. Many alumni of the Institution adorn the posts of Police constables, Police Sub Inspectors, Magistrate, teachers, professor and Principal of a college and so on.

Vision

- To make the people of the surrounding area educated and to make the future of the students bright and to make them responsible citizens.
- To impart education in full strength, to make use of the latest technology.
- The Pardi Education Society believes that Education is not a means to make profit.

Mission

- To enliven the slogan *Sa Vidya Ya Vimuktaye*
- Exceeding the expectations of people and parents
- Moving towards computer based education
- To tackle any hurdle in the road to achieve excellence in education
- To prepare responsible citizens

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The members we have in The Pardi Education Society, the managing body of the Institution, are very cooperative who are very concerned about the future of the students and the Institution.
- There is no vacant post in the teaching staff and all the faculties in the staff are qualified and well experienced, all holding the designation of associate professors.
- The Institution has very good infrastructural facilities that comprise of 22 class-rooms, an ICT enabled Central-Hall, Principal's office, the staff-room, the administrative office, a gymkhana hall, a separate three-storey library building, an IQAC office, an office for the SC-ST cell, retiring room for the peons, and common rooms for the boys and the girls.
- There is a big and well-maintained playground with a separate gymkhana building housing an indoor badminton court and sports accessories for Table-Tennis, chess, carom and other exercises.
- A three-storey separate building for library is rich with thousands of books, journals and also some rare books.
- There are two wings of NCC for the boys and for the girls.
- There are three units of NSS working on the extension activities.
- The total strength of the Institution has been satisfactory.
- The drop-out rate of the students has always been low.
- Discipline is strictly observed in the Institution. Consequently, no strike of students has ever happened in the history of the Institution.
- 8 students have so far won the gold medals for the University examination in their respective subjects.

Institutional Weakness

- There is no hostel facility for boy or girl students of the Institution.
- Most of the students belong to the socially and economically backward families and therefore have not developed any taste for extra-curricular activities or hobby.
- The rate of computer literacy is considerably low among students.
- The language-skill, be it in vernacular, or Hindi or English, is not satisfactory.
- Most of the students are average in their studies.
- The class-room presence of the students with agricultural background is lower as they have to help their parents in farming activities.
- The participation of students in co-curricular, extra-curricular and sports activities is not satisfactory.
- The rate of teachers holding Ph.D. degree is low. Out of total 18, only 4 faculties hold Ph.D. degree.
- No major or minor project has ever been done by any faculty so far.

Institutional Opportunity

- As the Institution is situated in the rural area and most of the students belong to the SC, ST, OBC categories, the Institution has the chance of empowering these socially and economically backward students.
- The Institution has the chance to prepare students for competitive examination.
- As there are number of self-financed English medium schools in and around Pardi town, the Institution has an opportunity to introduce an English medium commerce college or at least some divisions in English medium in the Commerce Faculty.
- As many GIDCs (Gujarat Industrial Development Corporation) are there in the vicinity of the College, the students can get employment there. Many enrolled students are engaged in the part-time jobs there.

Institutional Challenge

- The language skill of most of the students is average.
- Most of the students are degree-oriented and study from examination point of view. They are inattentive to their holistic development.
- Not many students are willing to prepare themselves for the competitive examinations.
- The strength of students is receding every year in both the Arts and the Commerce Faculty. The situation is very stark in the faculty of Arts.
- The rate of students offering Hindi, Gujarati or Sanskrit as core courses is receding drastically.
- The vacant posts in the administration are unfilled due to the government policy. There are just two permanent employees in the administration: one is a junior clerk and the other is a peon. The rest of the administrative staff amounting 10 have been appointed by the Management on ad hoc basis.
- The post for the permanent librarian has been vacant for years. An ad hoc librarian is appointed by the Management.
- Most of the faculties are retiring in near future. Till 2022, 10 out of total 18 faculties are due to retire. As per government policy, the new recruitment won't take place. The Institution will have to recruit ad hoc faculties.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution offers 7 programs at UG and PG levels. At UG level B.A. Gujarati, Hindi, History, Economics and B.Com with Accountancy are offered as core courses. At P.G. level, M.A. program is run with History and Gujarati as major subjects.

The classes are commenced from the second day of the new academic year so that students get maximum teaching days. An Orientation Program is arranged every year for the new entrants to inform them of the subjects they have been offered and the curricular, co-curricular, extra-curricular, sports and extension activities carried out by the College.

The new Time-Table is prepared during vacation and is implemented soon after the commencement of the classes.

The classes of Second and Third Year students are commenced even before the results of the University examinations are declared. For that, provisional admissions are given to the students. At PG level, this is not

possible because of the online centralized admission procedure. The classes for M.A. program are commenced soon after the University allots students.

The visiting teachers from other colleges for PG classes are informed in advance during the vacation about the topics they are supposed to teach.

When some teacher takes leave for a longer period, an ad hoc faculty is appointed as a replacement. Some teachers circulate materials and Question-Banks to the students.

Taxation is the only self-finance vocational or valued added course offered in the faculty of Commerce.

Now new program or course is introduced during the last five years.

Being the affiliated college, the Institution has no authority to design curricular of its own. However, the members of the Board of Studies in the staff contribute to the curricular designing in their respective subjects. Out of total 18 faculties, 7 are members of the Board of Studies of their respective subjects.

The CBCS system is implemented in all the 7 programs run by the Institution.

There is no scope for field-project or internship in the programs run by the Institution.

Teaching-learning and Evaluation

There is no faculty from other state in the Institution. Likewise, there is no student from other state or country enrolled in the Institution during the last five years. This year, one student was enrolled from the Maharashtra state.

Most of the students of the Institution belong to the SC, ST, and OBC categories. So the backlog for the reserved seats for students is automatically maintained.

The student-teacher ratio of the Institution is 349:6. There is no vacant post in the teaching staff of the Institution.

During the last five years, total 12 differently-abled students got enrolled in the Institution. They do not have the Unique Disability Identity Card. They provide the disability certificate from the local general or civil hospitals.

Many student-centric methods such as experiential learning and participative learning are adopted such as Cleanliness Drive, Conducting a Survey, Tree-Plantation and a number of extension activities.

The mentoring of the students is done informally. Their personal, academic and social issues are solved by the faculties informally. The Women's Cell of the College provides mentoring to the girl students of the College.

A number of teaching methods are employed in the classroom such question-answer, group-discussion, story-telling related to their topics, case-study etc. Some teachers screen the movies based on the literary texts.

The internal assessment system of the Institution is decided by the University to which it is affiliated.

Accordingly, one Internal Evaluation Test is held in every semester. An Additional Evaluation Test is also scheduled for those who could not appear for the Internal Test. Moreover two Assignments in each paper have to be submitted.

The assignments and answer books are duly checked in time. The marks-sheets are displayed on the notice board. If any grievance regarding the assessment is received, the students are shown the answer-books. If the complaint is genuine, the reassessment is done by the concerned faculty in the presence of the member(s) of the examination committee.

The IQAC of the Institution prepares the academic calendar of the Institution once the Term-Plan of the University is received.

Research, Innovations and Extension

No research project of any kind has been undertaken by any faculty so far.

There are total 18 full time permanent faculties in the Institution. Out of these, 4 hold the Ph.D. degree and 4 hold the M.Phil. degree. 3 faculties work as research guides. 1 faculty got the approval to work as Ph.D. guide this year. 5 students have completed M.Phil. and 1 is working under the guidance of the Principal.

Total 17 research papers by the faculties have been published in the national and inter-national journals. The UGC and the University insist that the research papers be published only in the journals approved by the UGC. The memorandum of this kind was circulated in the year 2016-17. Therefore, the research-papers published before that in the journals other than those approved by the UGC should be counted for the points.

Total 4 books have been published by 2 faculties.

The most of the extension activities of the Institution are carried out by the 3 NSS units. Cleanliness Drive, Aids Awareness, Voter Awareness, self-defense programs for girl students, blood donation camp, programs for drug-abuse and human trafficking, tree plantation are organized on regular basis. Moreover, visits to the old age home, jail, school for differently-abled children, rallies on various topics are also done.

Many extension activities are done in collaboration with government or non-government agencies. Some government agencies such as the Pardi Police Station and Civil Hospital organize programs such as Road Safety Week and Aids Awareness respectively. Moreover, the local nurseries provide saplings free of cost and Lions Club etc. non-government agencies collaborate with the NSS units.

In the annual camping of the NSS more extension and outreach activities are done such as free medical check-up and free distribution of spectacles etc.

Infrastructure and Learning Resources

The carpet area of the College campus is 5 acres. There are adequate infrastructural facilities in the Institution. Among them, there are 22 class-rooms; one ICT enabled Central Hall, three offices for the staff, Principal and administration. A separate building of Gymkhana Hall consists of an indoor badminton court of international standard and facilities for Table-Tennis, carom, chess and other accessories for exercise. There are separate rest-

rooms and washrooms for boys and girls. There is also a water room with cooler and RO. There is a large covered lounge area for the students coming for administrative work. At one corner of the ground, attached with the main building of the Institution is a raised RCC platform which is used for a number of events such as flag-hoisting, Musical Morning, Prize Distribution ceremony etc.

The big playground is well maintained and is used for outdoor games and other cultural events and yoga practice. There are separate parking lots for the staff and students. There are two generators for the uninterrupted academic and administrative works.

The three-storey library building is rich with thousands of books, journals and some rare books. In the absence of the permanent librarian for years, the library is not automated. Though the library is run manually, students or staff faces no problem in getting the required books immediately.

The Institution provides residences on the campus to the watchmen of the College.

From this year, a canteen has been started on the campus.

There are ample instruments and sports accessories for the cultural and sports activities. Every year, required instruments are purchased.

As for IT infrastructure, there are 39 computers. Most of them belong to the Digital Language Lab and are not functioning. 9 computers have internet access. The Wi-Fi facility of 2MBPS is available to the staff.

All the infrastructural facilities are maintained regularly. A separate person is employed to take care of the playground and the garden. Annual Maintenance Contracts have been made with a number of agencies providing various facilities such as electric-fittings, Wi-Fi, water cooler etc.

Student Support and Progression

Most of the students of the Institution belong to the SC, ST and OBC categories. Therefore the rate of students receiving government scholarship is high i.e. 79.27%. The Institution too provides scholarships to the economically backward students who do not get any government scholarship. The unclaimed deposits of students are used after the financial support of the students.

A number of capability enhancement programs are carried out by the Institution. The Udish committee of the College holds guest lectures and workshops on personality development, career counseling and guidance regarding competitive examinations. Every year, workshops for Resume Making and How to Face Interview are organized. A General Knowledge Test has been organized since last two years.

Taxation is the only vocational self-finance course offered in the Faculty of Commerce. This course help students get job or do private practice.

The grievance of any kind is redressed immediately by the Institution. The Women's Cell handles the personal, academic and social issues of the girl students. The examination committee looks after the grievances regarding assessment. Any other sorts of grievances are redressed by the Principal with the help of the Advisory Committee.

The rate of the placement of students is very low. There are some obvious reasons for it. The first one is no company visits the institution for the campus interview. Moreover the programs run here are open-ended. It is not easy to get job with just B.A. or B.Com degree. The students have to get further degrees such as MA, M.Com, LL.B or B.Ed. Even with M.A. in History and Gujarati, students don't get jobs. They have to go for B.Ed. Most of the girl students do not work or are forced not to work.

The Student Council of the Institution is formed by selection rather than election in a peaceful atmosphere. It is very active and the members of all the committee actively participate and organize various inter-class and inter-college competitions.

The Alumni Association could not contribute financially but they give their suggestions during the meetings. Every year one meeting of the Alumni Association is held.

Governance, Leadership and Management

The primary vision of the Institution is to impart higher education to the students of the rural area where it is situated and thereby help them get employed and merge into the main stream of the society.

The Institution's academic and administrative function is decentralized. The Principal has to report to the Management but she is free to take decisions for the enhancement of the Institution. In the absence of the Principal, 2 to 3 senior faculties work as in-charge.

The administration is mostly automated. The admission procedure is completely done by automation. The library, in the absence of a permanent librarian, is still working manually.

The various committees of the Institution hold meetings and plan the activities to be done throughout the year, but no minutes of these meetings are kept. However, the proofs of the activities done can be seen in the photos and the reports.

There are no welfare measures for the teaching staff. The non-teaching staff, especially the 4th class employees, are extended financial aids whenever need be.

The faculties are provided duty leaves and financial support to attend seminars, conference, workshops, faculty development programs etc.

The Institution receives grants from various government agencies. The accounts of all these grants are audited internally and externally. The internal audit is done twice a year by a Chartered Accountant Firm and the external audit is done by the government representative from the DP branch, Gandhinagar.

The IQAC prepares the Academic Calendar, make suggestions for employing various teaching methods and for introducing infrastructural facilities for the staff and students. It encourages the faculty-participation in research work and asks the committees to hold more inter-class and inter-college competitions.

The Institution does not receive any donations from any non-government agency or individuals. The last year on the occasion of the Centenary Celebration of the Pardi Education Society, the Institution received donation amounting 91000 from the alumni.

