

NAAC Re-Accreditation Self-study Report – 2017

**Shri Manibhai Ranchodji Desai Arts &
Shri E.E.L. Kosadia Commerce
College, Chikhli**

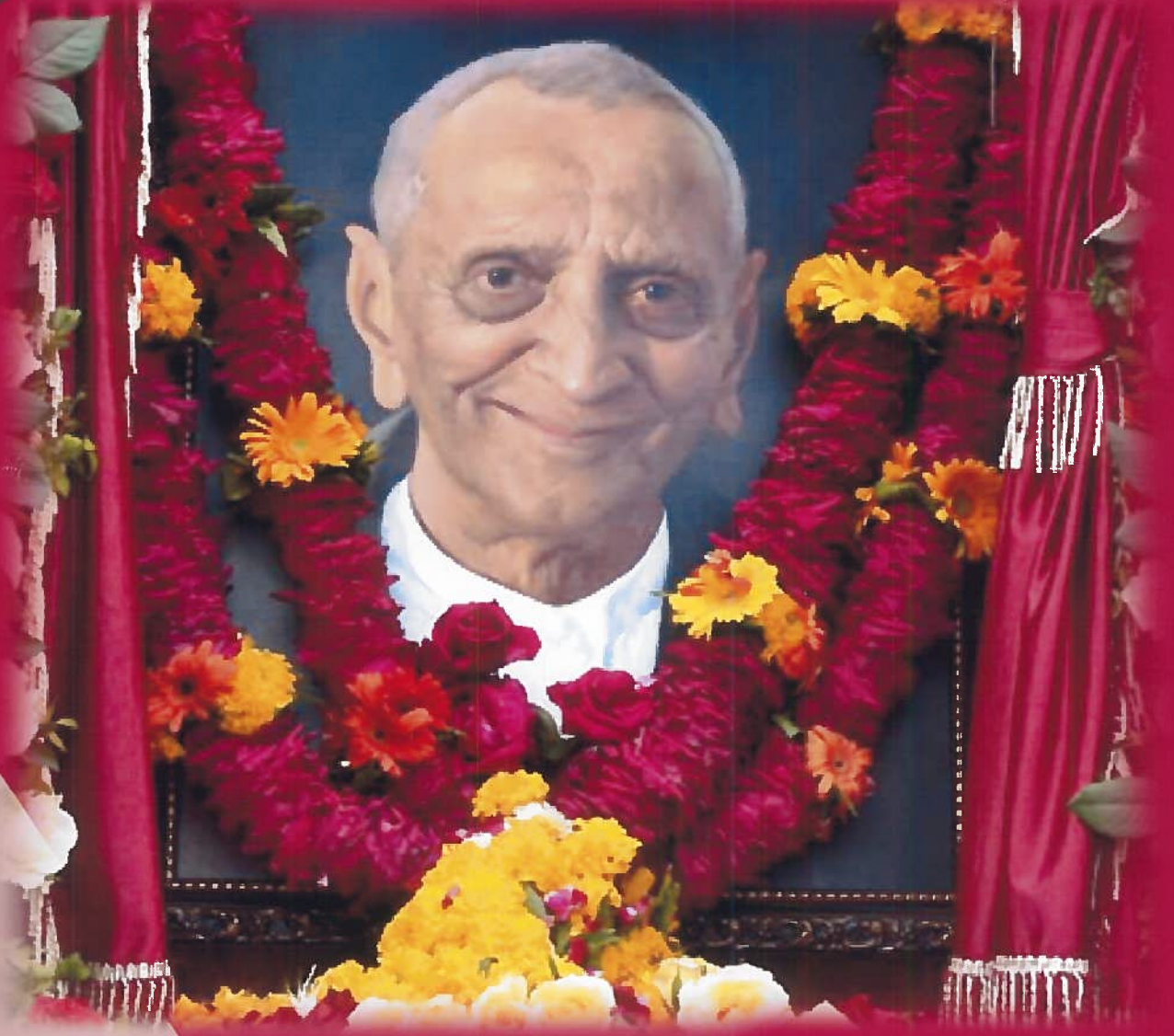
**Affiliated to
Veer Narmad South Gujarat University, Surat**



Self Study Report 2017 Second Cycle of Re-Accreditation Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL,

P.O. Box No. – 1075, Nagarbhavi Bangalore – 560072



WE ARE BLESSED BY LATE SHRI MOHANLAL MANIBHAI DESAI

(BIRTH: 27-03-1915 - DEMISE: 13-11-1999)

“ દુ વિદાય થઈ જાઉં પછી મારા વિચાર
તમારી કને આવે,
જેમ સૂર્યાસ્તની સરહદ ઉપર
તારાસૃષ્ટિનું મૌન વ્યાપે”

*Let my thoughts come to you
when I am gone,
Like afterglow of sunset
at the margin of starry silence*

-Rabindranath Tagore

The Director
National Assessment and Accreditation Council (NAAC)
Nagarbhavi, Bangalore – 560072, India

Sub: Uploading SELF STUDY REPORT – 2017 of M. R. Desai Arts & E.E.L.Kosadia Commerce College, Chikhli, Gujarat for second cycle Re-Accreditation 2017 on our official website.

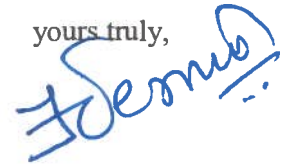
Sir,

In compliance of our LOI requirement, hereby we most modestly upload our self study report – 2017 on our official website for second cycle Re-Accreditation focusing the key aspects of our esteemed institution during the post – accreditation period, along with enclosures.

Awaiting your decision, we heartily look forward to welcome peer- team visit at our institution.

Thanking you in anticipation,

yours truly,



(Prin. Dr. Falguni H. Desai)

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PREFACE

We are glad to present ourselves for second cycle of NAAC accreditation. We place our self-study report, constituting our strengths and weaknesses. We represent ourselves with faith and conviction that re-accreditation will add to our developmental road map of glorious future of hope and alliance.

“Faith is composed of the heart’s intension.

Light comes through faith.

Through faith men come to prayers,

Faith in the morning, Faith at noon

And at the setting of the sun,

O Faith, give us faith!”

Shri M.R.Desai Arts and E.E.L.K. Commerce College was established in 1969. Education is a liberating force which trains us to go beyond barriers of caste, creed, race, region, religion and so on. In such context Late Shri Nanubhai Desai, Late Shri Mohanlal Desai, other philanthropists and many other anonymous individuals shaped Arts & Commerce College in Chikhli for educating and uplifting the economically weak and educationally challenged people of the tribal belt. College was closed in 1970 shri Mohankaka mortgaged his whole property to reopen the college, it was his inner strength that rejuvenated the spirit of the institution and though not with us in physical presence he is spiritually constantly by our side.

The pious thought of educating the tribal belt and establishment of college in Chikhli, which was a very small and remote place in those days is in itself a step towards improving the educational status of tribal belt. Hence it is a quality initiative in itself. We constantly strive to uplift the educational status of our tribal students. Our institution is a boon for tribal students as we provide and upgrade educational opportunity to the deprived remote and sparsely located areas. After its establishment Shri M.R.Desai Arts and E.E.L.K. Commerce College continues it’s steady journey towards continuous progress with the promotional and determinant efforts of Vimal Uchchar Kelavani Trust.

Gratitude is one way of recognizing God in everything. We express our deep sense of gratitude towards NAAC peer team for examining our system and validating our claims in our first accreditation cycle.

The valuable suggestions of NAAC peer team lead us to re-invent our potentialities and improve on our limitations. We have made all possible efforts to implement the suggestions of NAAC, first cycle of accreditation.

We announce with pride that our glory as institution is due to very able guidance of Vimal Uchchar Kelavani Trust, generous support and encouragement of its members that motivate us to discover new horizons. Management, teaching and non-teaching staff function as a team and the same team work can be envisioned in our self-study report. We upheld our fidelity towards our institution so, we place our heads where others place their feet. Responsibility, dedication and commitment are our limbs to achieve our goals. Our goals command our thoughts, liberate our energy and inspire our hopes.

We present ourselves for quality inspection by NAAC in order to obtain accreditation status that will make us serve our stakeholders in best possible manner. We ensure to sustain our commitment for quality improvement and sustenance process in education, as specified by NAAC. Our team is eagerly waiting for NAAC peer team visit and we are looking forward to it.

Thanking You in Anticipation

Yours faithfully,

(Prin.Dr. Falguni Desai)

Shri M.R.D. Arts & E.E.L.K. Commerce
College, Chikhli, Gujarat.