The Institution tried to sincerely follow the recommendations made by the Peer Team at the assessment and accreditation of the Institution. However, due to lack of funds, many recommendations are not fulfilled.

Institutional Values and Best Practices

A number of gender equity programs are held by the Institution. The Women's Cell organizes Self-Defense training programs, beauty-parlor course, guest lectures on women empowerment etc. The safety and security of the girl students is the utmost priority of the Institution. The time of the College is convenient for the girls to commute.

The solid and liquid wastes are disposed of traditionally. The rain water collected in the big open terrace is flushed down the pipe to the bore well.

The majority of the students commute by bus or train. Some share hired van or auto. The local students and staff commute on foot. Very few students afford the vehicles of their own. The staff commuting from the same city carpool.

The students are discouraged to use plastic. The administrative data are saved in e-files in computers. The WhatsApp group of the College staff is used to circulate notices.

There are ample facilities for the differently-abled students such as ramps, railings and scribe for exams.

The Institution celebrates the national festivals and the birth and death anniversaries of the great Indian personalities every year. Gurupurnima, Narmdad Jayanti, Gandhi Jayanti, Swami Vivekanda Jayanti, Ambedkar Jayanti, Teachers Day, Gandhi Nirvan Din etc. are celebrated.

The Institution keeps complete transparency in financial, academic, administrative and auxiliary functions. There are separate accounts for all sorts of heads. The Staff File in the staff room contains important notices for the faculties and important university and government circulars. The important instructions for students are given through microphones and also displayed on the notice board.

The two best practices the Institution observes are:

1. Attending the Environmental Issues: Environmental issues need to be attended urgently. The new generation must be made aware of them. This practice fulfills this purpose.
2. Maximization of Teaching Days: In the CBCS and semester system, the teaching days are decreasing. Moreover, the extra-curricular activities take a lot of time. In this case, it is important to get more teaching days to give justice to the syllabus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	J.P.P. ARTS AND COMMERCE COLLEGE
Address	Station Road, Killa- Pardi, Dist-Valsad
City	Killa Pardi
State	Gujarat
Pin	396125
Website	www.jppacc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Harshavatiben C Patel	0260-2373327	9724370646	0260-2602733327	jppacc.kp@gmail.com
Associate Professor	Pratima N Mistry	02632-234292	9427345970	0260-2602373327	pratima_mistry@yahoo.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-06-1981

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

State	University name	Document
Gujarat	Veer Narmad South Gujarat University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-12-1988	View Document
12B of UGC	02-11-1992	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	Station Road, Killa- Pardi, Dist-Valsad	Rural	5	3140

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,History	36	HSC	Gujarati	390	128
UG	BA,Economics	36	HSC	Gujarati	390	81
UG	BA,Gujarati	36	HSC	Gujarati	390	108
UG	BCom,Accountancy	36	HSC	Gujarati	650	572
UG	BA,Hindi	36	HSC	Hindi	390	51
PG	MA,History	24	B.A.	Gujarati	120	71
PG	MA,Gujarati	24	B.A.	Gujarati	120	109

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				18				0			
Recruited	0	0	0	0	10	8	0	18	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	2	0	0	2
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	7	3	0	10
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	3	0	0	0	0	4
M.Phil.	0	0	0	3	1	0	0	0	0	4
PG	0	0	0	6	4	0	0	0	0	10

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	7	4	0	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	270	1	0	0	271
	Female	631	0	0	0	631
	Others	0	0	0	0	0
PG	Male	33	0	0	0	33
	Female	157	0	0	0	157
	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	13	15	26	28
	Female	27	29	44	51
	Others	0	0	0	0
ST	Male	206	168	184	244
	Female	436	451	512	513
	Others	0	0	0	0
OBC	Male	60	81	94	144
	Female	248	288	328	413
	Others	0	0	0	0
General	Male	21	21	26	37
	Female	47	65	64	80
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1058	1118	1278	1510

3. Extended Profile

3.1 Program

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

Response: 87

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
7	7	7	7	7

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1067	1181	1287	1530	1558
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
436	436	436	436	436
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
322	401	421	479	412

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
18	18	19	19	18

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
18	19	19	19	19

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
26.73	25.29	37.29	31.01	30.38

Number of computers

Response: 01

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution charts out all the academic events and other extra-curricular activities at the beginning of the new academic year. The classes are commenced from the second day of the new term so that students get maximum teaching days. On the first day, an Orientation Program is arranged every year for the new entrants to inform them of the subjects they have been offered and the curricular, co-curricular, extra-curricular, sports and extension activities carried out by the College.

The new Time-Table is prepared during vacation and is implemented soon after the commencement of the classes.

The classes of the Second and the Third Year students are commenced even before the results of the University examinations are declared. For that, provisional admissions are given to the students. At PG level, this is not possible because of the online centralized admission procedure. The classes for M.A. program are commenced soon after the University allots the students after online admission.

The Heads of the Departments are asked to distribute the papers and topics among other members of the department before the summer vacation starts so that the faculties can prepare the topics during the vacation. The Chairpersons of various committees are also asked to prepare a planning of the activities to be carried out by the committee throughout the year.

After receiving the academic calendar from the University, the IQAC prepares the academic calendar of the Institution and sees to it that all the academic and other activities are done accordingly.

The visiting teachers from other colleges for PG classes are informed in advance during the vacation about the topics they are supposed to teach. This gives them enough time for the preparation of the topic and timely completion of the syllabus. The Time-Table Committee of the College sees to it that the classes are run as per Time-Table and the syllabi are completed in time. In case of difficulty, extra periods are scheduled during Sundays or on holidays. When some teacher takes leave for a longer period, an ad hoc faculty is appointed as a replacement.

Some teachers circulate materials and Question-Banks to the students. The students are encouraged to contact faculties anytime for the guidance regarding their syllabus.

Extra-curricular, co-curricular, sports, NCC, NSS and other extension activities are carried out only after the periods are over. Thus no extra activities are carried out at the cost of the studies.

The teachers are asked to prepare planning of their syllabus and are asked to strictly adhere to it. The Principal and the IQAC check whether the syllabi are completed in all the classes by all the faculties.

In order to make teaching-learning more effective and interesting, various methods are employed such as group-discussion, site visits to places such as bank, dairy, industry etc. The movies based on the literary texts are screened by some faculties. Tours to historical places are also arranged.

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	0

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: 76.09

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
00	7	00	00	7

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: 100**

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

Response: 07**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	0

File Description**Document**

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

[View Document](#)

1.3 Curriculum Enrichment

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

Being an affiliated College, the Institution has no powers whatsoever to design the curriculum. The faculties who are the members of the Boards of Studies in their respective subjects play their roles in designing the syllabus of their subjects. However, the Institution integrates the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics through its co-curricular and extra-curricular activities.

The Institution aims at the holistic development of the students. For that, any sort of gender-discrimination is strictly avoided. Students of all gender are given equal preference in all the activities carried out by the Institution. The girl-students are given enough opportunities to voice their problems. A number of guest-lectures by social-workers, doctors etc. are organized on issues regarding gender. Inter-class essay writing competitions and debate competitions on such issues are also held by various committees.

At UG level, the First Year BA and B.Com students study *Environmental Studies* as a compulsory subject. The study of this paper makes them aware of the environmental issues and also instills into them their responsibilities as a wakeful citizen. Among other extension activities carried out by the Institution, tree-plantation is a regular and the most important activity. Every year, the trees are planted on the campus and along the roads of the town. The saplings are distributed free of cost to the staff and the students. The students are also asked to take care of the plants and to see them growing into big trees. Inter-class drawing, poster-making and essay-writing competitions on environment are held every year.

From the same paper, the students learn the value of water and the importance of water-harvesting. During the class-room teaching of the paper and also from the guest-lectures held on the topics, the students are asked to tap the rainwater at their homes and to make judicious use of water.

Through the guest-lectures and through the discussion in the class-rooms, the students are taught how the natural resources are exhaustible and that we should learn to make judicious use of all of them.

The students learn human values, moral values and the cultural heritage through their syllabi, by the guest-lectures organized and also by a number of extension activities carried out by NCC and NSS. The NSS Units of the Institution organize a number of programs for the awareness of the current burning issues such as population, defecation in open etc. The NSS volunteers clean the College campus twice or thrice a year and organize rallies to boost up the Cleanliness Drive every year. The students are asked to make minimum use of plastic and to contribute to making the College a plastic-free zone.

(Additional information is attached separately)

File Description	Document
Any Additional Information	View Document

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

Response: 1

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

years

Response: 1

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 63.06

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
522	419	521	656	688

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
890	890	890	890	890

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:** 87.89

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
399	288	357	436	436

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:**

There is no provision for the entrance test for admission by the University. Therefore, the learning levels of the students can be guessed, at the beginning, by the marks the students have scored in their respective subjects. However, as known to all, the mark-sheet cannot be regarded as the barometer of one's intellect.

During the classroom teaching, and during the question-answer sessions, the teacher identifies the advanced and the slow learners of his/her class. In some big classes where there are more than 150 students, it is difficult to differentiate between the slow learners and the advanced learners. Moreover, the students having tribal or rural background are shy to respond and this makes it very difficult to understand their level of learning.

The students are given opportunities to raise doubts regarding their subject topics, and sincere attempts are made by the faculties to clear their doubts. If need be, the slow learners are given extra time to cope with their difficulties in studies.

The students are encouraged to contact faculties any time, during the recess-time or free-time, for guidance in their subjects. Study materials and Question-Banks are distributed by some teachers to help them in their studies.

Once the internal evaluation test results are declared, the picture of the slow and advanced learners in the classes becomes quite clear. The slow learners are asked to do more exercises at home in their respective subjects and the teachers show willingness to check them and thus to give them feedback. Extra classes are arranged for the students who have failed in the examination.

Advanced learners are given tasks with greater responsibilities to enhance their capability. They are asked

to arrange competitions, thus to inculcate leadership qualities into them. Some teachers ask such students to teach in the lower classes that increases their self-confidence. The advance learners are encouraged to appear for the competitive examinations.

The assessment of students done by question-answer methods, or by assignment-work is just the evaluation of one aspect of their personality. The overall evaluation of the students is done by their participation in co-curricular, extra-curricular, sports and extension activities.

2.2.2 Student - Full time teacher ratio

Response: 59.28

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.09

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

There is no scope for field work or project work in the curriculum at UG level. However, in some extension activities carried out by NSS, the students get chances of experiential and participative learning. Following are some extension activities carried out by the NSS volunteers of the Institution that gave students firsthand experience of some issues:

- 1. Conducting a Survey:** During the annual camping of NSS, the volunteers conducted a survey on "Studies on Dairy and Involvement of Women in Tribal Area". In the survey, the volunteers study the involvement in the dairy activities of the women of the village Khuntej. A questionnaire was prepared and students approached the farmers, especially women. The data collected were statistically analyzed to find out the role of tribal women in dairy activities. Accordingly, women were guided for their better livelihood. The students approached the farmers to their doorsteps and gathered the relevant information. The students were exposed to the tribal life and learned how the farming and dairy business are run by villagers.
- 2. Tree Plantation:** Tree plantation is a regular extension activity carried out every year by the NSS

units of the Institution. The students plant trees on the College Campus and along the roads of the village. Through this activity, they learn the importance of trees and their role in the ecosystem. The same thing they learn in Environmental Studies paper, but the activity makes them aware of what they can do in saving the environment.

3. **Cleanliness Drive:** Through extension activities and through inter-class essay-writing competitions, the students are made aware of the importance of cleanliness. A number of programs are held under the Cleanliness Drive such as cleaning the College Campus, arranging a rally to arouse awareness among the villagers and inter-class essay-writing, drawing, slogan, and poster-making competitions on the cleanliness drive topic. Once the NSS volunteers cleaned the campus of an Old Age Home they visited.
4. **Site Visits:** Site visits to various places are organized every year by the NSS units and also by some departments. The visits to the industries give students a real glimpse of the working atmosphere of a company. Likewise, the visits to jail, old age homes, and school for differently-abled children expose students to some dark aspects of the society they live in.
5. **Case-Study Method:** In the Commerce faculty, the students learn the problem solving methodology in case-study in Business Administration paper. In this, the students are given a problem for which they have to think and provide a solution.

File Description	Document
Any 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: 5.56

2.3.2.1 Number of teachers using ICT

Response: 1

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: 0

2.3.3.1 Number of mentors

2.3.4 Innovation and creativity in teaching-learning

Response:

Most of the students of the Institution come from the tribal or rural areas and most of them belong to socially and economically backward classes. A considerable number of these students speak dialect of their areas. Therefore, language has always been a big constraint with them. Many of them do not have adequate language skills even of their vernacular i.e. Gujarati.

The most of the teaching-learning process is done traditionally. Moreover, group-discussion, story-telling related to their topics for study, case-study methods are employed. In the classes of the Commerce Faculty, business games are played. Along with the lecture method, question-answer method is employed. The students are encouraged to speak and raise their doubts regarding their topics. To develop the creativity among students, a number of inter-class and inter-college essay-writing competitions, debate competitions, and poster making competitions are held. Some advanced learners are encouraged to make presentation of their topic and thereby help them overcome their stage fear.