A. EXECUTIVE SUMMARY

Shri M.R.Desai Arts and E.E.L.K. Commerce College was established in 1969 to avail educational opportunities for holistic development of tribal students, in fulfillment of all the specifications laid by the University Grants Commission, Veer Narmad South Gujarat University (the affiliating University), the Government of Gujarat and the National Assessment and Accreditation council (NAAC). Our institution was accredited in the first cycle; we have made humble efforts to execute the valuable suggestions made by esteemed members of peer team in first cycle of accreditation. The major suggestions were,

- To start P.G. courses in Arts and commerce
- To start U. G. course in Science

We are glad that we could implement the suggestions of NAAC for quality enhancement of our institution. We started, M.Com. (P.G. in commerce) and U.G. in Arts(English) and science (B.Sc.chemistry, SF). Circumstance did not permit grant-in-aid facilities but our Vimal Uchchar Kelavani Trust strived hard and started self- finance course in science, so that the tribal students could get the opportunity to study in science stream. List of our tustees is as follows.

| Sr.No. | Name of the Trustee | Designation |
|---------------|----------------------------|--------------------|
| 1 | Arvindhbai M. Desai | Senior Trustee |
| 2 | Darshan A. Desai | ManagingTrustee |
| 3 | Suvarnaben A. Desai | Trustee |
| 4 | Sonalben D. Desai | Trustee |
| 5 | Jagabhai Gopalji Patel | Trustee |
| 6 | Gulabbhai Jivanji Patel | Trustee |
| 7 | Maheshbhai A. Desai | Trustee |
| 8 | Zebunnisha S. Patel | Trustee |

For the elixir of our institution at first the dream to start a college in tribal region almost seemed improbable. Then on other hand we had financial constrains; but as we summoned the “*Will*”, our dreams became inevitable. We were determined to serve the tribal and rural society in maximum possible manner with minimum resources available to us.

To visualize the dream of our founder members we let our students realize that, to our economically and socially deprived students, we shall teach what they wish to learn and we insists that they shall learn what they have no taste or capacity for. We make our tribal students realize that college is a place for delightful labor; it is not an odious or unhealthy place where young people are tempted to the frivolous amusement to rally their jaded spirit.

We are constantly aware of the fact that we work in a tribal belt, therefore we do not aim to create scholarship through compulsion. We always insist at awakening pure interest in knowledge. As instructors of this mission we open to our students the significance study has for them.

IQAC of our college was (established) formed on 01/06/2011 after the first assessment in 2007, wherein college was accredited with 2.37 CGPA, grade B. The IQAC of the college has developed several quality assurance parameters within the exiting academic and administrative system. Keeping in mind this mission we unfold to our students the significance study has for them.

As quality assurance mechanism we allow freedom and autonomy, accelerating the space of reformation in teaching, learning, administration and other activities directed towards holistic development of our students. We target to explore avenues as how we should enhance local and global economy. We give due recognition to creativity, innovation, originality of thought as this can turn information and knowledge into wealth and wisdom.

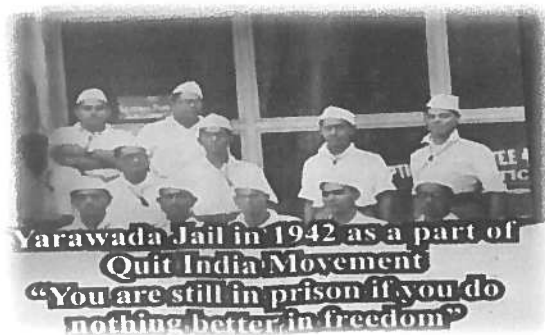
IQAC collects, maintains and analyzes the documents directly and also through college office. It draws a roadmap, makes policies and plans regarding quality assurance that are communicated through meeting of various sub-committees, teachers unit, non-teaching staff unit, student union, alumni, UGC, University and State Government through different reports submitted annually. (e.g. ‘Annual Academic Audit by KCG – Knowledge Consortium of Gujarat). Representatives of the Trust, teachers, students, and non-teaching staff are the part of IQAC.

We have post-independent pattern, well constructed and well equipped college building with airy classrooms and eco friendly ambiance. We uphold sports and other co-curricular activities on our campus. We have indoor stadium and lush green play ground. We have a separate small unit for our Dr. Babasaheb Ambedkar Open University study center. In short, as an institution we have grown through period of time by soul, spirit and as an organization.

Shri Aurobindo says that, if education is to bring out to full advantage all that is in the individual child we should first guarantee a safe custody of all that is in individual. Nothing is to be lost or damaged, twisted or crushed.

Everyone has in him something divine, something his own, a chance of perfection and strength in however small a sphere which God offers him to take or refuse. That divinity in man is not to be offended, that chance of perfection is not to be lost, and that spark of strength is not to be extinguished.

We believe that the task of any institution is to help the individual to feel that touch of divinity to find that 'something', to develop it, and use it. Education should help that growing soul to draw out the best that is within and make it perfect for a noble cause. We as an institution thus function to unfold the divinity in our students leading to their holistic development.



**He guides us, inspires us and blesses us Our guiding star and elixir
Late Shri Mohanlal Manilal Desai
is always with us.**

OVERVIEW OF M.R.DESAI ARTS & E.E.L.K. COMMERCE COLLEGE

**First of its kind, established in our tribal belt: unique endeavor of
Vimal Uchcharat Kelavani Trust**

The Manibhai Ranchhodji Desai Arts and Esmail Esab Laher Kosadia commerce college, well-known as M.R. Desai Arts and E.E. L.K. Commerce College, Chikhli, is first of its kind established in tribal belt. We are a unique institution of higher education that provides relevant and meaningful educational opportunities to tribal and non-tribal students. The college is managed by the Vimal Uchcharat Kelavani Trust. The Hindi/Gujarati word Vimal is formation of three alphabets – विमल

Viz-

- वि - Here the alphabet 'वे' stands for Vansada – the tribal constituency
- म - It stands for Mahuwa the other tribal constituency
- ल - Etymologically 'ल' is taken from the last alphabet of चिखली.

The third part of tribal area of south Gujarat, i.e. Chikhli, and the villages surrounding Chikhli, including the forest and tribal area of Dangs and Saputara.

वि + म + ल = 'विमल' / 'Vimal' which means '*Pure*' – here it stands for the phrase, *with pure intensions*. Thus in many ways we are unique institution of higher education providing relevant and meaningful educational opportunities to tribal belt for holistic development of unprivileged students.

We have campus in **482129.41 sq. ft.** Net total area with lush green cricket ground, post-independence area infrastructure, hostel building, staff quarters, courts, play-fields and gardens. We have courses like Bachelor of Science, Bachelor of Computer Applications SF on the same campus, these are our contemporary endeavors. Bachelor of Science course was suggested to us in first cycle of accreditation and we have fulfilled the same. Thus the concepts of sovereignty, self-determination and educating the tribal community are inherent in our approaches to teaching – learning and holistic development of students that integrate economic, social, political growth of the Nation.

Our aim is to make quality education affordable and accessible to tribal and non-tribal students of our area. We have UG to PG level courses including M.Phil and Ph.D programs in faculty of Arts and Commerce, Science and Computer Application.



All our dreams can come true if we have the courage to pursue them.

A. CRITERION WISE ANALYTICAL REPORT

CRITERION: I

CURRICULAR ASPECTS

The institution holds a vision to be leading source for education, workforce training, economic, physical, mental, intellectual and social and the spiritual development of tribal and the non-tribal population. This is a post- independence undertaking of Vimal Uchchattar kelavani Trust, to educate and uplift the status of educationally, economically and socially deprived people of three talukas on tribal belt, namely;

- 1) Vansda
- 2) Mahuva
- 3) Chikhli

Our vision is translated in our actions. We are heading towards our goal slowly and steadily with firm steps. We are affiliated to Veer Narmad South Gujarat University, Surat, so we have to follow the curricular patterns decided by the university. We follow the 'Choice Based Credit System' with cycle of two semesters per year in graduation course of three years. For Post- graduation, we have four semesters in two years.

To keep in pace with the fast changing global trends the syllabus is up-graded in rotation of three years by our Veer Narmad South Gujarat University. Our faculty members are members of 'Board of Studies' at university, in this way we are the part of curriculum framing. Our faculties have been resource persons at 'Sandhan'- BISAG programs.

We offer six UG programs in Arts and one UG program in commerce. We have three PG programs. We have started UG program in English honors to cater to the need of our area. We arrange remedial coaching for slow learners under various schemes availed to us by UGC. Coaching for competitive exams like NET, SLET, GPSC are regularly organized on our campus. We have able senior faculty, who focus on capacity building of our tribal students.

The Progression of under-privileged tribal belt and holistic educational approach can prepare the real agents of social & economic change. They can effectively respond to the challenges of global demands. In imparting such education curriculum plays a vital role, so within given framework we make ardent efforts for:

- Preparing our tribal & rural students to meet demands and challenges of future.
- Developing basic skills of learners, inculcating character, personality and qualities of leadership.
- Developing social aptitude, environmental awareness and value orientation among learners.
- Ultimately we aspire to give to the society and Nation, committed citizens and motivated individuals.