Some faculty use PPT in the classes with the help of an overhead projector. In the Faculty of Arts, movies based on the literary texts are screened. Students are asked to watch relevant videos on You-Tube or other internet sites regarding their topics of subject. Some teachers distribute study materials and Question-Banks.

Site visits and educational tours are conducted for the participative and experiential learning. The students of the Commerce faculty are often taken to the nearby industry. The Tour Committee organizes tours to the historical places. The NSS units organize visits to the jails, old age homes, school for differently-abled students etc.

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 16.32

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
04	03	03	03	02

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 30.5

2.4.3.1 Total experience of full-time teachers

Response: 549

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

Being an affiliated college, the Institution has to strictly follow the Internal Assessment System decided by the University to which it is affiliated. The Institution cannot make any changes of its own in this regard.

According to the University rules, the Institution schedules one Internal Evaluation Test at the end of every Semester. An Additional Evaluation Test is also scheduled for those who could not make it to appear for the Internal Evaluation Test. Such students have to apply for the Additional Test showing genuine reason for the absence in the examination.

Moreover, two Library Assignments of 25 marks each are given in each paper.

Some teachers take Unit Tests to help the slow learners.

During the teaching-learning process in the classroom, the evaluation of students is done continuously by the question-answer method. The students are encouraged to speak in the class and to raise their doubts.

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

Response:

Being an affiliated college, the Institution has to strictly follow the Internal Assessment System decided by the University to which it is affiliated. The Institution cannot make any changes of its own in this regard.

The Internal Assessment Mechanism of the Institution is decided by the University to which it is affiliated. The internal marking system includes marks for presence, library assignments and internal evaluation tests.

At Institute level, this mechanism is very transparent. All the records related to internal examinations are kept carefully and sent to the University time to time in the format decided by the University.

The Internal Evaluation Tests are taken at the end of every Semester as per the norms decided by the University. An Additional Evaluation Test is also scheduled for those who could not make it to appear for the Internal Evaluation Test. Such students have to apply for the Additional Test showing genuine reason

for the absence in the examination.

The question papers of the internal tests are drawn as per the style and format decided for the University examinations so that the students get a sort of rehearsal of the upcoming University examinations. The question papers evaluate memory, logical thinking and descriptive power of the students. The question papers are received in sealed envelopes from the faculties by the Examination Committee.

Two Library Assignments of 25 marks each are given in all papers. The assignments and the answer-books are duly assessed in time. The IQAC as well as the Examination Committee see to it that the assessment work of the assignments and answer-books is done properly and in time.

The Library Assignments are given about related topics to their subjects so that the students can explore their originality with regards to the ideas and expression.

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

Response:

Being an affiliated college, the Institution has to strictly follow the Internal Assessment System decided by the University to which it is affiliated. The Institution cannot make any changes of its own in this regard.

The Internal Assessment Mechanism of the Institution is decided by the University to which it is affiliated. The internal marking system includes marks for presence, library assignments and internal evaluation tests.

At Institute level, this mechanism is very transparent. All the records related to internal examinations are kept carefully and sent to the University time to time in the format decided by the University

The Internal Evaluation Tests are taken at the end of every Semester as per the norms decided by the University. An Additional Evaluation Test is also scheduled for those who could not make it to appear for the Internal Evaluation Test. Such students have to apply for the Additional Test showing genuine reason for the absence in the examination.

Two Library Assignments of 25 marks each are given in all papers. The assignments and the answer-books are duly assessed in time. The IQAC as well as the Examination Committee see to it that the assessment work of the assignments and answer-books is done properly and in time.

The marks-sheets of the internal tests are displayed on the notice board of the College. In case of grievance, the students are shown the answer-books. If the complaint(s) found genuine, the provision of reassessment is also made. The student has to apply for the same. Soon after the application is received, the

grievance is redressed. In maximum three days, the student(s) is/are shown the answer-book(s). In such a case, the concerned faculty is asked to reassess the answer-book in the presence of one or two members of the Examination Committee. A written-note of this is kept in the office as well. However, such cases rarely take place.

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

Response:

Being an affiliated College, the Institution has to follow the rules and regulations decided by the University in all the matters such as curriculum, question-paper style and format, time table of the internal tests and the Semester-End University examinations.

At the outset of the academic year, the University sends its academic calendar in which dates for all the important academic as well as administrative events have been provided. The dates for the internal evaluation tests are also decided by the University. The Institution schedules the internal examination accordingly.

Once the academic calendar of the University is received, the Institution prepares its own academic calendar. The Institution strictly adheres to the planning made in the institutional academic calendar. As per the University rules, the Additional Evaluation Test is also scheduled for the students who could not make it to appear for the internal evaluation test.

The dates for the Internal Evaluation Tests are given by the University. The Institution has rights to make minor changes in them as per its convenience. However, the Institution strictly follow the dates of the Internal Examination provided by the University.

As for the Semester-End University Examinations, the Institution has no right or authority whatsoever to make any changes in them. The dates for the same have to be strictly followed by the Institution.

As per University rules, two library assignments of 25 marks each in every paper are given. The assignments and the answer-books are duly checked in time and the mark-sheets are displayed on the College notice board.

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 Institution runs UG and PG programs. At UG level, there are five programs available:

1. B.A. with History
2. B.A. with Gujarati
3. B.A. with Hindi
4. B.A. with Economics
5. B.Com. with Accountancy

At PG level, two programs are offered

1. M.A. with History
2. M.A. with Gujarati

The syllabi of all these programs are decided by the authorizing bodies of the University to which the Institution is affiliated. However, the faculties, as members of Board of Studies of their respective subjects, do have their voice in the selection of the prescribed text-books. The syllabi are decided keeping in mind the holistic development of the students.

By the end of the UG program, the student acquires the necessary information, knowledge and skills regarding the subjects of his/her studies. The student acquires the employability and self-confidence to earn his/her livelihood. The syllabi as well as the teaching-learning process in the classroom make sure that the student becomes a responsible citizen and not turn out to be a nuisance to the society he/she lives in.

History is offered as major subject at UG and PG level. History is a record of all the events that happened during the human life. It is the barometer of the development of mankind. The study of the subject makes the students aware of the history of our nation as well as that of the world. It also offers a chance to learn from the mistakes made by others in past or to be inspired by the great events and great historical figures and thereby improve our present. This subject is very important for the competitive examinations. The students can get employed as a researcher or curator at historical museums or archives. They can also get employed as teachers after completing B.Ed. or as college-teacher after completing necessary research works.

In the Faculty of Arts, four languages are taught viz. Gujarati, Hindi, Sanskrit and English. Among them, Gujarati and Hindi are offered as major or core compulsory subjects. Gujarati is also offered as major subject at PG level. Gujarati is the vernacular or the mother-tongue of most of the students. The Institution is situated in the rural area and is attached to many tribal areas in the vicinity. Most of the students come from the rural or tribal background. Therefore, language, be it a mother-tongue (Gujarati), or national language (Hindi) or dev-bhasha (Sanskrit) or global language (English), has always been a big constraint.

Language, as known to all, is a great tool for communication and a powerful medium to learn any subject. Many students coming from the tribal areas speak dialect of their region and hence their efficiency in Gujarati is not up to the mark. The written and spoken efficiency of students in all the above mentioned four languages are not satisfactory.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

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

Response:

The program outcomes, program specific outcomes and course outcomes are attained on an informal basis. They are discussed in reference to the students placed or the students went for the higher education courses. The Institution does not have any mechanism to evaluate them. Through the Transfer Certificate, the Institution can keep a track record of the students going for higher education. This help the Institution understand to some extent the outcomes of a certain course or program.

Through Alumni Association too, the Institution learns of the activities and professions the alumni involved in. However, the employability gap is considerably high and many students having excellent academic career also fail to get employed.

Farming is major activity of the area and the areas surrounding the place. Therefore, to keep a track of the program outcome or the course outcome is quite difficult. Around 50% of the girl students do not go for any employment after their study is over. They prefer or are forced to lead the life of a housewife.

There are two big GIDCs (Gujarat Industrial Development Corporation) namely Pardi GIDC and Vapi GIDC that can offer employment to the students.

The programs and courses offered by the Institution are open-ended and most of the students go for further studies after graduation. Many involve in farming activities or their ancestral trades. In such cases, it becomes difficult to measure the program or the course outcomes for the Institution.

2.6.3 Average pass percentage of Students

Response: 76.71

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

Response: 247

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

Response: 322

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: 3.03

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	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.56

3.1.2.1 Number of teachers recognised as research guides

Response: 01

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

Response: 0

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

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

3.2 Innovation Ecosystem

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

Response:

The Institution itself is an incubation centre. The College Staff Room is the place where new and creative

ideas are shared and discussed. Many of them are carried over to the class-rooms that are relevant to the teaching and learning of a specific subject.

The students and staff are provided the facilities of necessary text-books, reference books, literary works, magazines and newspapers. A considerable amount is spent every year for the purpose. The faculties are free to order necessary books of their subjects.

The faculties are granted duty leaves to attend seminars, conferences, workshops, training programs to enhance their knowledge. They are also encouraged to do research work in their respective subjects. The faculties are felicitated when they achieve M.Phil or Ph.D. degrees.

Many faculties of the Institution go to other Institutions as Guest Lectures. Many faculties of other Institutions are invited as guest lecturers to share their views on various topics. This interaction of views enriches the teaching-learning experience. The University arranges a series of lectures on various subjects every year. So far, three faculties of the Institution have been invited as guest lecturers.

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

Response: 0

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

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

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

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

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

Response: 0

3.3.3.1 How many Ph.D.s awarded within last five years

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

Response: 3

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

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

Response: 0.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	06	01	03	

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 0.49

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

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

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The Institution successfully performs its social responsibilities. The Institution is committed to the residents of the town in which it is situated as well as to the people of surrounding areas the students come from. A number of extension activities are carried out throughout the year by the NSS units of the Institution.

The Institution sees to it that apart from academic development, the students get exposure to the social and moral responsibilities. For that purpose, a number of extension activities are carried out throughout the year by the NSS.

Environmental issues are taken seriously by the Institution. The rallies are conducted with students speaking slogans and holding placards bearing the slogans about environment preservation. Apart from this, to arouse awareness among the villagers, tree-plantation on the College Campus and along the roads of the town is done which is a regular extension activity of the Institution. Saplings are distributed free of cost among the students and the staff.

Cleanliness Drive is another concern of the Institution which is rigorously followed by the NSS units of the College. Rallies are arranged to arouse awareness among the villagers. The College Campus is cleaned twice to thrice a year by the NSS volunteers. Inter-class essay-writing, debate, drawing and poster-making competitions on Cleanliness Drive are organized.

Aids Awareness programs are other regular extension activities of the Institution. Guest-lectures are held to make students aware of the dangers of unsafe sexual relations and blood transfusion. The students are made aware of the causes of Aids. They are also taught that Aids is not a contagious disease and so we do not have to keep distance with the HIV positive persons.

Voter Awareness programs are also conducted on regular basis. Guest-lectures are held to make students aware of the importance of voting and importance of voting for the right candidate. The young and new voters are guided and helped to get their Voter IDs.

Visits to various places such as Old Age Homes, school for differently-abled children, jail etc. are conducted almost every year. During their visit to the old age homes, students learn plights of the old people who are forced to live away from their family. Thus they learn their social responsibility. Every year, the students of the College visit a nearby school for differently-abled children and spent some hours

playing with them, entertaining them. Chocolates are also distributed among these children. Visits to local jail are conducted so that the students can get some glimpses of the jail-life, a dark aspect of the society.

Self-Defense Programs, especially for the girl students of the Institution, are often held. Many girl students took training in self-defense. The girl-students are also informed of the helpline numbers in case of emergency.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	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: 31

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
07	08	08	03	05

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	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: 10.67

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
160	179	161	139	25

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

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 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	0

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

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 Institution has adequate infrastructural facilities for teaching and learning process. Presently the College has 22 classrooms, one ICT enabled seminar hall, one gymkhana hall, a three-storey library building, one rest room for boys and one for the girls. There are separate staff-rooms for the teaching and non-teaching staff and one separate office for the Principal.

There is a large covered lounge area for the students coming for administrative works. The 22 classrooms are well-ventilated with lights and fans. There are adequate numbers of desks in all the classrooms so that students can sit comfortably. In every classroom, there is placed a raised wooden platform for the teacher to stand on that help her/him supervise the entire class. Every class-room is furnished with a glass-board.

The Central Hall or the seminar hall contains the facilities of an overhead projector, microphone system and a stage. The Central Hall has the capacity of housing 250 persons.

There are two Rest Rooms one each for the boys and the girls. The students can rest, read and retire when not feeling well. The Rest Room for the girls is a separate building near the main building of the College. There are adequate numbers of wash-rooms for boys and girls. Both the wash-room sections are separated and are at fair distance.

There is a water room with RO system and cooler that supplies potable water to the students in the College building and outside the College building.

The Institution has two generators, one is fixed and the other portable, for the uninterrupted academic and administrative works.

The Gymkhana Hall contains Badminton Court, table-tennis, carom boards and instruments for exercises. The Badminton Court has the national standard facilities. This gymkhana-hall is a separate building on the College Campus.

The Institution has a large well-maintained play-ground. It is regularly maintained. There are instruments for the maintenance of the playground and a special person is employed for the purpose. All the outdoor games such as cricket, volley-ball, kho-kho are played there. At one corner of the ground, attached with the main building of the Institution is a raised RCC platform which is used for a number of events such as flag-hoisting, Musical Morning, Prize Distribution ceremony, yoga-practice etc.

The Institution has a separate three-storey building for Library. The library is rich with great number of textbooks, reference books, periodicals and newspapers. There are more than 38000 books in the library. Some of them are rare ones in the sense that they are no more available in the market and some are the copies of the first edition.

The Institution has total 39 computers. Most of them belong to the Digital Language Lab. 9 out of them have Internet access. The Wi-Fi facility in the Institution has the speed of 2 MBPS and is available to the staff.

There are separate covered parking lots for the staff and students. The internal roads are paver-blocked.

(Additional information is attached separately)

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:

Since 1981, the establishment year of the College, the Institution is committed to the holistic development of the students. There are adequate facilities in the College for indoor and outdoor games. The Institution has a large playground which is well-maintained regularly. The Institution also has enough instruments for the maintenance of the playground. A person is appointed to maintain the ground. All the outdoor games such as cricket, volley-ball, kho-kho etc. are played there.

For indoor games, there is a big separate Gymkhana Hall. The Gymkhana Hall contains Badminton Court, Table-Tennis, carom boards and instruments for exercises. The Badminton Court has the national standard facilities. The Institution has adequate number of sports accessories for games such as cricket, volley-ball, table-tennis, chess, carom, kho-kho etc. Every year, required new sports accessories are added and the old ones are repaired if need be.

There is a full-time Physical Training Instructor in the Institution who successfully carries out all the inter-class and inter-college sports activities throughout the year.

For Yoga activities, the playground of the College is used and sometimes the Central Hall is also used.

There are enough number of classrooms, stage, microphones and a big ICT enabled Central Hall for cultural activities. There are also adequate number of musical instruments such as harmonium, tabla,

tambura and manjira etc. Many manual and electronic musical instruments are freshly added. Materials for arranging activities such as Mehendi, Rangoli, Drawing, Poster-Making etc. are purchased as and when necessary.

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

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 00

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 11.37

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
1.33400	00	19.33880	00	00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

The Library is a separate three-storey building on the campus of the College. It is rich with number of textbooks, reference books, journals and some rare books.

The Library of the Institution is run manually. The College does not have a permanent Librarian. Since a long period, the College Library is run by an ad hoc librarian. As per government policy, new recruitment has been not made in this case. The arrangement of books, records are done with the help of the ad hoc librarian and an ad hoc peon.

There is a computer in the library. The data regarding all the purchased books and accounts for the same are saved in it. In near future, the Institution plans to make library automated.

Though the library is run manually, the system is such that one can easily get books required. The books of all the subjects are arranged in separate cupboards.

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

Response:

The Institution was established in 1981. Since then, the College started purchasing textbooks, reference books and periodicals from the grants received for the same. Every year, the budget for the purchase of books for each and every subject is decided at the outset of the academic year. Accordingly the books are purchased.

There are no manuscripts of any subject or in any language in the library. Nor does the library have any special reports of any kind.

In the Faculty of Arts, History and Gujarati are taught at UG and PG levels. Therefore, there are more books in these subjects than any other ones. There are many books in History and Gujarati that can be called rare. Many of them are not available in the market today. Their new editions are not coming in the market. Some copies of the books are of the First Edition.

The following is the details of the rare books in the library:

In History, there are 10 rare books:

1. *Dharma Shastra no Itihas* by Dr. Pandurang Vamankane, 1973
2. *Bhartiya Sanskriti no Vishva Sanchar* by Dr. Sharad Hebalkar, 2006
3. *Ame Bharat na Loko* by N S Palkhivala, 1987
4. *Bharat ma Apela Bhashano* by Swami Vivekananda
5. *Rise and Growth of Indian Liberalism* by Maganlal A. Buch, 1938
6. *An Advanced History of India* by R. C. Majumdar, 1946
7. *Swatantryottar Bharat* by Vijaysinh Chavda, 1978
8. *A Comprehensive History of the Far-East* by L. L. Ahmed, 1981
9. *A Contemporary World History (1917-1945)* by V. Alexandrov, 1986
10. *Prachin Bharat no Samajik Itihas* by Dr. Jayshankar Mishra, 1980

In Gujarati, there are 4 rare books:

1. *Narsinh Mehta: Aaswad and Swadhyay* edited by Raghuveer Chaudhary, 1983
2. *Upayan* by Shri Vishnu Prasad Trivedi, 1961
3. *Pauranik Katha Kosh* by Dahyabhai Derasari, 1988
4. *Alankar Dharana: Vikas ane Vishleshan* by Dr. Somkant Mishra, 1972

In Hindi, there 2 rare books:

1. *Pandu Lipi Vigyan* by Dr. Satyendra, 1978
2. *Padmavat* by Pant Ramchandraji Shukla

In Economics, there are 2 rare books:

1. *The Economics of Development and Planning* by M. L. Jhingan, 1964
2. *Bharatiya Aarthik Vikas* by Dr. D. S. Avasthi, 1998

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: E. None 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: 1.27

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
1.40	1.457	1.48	1.34	0.66

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.67

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

Response: 29

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

There are total 39 computers in the Institution. Most of these computers belong to the Digital English Lab. Among them, 9 have Internet access.

For the last two years, the Wi-Fi facilities have been available for the staff too. An Annual Maintenance Contract has been made with two outside agencies for the smooth run of these facilities. One agency looks after the maintenance of the system and the other takes care of the Net Connectivity.

Before that, the Institution has the BSNL broadband Internet service but it failed to give continuous and speedy internet access. Therefore it was discontinued.

Presently the Institution has a Wi-Fi facility of 2 MBPS.

4.3.2 Student - Computer ratio

Response: 27.1

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 MBPS**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 3.21

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
0.25500	1.39660	00	2.972	00

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

The Administrative Staff of the Institution keep the record of the instruments purchased and the maintenance of them. A Dead Stock Register is kept and regularly updated. It is also audited every year. The Head of the Institution and the staff see to it that the purchased instruments are properly used and no harm done to them.

The Pardi Education Society runs a self-finance Science College that shares the same building and the same campus with the Institution. Out of total 22 classrooms, many classrooms are used by this self-finance science college.

The Central Hall of the Institution is used by the government and non-government agencies for programs such as Voter Awareness, Aids Awareness, *Beti Bachao Beti Padhao*, election, blood-donation camps, self-defense training etc.

All the classrooms, Central Hall are well maintained by the staff appointed. In the absence of the permanent staff, ad hoc staffs have been appointed by the Management. The faculties and the students are asked to report any damage or the non-function of lights, fans, mike, blackboard, desks, table etc. in the classroom. The advisory committee and the administration department do the needful in this regard.

There is a Library Committee in the Institution that consists of four to five faculties as members. The Library Committee prepares the budget for the purchase of books, periodicals and newspapers every year. They also keep an eye on the maintenance of the old books and other infrastructural facilities of the library. The question papers of the University examinations are collected year-wise and bound for the guidance of the students. The Committee also takes care that discipline is maintained in the library building.

The playground of the Institution is used by the self-finance Science College and the self-finance English medium school, run by the same Management. The self-finance English medium school is situated on the same campus. Many programs such as Independence Day, Republic Day, and Centenary Celebration of the Pardi Education society are held on the College playground. Thus the ground is used by all the grant-in-aid and self-finance institutions run by the Pardi Education Society.

The Physical Training Instructor and the Gymkhana Committee of the Institution see to it that the sports accessories are used properly by the staff and students. Students have to take the permission of the PTI before using the sports accessories. The sports accessories are in adequate number and are maintained when need be. However, no written record of give-n-take of the sports accessories is kept.

Other accessories such as musical instruments and microphone systems are used properly and are regularly maintained. The members of the Cultural Committee supervise the use and maintenance of the musical instruments.

Annual Maintenance Contracts have been made with various agencies to maintain many services such as water-cooler, electric gadgets, photo-copier, computers, internet service provider, generators etc.

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: 78.92

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
881	885	1033	1148	1104

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	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: 1.19

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
32	5	5	26	7

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

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: 5.54

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
191	116	00	00	00

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

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

Response: 5.86

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
61	70	76	95	74

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0.06

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
1	0	0	0	0

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: 45.03

5.2.2.1 Number of outgoing students progressing to higher education

Response: 145

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations

during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 5

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
1	0	0	0	0

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

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

File Description

Document

Number of students qualifying in state/ national/ international level examinations during the last five years

[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	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

The Student Council is formed every year following the norms set by the University to which the Institution is affiliated. The academic and administrative atmosphere of the Institution has always been peaceful and therefore there is not a single event of agitation or strike by the students in the history of the Institution.

For the last many years, the General Secretary of the Student Council is anonymously SELECTED by the faculties as well by the Class Representatives. So there was no need for election for the General Secretary of the Student Council. Even Class Representatives and Ladies Representatives are SELECTED anonymously rather than elected. Thus we can call the Student Council of our College a SAMARAS STUDENT COUNCIL.

The Head of the Institution who is also the President of the Student Council, shortlists the names of the students for the Student Council with the help of the Vice President of the Student Council and other faculties of the Institution. The criterion considered for the same is regular presence in the classroom and active participation in co-curricular, extra-curricular, sports and extension activities.

A number of Committees are working under Student Council such as Finance Committee, Cultural Committee, Debate Committee, Gymkhana Committee, Planning Forum Committee, Educational Tour Committee, Magazine Committee, etc. Each committee consists of a faculty as a chairperson, two to three faculties as members and a Class Representative as a secretary and two to three Class-Representatives as members. The student secretary and the student members of all the committees help the chairperson in organizing various events and competitions and also actively participate in the activities. The General Secretary of the Student Council remains present in all the programs held in the Institution and helps in the arrangement for the same with all the members of the Student Council.

The important events of the Institution such as Musical Morning, Annual Day, Prize Distribution Ceremony, publication of the college magazine and Annual Sports Meet etc. where financial transactions are concerned, the member of the Student Council are confided in.

The student members of the Cultural Committee help the chairperson of that committee to organize various activities such as Musical Morning, Annual Day Celebration, Prize Distribution Ceremony, and other inter-class and inter-college competitions such as Mehendi, Drawing, Hair-Styling, Rangoli, Poster-Making etc. The birth-anniversaries of great leaders are also celebrated with the help of the Student Council.

All the sports activities are carried out successfully with the help of the student members of the Gymkhana Committee. They help arrange the inter-class sports events such as cricket, volley-ball, chess, carom, table-

tennis, badminton etc. They also encourage and help students take part into inter-college sports competitions.

The student members of the Magazine Committee help the chairperson of the committee to publish the College Magazine *Ojas*. They help collect advertisements and articles for the magazine.

The students members of the Tour Committee help organize the educational tours or trips. They do the necessary planning for the same.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

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

Response: 5.2

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
06	06	05	05	04

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

5.4 Alumni Engagement

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

Response:

The contribution of the Alumni Association in the holistic development of the Institution is noteworthy. After completing their studies and after settling in their career, the alumni have developed a realistic approach to their Alma mater. Their expectations from the Institutions are more mature than they used to

be.

The meeting of the Alumni Association is held once a year. The alumni, during the Alumni Association Meetings, share their experiences and discuss and suggest what should be done for the enrolled students of the Institution. They touch the topics like teaching methods, assignment submission, measures to increase the presence of students in the classrooms, importance of practical knowledge and general knowledge, drinking water facilities, parking facilities etc.

Apart from the official meetings, the alumni give their suggestions whenever they happen to visit the Institution. The Institution sincerely tries to implement the suggestions made by the alumni.

The alumni remain present during many important events of the Institution such as the annual day, sports meet, musical morning, prize distribution ceremony, the centenary celebration of the Pardi Education Society etc.

Majority of the students of the Institution come from financially backward families. In this case, the Institution cannot expect great monetary help from them. Still, the Institution received some donation on the celebration of the centenary of the Pardi Education Society last year.

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: 5

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	1	1	1	1

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

NAAC

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 Pardi town in which the Institution is situated is a rural area. 80% of the total strength of the students of our Institution comes from the rural or tribal areas. The primary vision of the Institution is to cater to the need of higher education of these students. It is the mission of our College to help them merge into the main stream of the society by imparting higher education. The entire staffs of the Institution including the faculties, the Principal and the members of the Management are committed to this vision.

For their holistic development, a number of curricular, co-curricular, extra-curricular, sports and extension activities are carried out throughout the year. All these activities instill into them discipline, samskaras and help them become good citizens. The classroom teaching and other extra activities give them value-based experience of life. The cultural activities make them aware of our rich cultural heritage. The extension activities such as NSS and NCC make them aware of their social and national responsibilities. The sports activities make them learn the importance of health in life and teach them sportsman spirit. The celebration of the birth anniversaries of the great Indian personalities inspires them to follow moral values in life.

Most of the students of the Institution come from the agricultural background. Most of them belong to the financially weak families. The Institution provides them monetary help in the form of scholarships. There is a committee named Poor Boys Library in the Institution that lends textbooks to the needy students free of cost.

The external students are allowed to make use of the library facilities of the Institution.

A few years back, a Computer Center was run by the Institution. Many students availed the facility and became computer literate. Presently many alumni of the Institution run private computer centers and the students of the Institution take advantage of them.

There are higher education institution in the surrounding areas such as Mota Pondha, Vapi and Valsad. Still, the parents of these areas insist on admitting their wards to this Institution. The Institution has succeeded in creating an image of a well-organized college where importance is given to the classroom presence of the students and their overall progression.

The rural and tribal background, financial backwardness, low or poor rate of education - all these are big constraint to the higher education. The Institution tries to cope with these situations by providing counseling and monetary help to the students. Attempts are made to solve the problems during the informal meetings with parents.

The Institution with its student-strength of 1100 contributes to the economical development of the village. The roads, water and electricity supply of the surrounding areas have been improved because of the institution. The number of computer centers has increased. The rate of higher-education in and around the

Pardi town has been increased, especially among girl-students.

6.1.2 The institution practices decentralization and participative management

Response:

The Institution was established in 1981. Since then, the structure of the Institution has remained participative and decentralized. There is a permanent Principal in the Institution. There is no post of Vice-Principal in the Institution. In the absence of the Principal, two to three senior faculties in a specific hierarchy are given charges to handle the administrative and academic jobs of the Institution. The Principal is authorized to take any decision for the welfare of the students and the Institution. The members of the Pardi Education Society do not interfere in the decisions taken by the Principal for the smooth running of the Institution. They are informed of the important decisions taken and their formal and informal approvals are taken as the case may be. In the meetings with the member of the Pardi Education Society, the Principal gives the reports of the administrative and academic activities of the Institution. The Pardi Education Society has always favored the decisions taken for the development of the students and the Institutions.

The Heads of the various Departments are authorized to decide the workloads, distribution of periods, distribution of topics to teach and distribution of papers for assessment among faculties in their respective departments. The Heads of the Departments are also authorized to order books of their respective subjects for the College library as per the budget allocated. While ordering the books, the Head of the Department confides the other faculties of his/her department.

The entire academic, curricular, co-curricular, extra-curricular, sports and extension activities are carried out successfully by active participation of the members of the Student Council. In every committee of the Student Council, on faculty is appointed as the chairperson. The chairperson with the student members of the Student Council organize or conduct various programs. The suggestions of the student members are taken seriously and are implemented if found useful.

The non-teaching staff of the Institution has receded to just two permanent members; one is a junior clerk and the other a peon. The rest are ad hoc staff appointed by the Management. The non-teaching staff works in co-ordination with the Principal. All the financial decisions are taken with the approval from the Principal. In the cases where big amount is concerned, the Principal seeks the approval of the Management.

The policy-making decisions are made by consulting both - the academic and the administrative staff. There is not a single serious case of agitation by the staff or the students against the Principal or the Management.

6.2 Strategy Development and Deployment

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

Response:

The strategic plans for academic or administrative works are formed by the Head of the Institution after due discussion with the members of the Advisory Committee. During these formal or informal meetings, the new ideas and planning such as introducing new courses, recruiting ad hoc staffs, introducing additional infrastructural facilities etc. are discussed. A priority of the works to be done is also prepared.

After the discussion with the members of the Advisory Committee, the Principal presents the ideas or the suggestions before the Management in their meetings. After seeking approval from the Management, once again the members of the Advisory Committee are consulted for the planning of the jobs to be done.

The Institution introduces many infrastructural changes for the facilities of the staff and the students. A few years back, the infrastructural facilities for the Teaching Staff, Non-Teaching Staff and the Principal have been changed. The changes were made keeping in mind the inconvenience students used to face while paying fees, submitting admission forms etc. Now there is a large covered lounge for the students to do all these activities. These infrastructural changes cost 12 lakh.

CCTV cameras have been installed in almost all the classrooms, lobbies and parking areas. The maintenance of this system is done regularly. This help in observing discipline in the classroom as well on the campus.

Most of the students of the Institution come from the low income group of rural and tribal areas. They do not have computer facilities at home. While getting online admission, they are given the facility of scanning documents by the Institution.

There are two generators owned by the Institution. One is fixed and the other portable. This ensures the uninterrupted academic and administrative work of the Institution. A few solar lights have been installed on the campus. Water-harvesting is done traditionally.

For Wi-Fi facilities and for online admission, software with server is installed. The Institution preserves all the important documents and they are audited periodically by a professional auditor.

Documents regarding the introduction of all sorts of infrastructural facilities are available in the administrative office.

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 Institution has to follow the rules and regulations set by the University to which it is affiliated and the rules of the State Government and the UGC. The Institution was established by the Pardi Education Society. Therefore, it is necessary for the Institution to seek permission of the Pardi Education Society in all the important academic as well as administrative works.

The Management of the Institution consists of a President, a Vice-President, trustees, secretary and treasurer. The Principal, being the head of the Institution, directly reports to the President of the Pardi

Education Society. Every month, the meeting of the Management members is held. The Principal of the Institution too remains present in the meeting and informs the members of the requirements of the Institution, rules and regulations of the University, State Government, and the UGC.

There is a permanent Principal in the Institution. Being the head of the Institution, the Principal is responsible for all the academic and administrative activities of the Institution. In the absence of the Principal, two to three senior faculties are given charge to run the Institution.

In the Administrative staff, there are only two permanent employees - one is junior clerk and the other is a peon. The rest are ad hoc staff. The majority of the administrative staff is ad hoc; therefore, the Principal takes all the important administrative decisions consulting some senior faculties.

A number of committees are formed for academic, administrative, co-curricular, sports and extension activities. In all these committees, there is a chairperson and a vice-chairperson. Some other important administrative committees are Admission Committee, Time Table Committee, Discipline Committee, Advisory Committee, Examination Committee etc. The Principal looks after all the financial transactions of all these committees. The chairpersons of all the committees are free to work their own way but as for the budget allocation, they have to seek the permission of the Principal.

The Institution has to follow the rules and regulations regarding service set by the University, the State Government and the UGC. The Institution has to follow the State Government and the UGC rules regarding leave. The recruitment and promotion of academic and administrative staff are done as per the norms decided by the University, State Government and the UGC. No permanent academic or administrative staff is recruited without the permission of the State Government. The back-log is strictly maintained in the recruitment of the academic or administrative staff. It is important for the Institution to follow the rules under 69 A, 69 B, and GCSR in the administration of the Institution.

The promotion of any academic or administrative staff is done taking in mind his/her seniority. Working efficiency is not considered in the promotion of the staff. The Institution has to follow the rules regarding the surplus faculties.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts

4.Student Admission and Support**5.Examination****A. All 5 of the above****B. Any 4 of the above****C. Any 3 of the above****D. Any 2 of the above****Response:** E. Any 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

A number of committees are formed for the efficient and smooth administration of the Institution. There are Advisory Committee, Time-Table Committee, Admission Committee, Examination Committee, Library Committee and other committees formed under Sapta Dhara and Student Council. The job area of all these committees is clearly defined.

The members of the Advisory Committee frequently meet and discuss the academic and administrative issues of the Institution. The members give their suggestions in the meetings. The committee also plays its role in strategic planning of the Institution.

The Admission Committee takes care of both offline and online procedure of the admission. The Time-Table Committee prepares a new Time-Table every year during vacation so that the new Time-Table can be implemented soon after the commencement of the new academic year.

The Examination Committee consists of veteran faculties who timely hold the Internal Evaluation Tests, Additional Tests and University Examination. The Committee also sees to it that the evaluation is done timely and properly. The Committee also redresses the grievances regarding assessment.

The Library Committee of the College supervises the facilities available in the Library. The Committee also checks the requirements of new books and periodicals and the maintenance of the old ones.

There are a number of committees working under the Student Council such as Finance Committee, Cultural Committee, Debate Committee, Gymkhana Committee, Magazine Committee, Planning Forum, Tour Committee etc. The Finance Committee of the Student Council decides the budget for each

committee of the Student Council.

The Cultural Committee organizes a number of inter-class and inter-college competitions. The faculty members of the Committee also help students participate in inter-college competitions. The Committee also celebrates the birth and death anniversaries of great Indian personalities. Celebration of certain days such as Hindi Din, Teachers Day, Yoga Day, Annual Day etc. is also organized by the Committee.

The Debate Committee organizes inter-class debate competitions of on current topics. The faculty members of the committee prepare students for inter-college debate competitions.

The Gymkhana Committee of the Institution is active round the year. It arranges a number of inter-class indoor and outdoor game-competitions. The Institutions also hosts some important Zone Level Cricket Tournaments. The PTI with the members of the Gymkhana Committee updates the requirements of the sports accessories and purchase them if needed.

The Women's Cell redresses the complaints of the girl students. The Cell also organizes some beneficiary programs such as self-defense training and guest lectures.

The extension activities are carried out by the NCC and NSS units of the Institution.

All these committees plan the activities to be done at the outset of the academic year, and adhere to it strictly. However, no written record or minutes of these meetings are kept.

6.3 Faculty Empowerment Strategies

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

Response:

There are no specific welfare measures for teaching and non-teaching staff of the Institution. However, the members of the Institution stand by one another like the members of a family. Whenever there is some sort of financial or any other sort of crisis takes place in the life of a staff member, all the other staff members extend a helping hand.

A peon of the Institution recently died of kidney failure. He was on dialysis for years. All the staff members collected money and helped him every time he had to go for dialysis.

There are some unregistered Financial Societies run by the faculties that provide loans to the members against nominal interest.

Whenever some financial or social or personal crisis takes place in the life or family of the staff member, all possible help is offered. From the personal visits to the service of informal mentoring is provided.

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:** 11.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	4	7	0

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0

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	0

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

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 0

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
00	00	0	00	0

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

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

Response:

There is no formal Performance Appraisal System for teaching and non-teaching staff. However, the same thing is done informally by the Head of the Institution. The teaching staffs are evaluated by their punctuality, sincerity, extra time spent after the College duties, interactions with students, capability to solve the problems of students etc.

The Institution takes note of the faculties who are invited as guest-lecturers by other institutions, or by their positions in various committees of the University.

There are many senior faculties who frequently deliver guest-lectures on various topics in the neighboring institutions. Many faculties hold honorable positions in the committees formed by the University.

Being members of the Board of Studies of their respective subjects, the faculties contribute to the preparation of syllabus. Many senior faculties perform Special Duty Officer at University examinations and work in the PG Admission Committee.

The Institution takes note also of the capability of many faculties to interact effectively with the students and to solve their academic as well as personal problems. The new entrants are helped very well during their admission procedure by the faculties.

The administrative staffs are also evaluated informally by their punctuality, sincerity, their attitude to the other members of the Institution as well to the students.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution conducts Internal and External financial audits regularly. Both are routine activities of the Institution. The Internal audit of the financial matters is done twice a year: in September and in March. The

auditors clearly check the money spent on heads for which the funds or grants received. After auditing, the report is sent to the relevant agency from which the funds or grants are received.

The Institution receives grants from the Knowledge Consortium of Gujarat (KCG), and scholarships and maintenance grants from the UGC. All these financial aids and the expenditure done from them are audited regularly.

The External audit of the Institution is done by a government representative from the Direct Payment Branch, Gandhinagar. The government representative visits the Institution and checks the financial matters of the Institution.

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: 0.91

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
0.91	0	0	0	0

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 Institution has certain fixed sources of income. The surplus money is saved in the Fixed Deposit scheme and thereby extra income is generated in the form of the interest.

Students have to pay some amount as deposit and when this amount remains unclaimed, it is transferred to the Students Aid Fund. Money from this fund is used after the financial aid for the needy students in the form of scholarships.

The Institution receives grants from the State Government as well as from the UGC. From the State Government, the Institution receives grants for Saptadhara activities. The Institution tries to get optimum grants for the same. The funds are utilized after the heads prescribed by the government.

The Institution receives grants from the UGC for many purposes. When the expenses exceed the amount of

grants received, extra expenses are met from the funds from the Students Aid Funds.

The infrastructural facilities of the Institution such as the internal roads, maintenance of garden, construction of washrooms etc. are done from the surplus fund of the Institution.

The surplus amount from any fund or grant is utilized after the welfare activities of the students. The surplus amount is never transferred to the account of the Management.

The Utilization Certificates of each and every expense are kept by the Institution.

The Pardi Education Society runs a self-finance Science College that shares the same building and the same campus with the Institution. Out of total 22 classrooms, many classrooms are used by this self-finance science college. The ground floor of the three-storey library is converted into the laboratory of this Science College.

There is one more institution on the College Campus, an English medium school from nursery to 12 standards. All these three institutions share some of the resources such as the playground, classrooms, Central Hall, generator etc.

The Central Hall of the Institution is used by the government and non-government agencies for programs such as Voter Awareness, Aids Awareness, *Beti Bachao Beti Padhao*, election, blood-donation camps, self-defense training etc.

Many programs such as Independence Day, Republic Day, and Centenary Celebration of the Pardi Education society are held on the College playground. Thus the ground is used by all the grant-in-aid and self-finance institutions run by the Pardi Education Society.

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 Institution carries out a number of academic and administrative activities throughout the year. The IQAC plays an important role in the planning, execution and evaluation of all these activities.

First of all, the IQAC prepares the Academic Calendar of the Institution. Once we get the academic calendar from the University, the Institution's academic calendar is prepared following the schedule of important administrative and academic events decided by the University. All the academic and administrative committees are asked to prepare a plan of action of their respective committees. The IQAC collect their planning and prepare the academic calendar of the Institution accordingly.

The IQAC gives suggestions for making the teaching-learning process more participative by adopting

various methods. The faculties are encouraged to use ICT in the class-room teaching. The faculties are given all sorts of cooperation in arranging educational tours, site visits etc. The faculties are also encouraged to screen the movies based on the literary texts.

The IQAC also supervise the evaluative aspect of the teaching-learning process. It sees to it that the Library Assignments are given and checked duly in time, the internal evaluation tests, additional tests are conducted as per the schedule decided by the University, the question-papers are drawn in the style prescribed by the University, answer-books are assessed properly and in time, the mark-sheets are displayed on the College notice board etc. The IQAC monitor the transparency at all the levels of evaluation of students.

In the case of grievance of any kind, be it of sexual harassment, ragging or misconduct by student(s) or faculty(s), the IQAC give it the utmost priority and insist on the instant redressal of it. Fortunately, no any serious kind of grievance is received by the Institution so far.

The IQAC time and again make important suggestions for the infrastructural facilities for the staff and the students of the Institution. Accordingly, many changes have been introduced in the building of the Institution. A few years back, the Principal's office, administrative office, and staff-room have been renovated. The parking facilities for the staff and students have been improved. The internal roads have been paver blocked. The solar lights have been installed in the parking and garden areas.

The IQAC encourage the faculties to indulge in research activities. The Faculties are asked to enroll themselves for the M.Phil or Ph.D. degrees. The faculties are given all the possible facilities to attend seminars, conferences, workshops, faculty development programs etc. and to present paper there. Duty leaves to attend such programs are granted and the registration fees for the programs are also reimbursed. The Institution felicitates the faculties who obtain the M.Phil or Ph.D. degrees. The publication of books or articles in journals by the faculties is appreciated by the Institution.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

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

Response:

The IQAC ask the faculties to prepare a teaching-plan of their respective subjects. The chairpersons of various committees are also asked to prepare a planning of the activities to be carried out throughout the year. The IQAC see to it that all the activities are done as per the schedule decided at the outset of the academic year. The IQAC then prepare the academic calendar of the Institution.

The IQAC ask the chairpersons of all the committees to submit reports of all the activities carried out in their committee throughout the year. The IQAC give suggestions to make the activities more interesting

and effective. After the submission of all the reports of all the committees, the IQAC prepare an Action Taken Report of the Institution which is then uploaded on the website of the Institution.

The IQAC ask the faculties to use various teaching methods to make teaching-learning process more interesting and effective. The faculties are also asked to collect Library Assignments from the students and check them duly in time. The IQAC also check that the assessment of the internal evaluation examination held by the Institution is done timely and properly. The faculties are asked to submit result in ten days.

The faculties are asked to evaluate students through question-answer methods or by any other methods possible. The students who did not do well in the internal evaluation test are given extra guidance.

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

Response: 5.4

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
09	06	04	04	04

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: D. Any 1 of the above

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

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

Response:

The Institution has sincerely attempted to fulfill the recommendations made by the NACC Peer Team in the first cycle of the Assessment and Accreditation.

The first recommendation made by the Peer Team was to get the support of Alumni Association for development of the Institution. A meeting of the Alumni Association of the Institution is held once a year. The faculties inform them of the activities carried out by the Institution and about the changing trends in higher education. The alumni give their suggestions and the Institution sincerely tries to implement them. Majority of the alumni are involved in jobs in private sectors or in the government jobs. Some of them run business of their own. The Institution invites them in the events like Prize Distribution Ceremony, Annual Day Function etc. Recently the Pardi Education Society celebrated the completion of 100 years and majority of alumni remained present and contributed to the College Development Fund. The Pardi Education Society felicitated some of them who have achieved noteworthy success in their respective fields. They were given the certificates of honor by the Pardi Education Society.

The second recommendation made by the Peer Team was to develop more ICT facilities in the Institution. The Seminar Hall or the Central Hall of the Institution is ICT enabled. There is an overhead projector and microphone system. The faculties who want to teach with the use of ICT can avail this facility. Due to lack of fund, the ICT facilities have not been enhanced.

The next recommendation was to provide the internet facilities to students. In 2015-16, the Jio Wi-Fi facility was made available for the entire campus. However, recently the facility is available in limited speed.

The Institution was asked by the Peer Team to encourage and facilitate students for extra and co-curricular activities. As per University rules and regulations, student has to take part either into NSS, NCC, or Saptadhara. A number of curricular, co-curricular, extra-curricular, sports and extension activities are carried out every year by various committees of the Institution. The students are encouraged to participate in them. The faculties are always ready to guide them whenever need be. Various inter-class competitions are held. Sometimes university level inter-college competitions are also held by the Institution. The winners in these competitions are felicitated with trophies and gifts by the Institution. They are also given certificate for the same. The names of the winners are announced on the microphone. Their names are also displayed on the college notice-board.

The faculties help students participate in inter-college competitions held by other higher education institutions. They are informed of such competitions and given guidance. The students are prepared for the

University Youth Festival. The Institution bears the travel and other conveyance expenses of the students participating in inter-college competitions. If needed, a faculty or two accompany students to the institutions hosting inter-college competitions. The names of the winners of the inter-college competitions are mentioned in the College Magazine *Ojas*.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

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: 9

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
1	1	3	2	2

File Description

List of gender equity promotion programs organized by the institution

Document

[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:

The Institution provides all the three facilities to the girl-students of the College. The academic counseling is given to all - the boy-students as well as the girl-students. The girl-students are given counseling regarding their personal or social problems as well. There is a Women's Cell in the Institution that handles all the issues and grievances raised by the girl-students of the Institution. The Women's Cell also organizes a number of guest-lectures by doctors or by experts to provide guidance to the girl students. The girls participate in great number and freely share their views and raise doubts.

There is a separate Common Room for the girls where they can sit whenever free or can rest whenever feel not well. The place is a separate building near the main building of the Institution. There is also a facility of separate wash-rooms for the girls.

The safety and security of all the students is the prime concern of the Institution. The time of the Institution is from 8.00 a.m. to 1.00 p.m. Majority of the students commute from the neighboring villages and they find the time quite convenient. It is safe and secure for the girls to commute and reach the Institution at that time. All the important functions and activities of the Institution are carried out during day time keeping in mind the safety and security of the girl students. Sports practice or any other kinds of practice are

completed before 2.00 p.m. In the case of inter-college participation, if the girl-students have to stay back late, an arrangement is made to escort them to their homes.

There are two watchmen who take care of the building and at the same time see to it that no outsiders enter the College premises. All the students are given Identity Cards and they are supposed to carry them while trading on the College premises.

The Institution frequently holds self-defense training programs for the girl-students. A number of girl students avail the facility. The girl-students are given the helpline numbers to use in case of emergency.

The Institute insists and arranges the presence of policemen on the College campus during examination, election, annual day celebration etc. The Institution has made an arrangement with the Pardi Police Station to make random patrolling which has reduced the presence of outsiders to almost nil around the College premises.

The Institution runs an NCC wing for the girls that instills moral support among the girl cadets and they become aware of the measures to safeguard themselves.

Whenever the students, especially the girl students, take part into inter-college competitions, a faculty or two always escort them to the place of the competition.

7.1.3 Alternate Energy initiatives such as:

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

Response: 4.36

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

Response: 328

7.1.3.2 Total annual power requirement (in KWH)

Response: 7518

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: 3.14

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

Response: 124

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 3952

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:

The solid waste management is done traditionally by the Institution. A number of dustbins are placed in the lobbies, on the playground and in the staff-rooms, office and Principal's office. The rubbish collected in these dustbins is disposed into the dustbins placed outside the College building by the Municipality. The Municipality people daily collect the rubbish. The garden waste is collected and burnt in an open area.

The liquid waste of the Institution is discharged into the septic tanks.

There is hardly any e-waste produced by the Institution. So no measures for the disposal of the same are thought by the Institution.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Around 1100 students study in the Institution. They spend around 4 to 5 hours in the Institution. The College staffs spend 5 to 6 hours on the College premises. All these people and the visiting guests require potable water as well as water for sanitation purpose. Moreover, water is also needed for gardening purpose and for the maintenance of the ground. All these requirements are satisfied by a bore well on the premises of the Institution.

Preservation of environment is the duty of one and all. The Institution too understands this and is active in this regard. The Institution undertakes the measure for rain water harvesting.

The average rainfall of the area is about 90 to 100 inches. The Institution has a large open terrace that can collect rainwater in considerable amount. The rainwater collected in the open terrace is turned down into the bore well through pipelines. This enriches the aquifers and the water level of the aquifers is raised. The bore well provides the potable water throughout the year and the Institution has never faced shortage of

drinking water.

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:

Most of the students use Public Transport for commuting to the College. The Institution helps them get ST bus passes or Train passes at concession-rates. The timings of the buses are arranged as per the timings of the Institution so that students face no problems in commuting.

A few local students use cycle to commute to the College. The national highway No. 48 is very near and most of the surrounding villages are attached to this highway. So it is not advisable to commute on cycle. Therefore, students commute either by ST bus or by some hired private vehicles.

Local students and some local staff commute to the College on foot.

The approach road is well-carpeted and the internal roads of the College Campus are covered with paver blocks.

Staff members commuting from distant city share a common car and thereby contribute in saving fuel. Students commuting from distant areas also form such pools and hire van or auto rickshaws.

The students are forbidden to litter on the College Campus. They are asked to make minimum use of plastic. They are also made aware of the threats posed by the use of plastic.

Most of the administrative work is done with the help of computers so the data are saved in e-files. The instructions are given to students through microphone system. A Whats-App group of College staff is made and the necessary instructions for them are given through that group.

There is a beautiful garden in front of the College building. Many shady trees and fruit trees are there. Some medicinal plants are also grown. The garden is regularly taken care and is a sight worth viewing. There are mango trees, almond trees, guava trees etc. in the garden.

Last year, 6 mahogany trees have been planted on the College Campus during the tree-plantation programs. After 12 years, a mahogany tree earns the owner 1 lakh rupees. The students with agriculture background are informed of it and are encouraged to grow them.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary

component during the last five years**Response:** 0

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

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

File Description**Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description**Document**

Resources available in the institution for Divyangjan

[View Document](#)

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

Response: 0

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

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

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

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

Response: 0

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
0	0	0	0	0

7.1.12

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

Response: No

7.1.13 Display of core values in the institution and on its website

Response: No

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** No**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:** 32

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
07	07	08	4	06

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 national festivals such as the Independence Day and Republic Day are celebrated every year by the Institution. It is mandatory for all the staff to remain present on these days. All the grant-in-aid and self-finance institutions run by the Pardi Education Society jointly celebrate these festivals. The members of the Management also remain present. Students in large number attend the functions.

NSS volunteer and NCC cadets organize a rally and other students and staff members join them. The NCC cadets honour the tricolor with the march-pass. The Principal and the faculties address the students on the

importance of political freedom and the democratic values. Students also present some patriotic songs.

The celebration of birth or death anniversaries of the great Indian personalities is a regular activity of the Institution. Every year, these activities are done with great enthusiasm by the staff and the students of the Institution.

The first celebration of this kind in an academic year is Guru Purnima. The day is dedicated to the spiritual and academic teachers. The faculties address the students and inform them of the importance of Guru in our life. The students show their reverence to the teachers by offering flowers to them. Guru Purnima or Vyasa Purnima, the birth anniversary of Krishna-Dwaipayana Vyasa, is celebrated every year on the full moon day (Purnima) in the Hindu month of Ashadha.

24 August, the birth anniversary of Narmadashankar Dave, is celebrated every year by the Department of Gujarati. Narmadashankar Dave was a great Gujarati poet, playwright, essayist, orator, lexicographer and social reformer after whose name our university is named as Veer Narmad South Gujarat University. He was perhaps the only poet of the world who was called Veer (brave) for he led his life the way he preached. The Department of Gujarati organizes guest lectures on the life and works of Veer Narmad.

5 September, the birth anniversary of Dr. Sarvapalli Radhakrishnan, is celebrated as Teacher's Day every year. The students play the roles of teachers on this day and teach the classes. For them, a special time-table is made. This time table has 4 periods of half an hour each. A competition is also held and the best three teachers are given prizes. After the teaching-session is over, the faculties express their views on the life and works of Dr. Sarvapalli Radhakrishnan. The students who played the roles of teachers express their views on their experience.

2 October, the birth anniversary of Mahatma Gandhi, is celebrated as Gandhi Jayanti by the Institution every year. The NSS volunteers arrange a rally on that day and offer a garland of hand-woven cotton-treads to the statue of Mahatma Gandhi erected in one of the grant-in-aid schools run by the Pardi Education Society. The NSS volunteers also hold a Clean Your Campus program on the day.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

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

Response:

The Institution keeps separate accounts for different heads of expenditure. Some accounts are transacted

by the signature of the Principal and counter signature of the President of the Pardi Education Society.

There are separate accounts for College Fees, Fixed Deposits, Student Aid, Poor Boys Library, Post Graduate Account, Salary Account, Scholarship Account, UGC Development Gant Account, NSS account, NCC account, Saptadhara account, Gymkhana account etc. The transactions of all these accounts are regularly audited.

The members of the Student Council, especially the General Secretary, are confided in the budget allocations for the activities of different committees of the Student Council.

The academic activities of the Institution are done as per the policies fixed by the Institution and by the University to which it is affiliated. The faculties are free to decide their style of working. Decisions regarding the internal evaluation and activities of Student Council are decided by the Principal who in turn asks suggestions from the faculties. The faculties are free to attend seminars, workshops etc. and to follow their research work.

Information of all the activities to be carried out in the Institution, all the government and UGC circulars, GRs are kept in the Staff File for the information of the staff.

Information related to the students is displayed on the College Notice Board. The students are informed of the various competitions or other activities to be carried out in the College through notice board. The internal exam schedule and the university exam schedule are displayed on the notice board. The mark-sheets of the internal evaluation tests are displayed on the notice board. Any other important information such as beneficiary schemes of the government for the students are also displayed on the notice board.

7.2 Best Practices

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

Response:

1. Attending to the Environmental Issues

Objectives:

- To make students aware of the environmental issues that pose threats on the entire ecosystem
- To make students aware of their social, moral and constitutional duty to preserve environment
- To make the College Campus Plastic Free Zone
- To use less paper
- To plant more and more trees and also take care of them
- To make students aware of the importance of each species as a link of the chain of ecosystem
- To make students aware of the causes and consequences of global warming
- To teach students to make judicious use of water

The Context

The Pardi town is surrounded by Pardi GIDC and a big chemical factory named Atul Limited. There are number small scale industries in the Pardi GIDC. The Atul Limited is the biggest color and chemical factory of Asia. Not far is the Vapi GIDC that is counted among one of the most polluted cities of the world. All these contribute to the air, water and land pollution of the area, not to mention the ever increasing number of vehicles on road.

The air of the town is getting more and more polluted by the emission of gases from these factories and from the vehicles. The water resources of the area too have been affected by the pollutants flushed into them by these factories. At the early morning, the air pollution can be easily detected by the foggy atmosphere. The vegetation too has been affected by the pollution of land, air and water.

The Practice:

1. The Institution has prepared a big beautiful garden in front of the main building. Many shady trees and fruit trees are grown there. There are mango trees, guava trees, almond trees etc.
2. From big shady trees to medicinal plants are grown there. The garden is maintained regularly. The students can sit there and study under the shady trees.
3. The Institution propagates less or no use of plastic. The students are forbidden to litter on the campus. The dustbins are placed at many places such as outside the classrooms, in the lobbies, in the garden, in the offices etc. The students are also made aware by the harm cause to the environment by the use of plastic. They are asked to make minimum use of plastic.
4. Tree-plantation is a chief and regular activity carried out by the NSS units of the Institution. Every year, in July or August month, the tree-plantation program is held in collaboration with local nurseries. Sometimes, some NGOs too participate in the program. The trees are planted on the campus and along the roads of the village. The staff and the students are distributed saplings free of cost. The students are also taught the importance of tree-plantation and dangers of deforestation. The first year B.A. and B.Com students study a compulsory paper named *Environmental Study*. Therefore they are quite aware of the importance of these activities carried out by the Institution.
5. There are number of shady trees and fruit trees in the garden and on the College campus. Because of these trees, a variety of birds can be seen on the campus. It is reported that the house sparrows are disappearing. Its population has dropped considerably in many parts of the nation. However, here, it is a very common sight and can be seen in abundance. They built their nests in the classrooms behind photo-frames. The Institution does not remove their nests and let them breed there. The same policy of peaceful co-existence is applied in the case of swallows too. The swallows too are found in abundance here. They too build their nest in the lobbies of the Institution. Their nests too are preserved. At one place of garden, the birds are regularly feed by the staff and the students.
6. Last year, 6 mahogany trees have been planted on the College Campus during the tree-plantation programs. After 12 years, a mahogany tree earns the owner 1 lakh rupees. The students with agriculture background are informed of it and are encouraged to grow them.
7. Most of the students belong to the economically backward families. Therefore, not many of them can afford to own vehicle of their own and travel by train or bus. The local students and staff commute on foot. The students are informed about the exhausting natural resources and to use alternatives for them. Compared to the total strength of the students, the number of vehicles brought by them is not worrying. Some staff members commuting from the same place make a carpool and thus contribute to the fuel-saving. Most of the students also hire a van or auto on sharing basis for

commuting

However, there is a self-finance English medium school on the same campus run by the Pardi Education Society. Maximum vehicles commuting to the place belong to the wards or drivers of that school.

1. The classrooms are well-ventilated and they hardly need to be lit during day time save the monsoon time or early winter time. The students are strictly asked to switch off the lights and fans before leaving the classrooms. In every classroom, a written-instruction for the same is stuck. The students are asked to follow the same practice at everywhere they go.
2. To reduce the noise pollution, the students are asked to play loud-speaker or DJ at low decibel during college functions like, Annual Day Celebration, Musical Morning or Matki Phod Program etc. The students are also advised to play DJ and similar instruments at low decibel in their personal or social functions too. The students are strictly prohibited to play horn on the College campus.
3. To save and collect rainwater, water harvesting is done by the Institution. The Institution has a big open terrace. The rainwater collected there is flushed down the pipe to the bore well. The students and the staff are asked to make judicious use of water. The taps are always maintained so that water is not misused by running or leaking taps.

Evidence of Success:

- The beautiful lush green garden itself is the evidence of the pains taken by the Institution in developing it. The students enjoy sitting there especially during the celebration of days.
- The students are time and again told that the College Campus is a Plastic Free Zone and the sign boards bearing the notice are displayed at various places. The students follow the instructions well.
- The big shady trees and the fruit trees in the garden and on the College campus are the evidence of the tree-plantation programs held years ago. The NSS program officers keep records with photographs of the tree-plantation activity done every year.
- The number a variety of birds too can be seen on the campus and even in the classrooms. The nests of sparrows and swallows are still maintained.
- The number of vehicles brought by the staff and the students too can be checked in the parking lots of the Institution.
- The less use of lights and fans can be understood from the annual consumption of electricity by the Institution. Because of the greenery, the air is cool for most part of the year.
- The students follow the instructions for reducing noise pollution. They celebrate the events in such a way that the school and the science college on the same campus do not get disturbed.
- The need of water of the Institution is satiated by the bore well. Due to water-harvesting practice, the Institution never faced the problem of scarcity of water even when the monsoon goes weak.

Problems Encountered and Resources Required

It is not easy to change the mindset of people, especially for good causes because for good causes one has to sacrifice time, energy and money. And people are not always willing to part with money or to spend time and energy after such issues. Fortunately, a lot of discussion is being heard on mass media about the environmental issues. Moreover, students study *Environmental Studies* paper at the First Year B.A. and B.Com as a compulsory subject. Therefore, it is not difficult to convince them of the programs charted out by the Institution.

Money and efforts are put together in making and maintaining the garden. But the sight of the garden

proves that it is worth it. It is not easy to change the diehard habits of littering and to reform students just by advice. However, on the College Campus, at least, they can be prevented from littering with strict observance of the rule. The Institution is also thinking about the punitive action in the cases of inobservance of the rules.

The students have learned to switch off the lights and fans before leaving the classrooms. However, in some exceptional cases, the students overlook the instructions. Whenever, such cases come to notice, the students are strictly asked to obey the rules.

For the tree-plantation programs, the students always show great zeal and enthusiasm. The local nurseries and one government nursery give plants free of cost. The students are asked not just to plant the sapling but also to take care of it. So, in this program, no problems or obstacles ever occurred.

The sparrows and swallows building their nests in the College building often make the places dirty with straws and bird-drops. Still, their very presence makes the atmosphere so live that the bird-drops and straws can be overlooked.

Carpooling is not a big issue for the students. As told earlier, very few of the students afford vehicles of their own.

So far as noise pollution is concerned, the students' behavior can be checked on the College campus. Outside the College campus, it is difficult to monitor.

The south Gujarat has, fortunately, not seen draught for so many years. Therefore, it is not easy to teach students or any one not to misuse water. However, the Institution takes great care in playing its role in water-saving. The students are checked when seen wasting water or leaving taps running.

2. Maximization of Teaching Days

Objectives:

- The primary objective of the practice, as its title suggests, is to give maximum teaching days to the students
- To hold more co-curricular and extra-curricular activities without the botheration of completing syllabus in time
- To give time to students for clearing their doubts in difficult topics
- To get time for revision and thereby to improve the result

The Context:

Every year, the syllabi of all the subjects are updated. There can be seen a big leap between the syllabi taught at higher secondary school level and that at the college level. It is often very difficult for the students to cope or bridge this gap. Moreover, the UGC has decreased the credits of all the subjects. Before the CBCS system was implemented, there used to be 4 credits plus one tutorial period in all the subjects. In the CBCS system, the credits per subject have reduced to 3 and no tutorial. In Inter-disciplinary subjects and Foundation Course, the credits have reduced to just 2 per week. A number of curricular, co-curricular,

extra-curricular, sports and extension activities too are supposed to be held during the time students remain present in the College because without them no activity can be carried out. In such circumstances, it is very difficult to give justice to a subject in the available teaching days.

The admission procedure is also time-consuming. Once the results of the H.S.C. examinations are declared, the admission procedure starts which consists of filling in the application-form, to produce the certificate of tribe/caste, certificate of income, leaving certificate, aadhar card number, ration-card copy, bona-fide certificate etc. Therefore, from the time of issuing the application form to the enrollment of the student, lot of time is spent. Literally, the final admission procedure completes after one to two months from the declaration of the HSC exam results.

The students, who belong to the economically backward families, get admission only when they can arrange to pay the fees.

The Practice:

1. The first and the foremost practice are to start teaching right from the next day of the commencement of the new academic year. The students who have not paid fees and just bought the admission form can also attend the classes. Even those who have not purchased the admission form but intend to do so are also allowed to attend classes. A temporary Time Table is prepared for the purpose.
2. The new Time-Table is prepared during vacation and is implemented soon after the commencement of the classes.
3. The classes of Second and Third Year students are commenced even before the results of the University examinations are declared. For that, provisional admissions are given to the students. At PG level, this is not possible because of the online centralized admission procedure. The classes for M.A. program are commenced soon after the University allots students.
4. The visiting teachers from other colleges for PG classes are informed in advance during the vacation about the topics they are supposed to teach. This gives them enough time for the preparation of the topic and timely completion of the syllabus.
5. The Time-Table Committee of the College sees to it that the classes are run as per Time-Table and the syllabi are completed in time. In case of difficulty, extra periods are scheduled during Sundays or on holidays.
6. When some teacher takes leave for a longer period, an ad hoc faculty is appointed as a replacement.
7. Because of this practice, the Institution gets more teaching days and as a result, the co-curricular and extra-curricular, sports and extension activities can be done extensively.
8. Most of the students of the Institution commute by bus and they cannot get bus pass with student concession until they get the admission. In this regard, the Institution gives them provisional admission and helps them get bus and train passes with student concession.

Evidence of Success:

The biggest success of this practice is that the students and the faculties get more teaching days to complete the syllabus. The syllabi in all the subjects taught are completed 100%. In some cases, the students can get the chance of revision too. The evidence of the practice is also reflected in the results of the Institution which have always been higher than those of the University.

The student-participation in co-curricular, extra-curricular, sports and extension activities have been increased compared to the past records.

The practice also has resulted into low drop-out rate of the students.

All the Arts and Commerce Colleges are facing the crisis of students strength these days and more and more teachers are getting surplus. The Institution did suffer a setback in the number of students admitted; still the crisis is not as serious as it is for other such institutions in the vicinity.

(Additional information is attached separately)

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

The primary vision of the Institution is to cater higher education to the students of the town where it is situated and to the students of the surrounding tribal and rural areas. The Institution has succeeded in this mission to a great extent. 80 % of the total strength of the students comes from the tribal and rural areas in the vicinity and they belong to the SC, ST and OBC categories. Moreover, a considerable number of students are from financially backward families. 60 % of the students of the Institution are girl students. The Institution can take the credit for the high rate of higher education among the girls of the area.

In the Faculty of Arts, Gujarati, Hindi, History and Economics subjects are offered as core courses. In the Faculty of Commerce, Accountancy is offered as the core course. At PG level, Gujarati and History are offered as main subjects. Students can get employment with degrees in these subjects. The students graduated with B.A. degree can go either for M.A. or B.Ed. or LL.B programs. In the same way, the student graduated with B.Com degree can go either for M.Com or M.B.A or other professional courses. The student with post-graduate degree can go for B.Ed. or for research works.

There are two big industrial areas known as Gujarat Industrial Development Corporation (GIDC) surrounding the town. The students easily get employment there after graduation or after post-graduation. The students with B.Com degree especially have more chances to get employed there.

The Institution gives priority to the academic as well as the holistic development of the students. For this purpose, a number of curricular, co-curricular, extra-curricular, sports and extension activities are carried out throughout the year. The activities by the committees of the Student Council, Saptadhara, NSS, and NCC help student become responsible citizen and make them aware of their moral, social and national obligations.

The faculties of the Institution visit the higher secondary schools of the surrounding areas and address the students studying in the 12th standard. They inform them of the subjects taught in the Institution and their importance in getting employment. The employability gap has affected the strength of the Institution for the last few years. The Arts Faculty has suffered a great loss in this respect. The number of students opting languages as core courses is diminishing every year. To attract students in the Arts Faculty, the faculties help students pay the fees and thus help them get higher education.

The entire staffs are committed to the vision of the Institution and do their best in this regard. This can be seen in the low drop-out rate of the students and the results of the university exams. The faculties extend all possible help to the students. The financial help is given, informal mentoring is done, study materials and question banks are distributed, text-books are made available to them etc.

The Institution extends financial aid to the economically backward students who do not get any government scholarships. The students have to deposit a certain amount of money in the first year. They can claim it when they leave. The unclaimed amount of this deposit is transferred to the account of Student Aid. This amount is used to help economically backward students. The annual income of whose parents is less than 2 lakhs, can avail this facility. Apart from this, other criteria such as result of the previous examination, presence in the classroom, discipline, participation in other co-curricular activities etc. are taken into consideration while selecting students for institutional scholarships.

Every year, the faculties and some philanthropists of the town felicitate students who have excelled in the University exams by giving them cash prizes as scholarships. The students who performed well in the co-curricular, extra-curricular and sports activities are felicitated by gifts and trophies. The students selected for inter-college sports competitions are provided with sports uniforms and those selected for the inter-university or zone level sports competitions are provided with sports uniforms and track-suits.

Every year, sufficient number of textbooks and reference books of all the subjects taught in the Institution are purchased for the College Library. There is no permanent Librarian in the Institution; still, with the help of an ad hoc librarian and an ad hoc peon, a mechanism is made to make every book easily available to the students. The College Library is rich with sufficient copies of textbooks, reference books, books on competitive examination, journals and some rare books. The external students are also allowed to make use of the library with the permission from the Principal.

The Institution runs a Poor Boys Library for the economically backward students. It lends text-books to the needy students free of cost. Some faculties help students get second-hand textbooks free of cost from the upper-class students. Some faculties help students purchase textbooks.

Every year, a number of students come from the interior areas such as the Union Territory Silvassa and other villages of Kaparada Taluka to study here. As the Institution does not have any hostel facilities either for boys or girls, they find it difficult to live here to study. However, the faculties, especially, the local faculties, help them get affordable accommodation in the town. The alumni of the Institution too help students in this regard.

The rate of students appearing for various competitive examinations has remained very low. The Institution arranges a number of guest-lectures to make them aware of the competitive examinations and how they increase the chances of employment. A number of workshops are arranged every year for this purpose such as How to Make Resume, How to Face Interview etc. An ex-student of the Institution, Mr. Jagdish Patel, provides guidance for NET and GSLET examinations for the PG students of the Institution. Because of his

sincere efforts, around 25 students of the Institution appeared for the first time for NET examination last year.

NAAC

5. CONCLUSION

Additional Information :

After the assessment and accreditation by NAAC in 2010, the Institution tried its best to enhance the quality of the teaching-learning process. With the accreditation the Institution learned where it is and where and how far to go.

The Alumni Association and Parent Teacher Association were formed. Once a year, their combined meetings are held. The alumni and the parents are acquainted of the changing trends in the higher education and the activities carried out in the Institution. The Institution sincerely tries to implement valuable suggestions made by them during the meetings.

The accreditation inspired the faculties to do more research work in their respective subjects. At the time of the first cycle of accreditation, there was just one faculty with Ph.D. degree. Today, there are 4 faculties hold the Ph.D. degree and one is working on it.

Many faculties hold honorable positions in the committees formed by the University. A number of faculties visit other higher education institutes as guest-lecturers. Many veteran faculties work as External Superintendent during University examinations.

The faculty-participation in seminars, conferences, workshops and faculty development programs too has increased. Many faculties have published their books or research papers in national and inter-national journals.

The number of inter-class curricular, co-curricular, extra-curricular, sports and extension activities have been increased. Many inter-college competitions are also being held by the Institution.

The Udish committee of the Institution organizes a number of programs regarding career guidance, personality development, information for competitive examination etc. The committee also helps students get employment.

The three units of NSS and two wings of NSS one each for the boys and the girls carry out a number of extension activities which make students aware of their social, moral and national obligations.

Concluding Remarks :

The institution plans to do a number of things for the enhancement of the students. For that, there are enough infrastructural facilities and dedicated staffs. However, some vital issues such as the lack of funds have delimited the planning of the Institution.

The attraction for the Arts and Commerce faculties has been reducing among students for the last few years. After HSC, the students prefer technical, computer, nursing courses etc. Every year, the number of the students is receding in both the faculties. In the Arts Faculty, the picture is very worrying. The number of students opting Hindi and Gujarati is decreasing considerably. The faculties have to go to nearby schools to orient students to opt these subjects.

The most of the students of the Institution belong to the socially and economically backward students. The

alumni too are not in the position to help the Institution financially. In this case, fund-generation has become a problem and the Institution has to work with the available sources.

There are just two permanent persons in the administration: one is a junior clerk and the other a peon. The sanctioned 12 posts are vacant due to the government policy. However, the Management has recruited 10 ad hoc staff for the smooth and timely completion of the administrative works. This has been the situation for a long period. Two ad hoc faculties too have been recruited. A considerable amount is spent after the salary of these ad hoc faculties every month.

After a few years, the same situation will be seen in the teaching section. Around 2021, 60% of the permanent staffs are going to retire. Due to the government policy, they will not be replaced by the permanent faculties. The Management will have to recruit the ad hoc faculties in their places.

With all these constraints, the Institution has been doing its best to satisfy the stakeholders of the Institution. The number of co-curricular activities did not suffer from the fund crisis. The students have all the primary facilities in the Institution. The quality of teaching too has remained up to the mark.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
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><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>00</td><td>7</td><td>00</td><td>00</td><td>7</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	7	7	7	7	2017-18	2016-17	2015-16	2014-15	2013-14	00	7	00	00	7																				
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2017-18	2016-17	2015-16	2014-15	2013-14																																					
00	7	00	00	7																																					
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1057</td><td>1118</td><td>1278</td><td>1510</td><td>1467</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>522</td><td>419</td><td>521</td><td>656</td><td>688</td></tr></table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2580</td><td>2580</td><td>2580</td><td>2580</td><td>2580</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>890</td><td>890</td><td>890</td><td>890</td><td>890</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1057	1118	1278	1510	1467	2017-18	2016-17	2015-16	2014-15	2013-14	522	419	521	656	688	2017-18	2016-17	2015-16	2014-15	2013-14	2580	2580	2580	2580	2580	2017-18	2016-17	2015-16	2014-15	2013-14	890	890	890	890	890
2017-18	2016-17	2015-16	2014-15	2013-14																																					
1057	1118	1278	1510	1467																																					
2017-18	2016-17	2015-16	2014-15	2013-14																																					
522	419	521	656	688																																					
2017-18	2016-17	2015-16	2014-15	2013-14																																					
2580	2580	2580	2580	2580																																					
2017-18	2016-17	2015-16	2014-15	2013-14																																					
890	890	890	890	890																																					
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years																																								

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
985	1021	1185	1202	1202

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
399	288	357	436	436

Remark : As per the HEI claim in the response to the Metric (attached file). The number of actual students admitted from the reserved categories cannot be more than the Number of seats earmarked for reserved category as per GOI/State Govt rule for that year.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	03	03	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	03	03	02

Remark : The PhD of Dr GD Patel has been awarded on 20 Oct 2014 and hence she has not been accounted in 2013-14. PhD NOTIFICATION of Dr Solanki is of 15 April 2017 hence counted in 2017-18 only. The HEI has not provided the degree of Dr Solanki

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 : 549 years

Answer after DVV Verification: 549 years

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 3

Answer after DVV Verification: 01

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	8	3	2	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	06	01	03	

Remark : The HEI has included journals such as Research Digest, Think Different, King of Education World. These are on the UGC reject list. ref https://www.ugc.ac.in/journallist/4305_Journals.pdf.

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
7	9	8	3	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
07	08	08	03	05

Remark : As per the HEI data attached with the metric in response and the activities contained therein. The Activities conducted through NSS/ NCC/RC/YRC have been reported and considered here. Reports with photographs of the events signed by the coordinator and the principal have been attached.

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:

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2017-18	2016-17	2015-16	2014-15	2013-14
201	229	241	239	263

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
160	179	161	139	25

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 : 1

Answer after DVV Verification: 00

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
1.36500	0.92820	19.50985	0.46200	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.33400	00	19.33880	00	00

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
2.01163	2.58157	1.67548	1.07526	1.02416

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.40	1.457	1.48	1.34	0.66

	Remark : As per the HEI data attached with the metric in response in the form of Audited expenditure/income balance sheet high lighted for Annual expenditure for purchase of books and journals year-wise.																				
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 80 Answer after DVV Verification: 29</p> <p>Remark : As per the HEI data attached with the metric in response.</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>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:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1.41808</td><td>1.05402</td><td>19.59353</td><td>0.60200</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0.25500</td><td>1.39660</td><td>00</td><td>2.972</td><td>00</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1.41808	1.05402	19.59353	0.60200	0	2017-18	2016-17	2015-16	2014-15	2013-14	0.25500	1.39660	00	2.972	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
1.41808	1.05402	19.59353	0.60200	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0.25500	1.39660	00	2.972	00																	
5.1.4	<p>Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>895</td><td>655</td><td>643</td><td>350</td><td>415</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>191</td><td>116</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : As per the HEI data attached with the metric in response and the students attendance provided.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	895	655	643	350	415	2017-18	2016-17	2015-16	2014-15	2013-14	191	116	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
895	655	643	350	415																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
191	116	00	00	00																	
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
32	26	25	21	18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	05	05	04

Remark : As per the HEI data attached with the metric in response and the activities contained therein, participation in inter-college is not eligible as sports and cultural activities / competitions organised at the institution level.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	7	9	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	4	7	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	0	19	0

Answer After DVV Verification :

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

00	00	0	00	0
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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><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>26</td><td>21</td><td>19</td><td>15</td><td>17</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>09</td><td>06</td><td>04</td><td>04</td><td>04</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	26	21	19	15	17	2017-18	2016-17	2015-16	2014-15	2013-14	09	06	04	04	04
2017-18	2016-17	2015-16	2014-15	2013-14																	
26	21	19	15	17																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
09	06	04	04	04																	
6.5.4	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none">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 improvements2. Academic Administrative Audit (AAA) and initiation of follow up action3. Participation in NIRF4. ISO Certification5. NBA or any other quality audit <p>Answer before DVV Verification : D. Any 1 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : As per the HEI websitehttp://www.jppacc.org/iqac_meetings.php the is holding 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.</p>																				
7.1.17	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

8	8	9	4	7
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
07	07	08	4	06

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1057</td><td>1118</td><td>1278</td><td>1510</td><td>1467</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1067</td><td>1181</td><td>1287</td><td>1530</td><td>1558</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1057	1118	1278	1510	1467	2017-18	2016-17	2015-16	2014-15	2013-14	1067	1181	1287	1530	1558
2017-18	2016-17	2015-16	2014-15	2013-14																	
1057	1118	1278	1510	1467																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1067	1181	1287	1530	1558																	
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1202</td><td>1202</td><td>1202</td><td>1202</td><td>1202</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>436</td><td>436</td><td>436</td><td>436</td><td>436</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1202	1202	1202	1202	1202	2017-18	2016-17	2015-16	2014-15	2013-14	436	436	436	436	436
2017-18	2016-17	2015-16	2014-15	2013-14																	
1202	1202	1202	1202	1202																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
436	436	436	436	436																	
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>320</td><td>401</td><td>421</td><td>479</td><td>412</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>322</td><td>401</td><td>421</td><td>479</td><td>412</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	320	401	421	479	412	2017-18	2016-17	2015-16	2014-15	2013-14	322	401	421	479	412
2017-18	2016-17	2015-16	2014-15	2013-14																	
320	401	421	479	412																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
322	401	421	479	412																	
2.1	Number of full time teachers year-wise during the last five years																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	19	19	19	19

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	18	19	19	18

3.2 Total Expenditure 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
2672677	2529404	3728851	3101017	3037558

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26.73	25.29	37.29	31.01	30.38

3.3 Number of computers
 Answer before DVV Verification : 39
 Answer after DVV Verification : 01