Change is an important element of curriculum dynamics and we have to study and manage change on national level for a better future. In order to cope with change and the emerging problems, we have to accept a contemporary and proactive conception of problem solving in a life-long learning process, predicting future problems, thinking of their solutions and the actualization of these processes for the betterment of individuals, society and culture and our Nation as a whole. We know that curriculum is an expression and a product of the society and can contribute to progress of the society and the Nation.

To put it in Swami Vivekananda words while learning, “You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul. Books are infinite in number and time is short. The secret of knowledge is to take what is essential. Take that and try to live up to it.”

CRITERION: II

TEACHING – LEARNING AND EVALUATION

We have already mentioned that we are given fixed curriculum and formatted syllabus by the University we are affiliated to. Even then our preparation is in accordance with basic recognition of Swami Vivekananda that education is a – “Man making process”.

The curricular aspects reflect and reinforce the humanistic ideas and liberating values. We deliver the given set of prescribed curriculum in such a way that along with delivering information and imparting knowledge, it aptly expands the understanding of our pupils.

Along with fixed framework of curriculum, we take care to see that we impart scientific aptitude, practical relevance, future vision and moral values in communion with nature as envisaged by great people like Gandhi and Tagore.

We follow the academic calendar given to us by our university. Best methods of teaching – learning process are adopted by our teachers, like ICT, presentations, PPT, charts, discussions, Seminars etc. We arrange extra coaching for the students who actively participate in sports. Our faculty update themselves by participating in seminars, conferences, workshops, and refresher and orientation courses. Teachers maintain teacher’s diary and they plan their teaching schedule. Our faculty adopts innovative approaches of teaching- learning by introducing the learners to digital class-rooms, smart board, LCD, projectors, field work, educational tours, industrial visits, small surveys, environmental awareness programs, nature as teacher etc.

In evaluation system we have separate examination section and examination committee at college level. We follow exam pattern of our University. We offer need based B.Sc. and BCA self finance, programs managed by our Trust on our campus.

For, imparting educational opportunities to different sections of the society, unable to pursue education due to their responsibilities and commitments, we have Babasaheb Ambedkar Open University, Distance learning center.

In a way it is a boon to the students since 1998 to 2016 nearly 7000 students are benefited from our distance learning Center. We have separate small building to facilitate

our BAOU learners. We offer 10- UG, 03- PG courses and 19 certificate courses in BAOU study center. In 2013 we had total 1060 students, in year 2014, 248 students and in year 2015, 918 students were there in BAOU study center.

We regularly published college prospectus to avail students about the admission process and unique features of the college. We publish annually our college magazine "Vimal" highlighting our results, academic, sports and other student and over all achievements. We have been publishing it since inception of our college. This year we published "Vidhyarthi Pathay" booklet of prayer for newly enrolled students.

True knowledge is not attained by thinking. It is what you are; it is what you become. The whole phenomenon of becoming happens in heart of the institute that is the library of the college. Our college library is named after Maharishi Aurbindo. Our library is learning resource center with computer, internet and photo-copying facilities. We have approximately **46108** titles in our library.

We have facilities for economically weaker section of society, where we issue books for entire year. We subscribe journals, magazines and periodicals. We welcome suggestions from faculties as well as students for reformation and better library services.

We have separate library for our BCA and B.Sc. students. We have IQAC; it charts the activities, monitors the execution and decides the quality benchmarks, in teaching- learning, research, physical facilities and everything concerned with holistic development of our institution.

CITTERION: III

RESEARCH-CONSULTANCY AND EXRENTION

Research is a culture. Each institute finds its own ways to institutionalize the culture of research. As a tribal area college we believe that we are in progression of building research culture. For institutionalizing culture of research we need good leadership, appropriate management structure, research oriented environment, infrastructure and funds. As an institution we believe that structure of programs, pedagogical approach in teaching-learning process, projects between the terms, co-curricular activities provide opportunities to inculcate research culture.

We encourage faculties and students to pursue research. We offer M.Phil and Ph.D guidance. We have four UGC minor research projects at our credit. One major research project is completed by the head of our institute. The major research project entitled: "Special education program for primary children of Adivasi belt of Uchchhal, Nizar and Tapi District". The project was funded by Government of Gujarat, while our head of institution was on deputation at Children's University, Gandhinagar.

We organized many UGC sponsored seminars and conferences of State and National level after first cycle of accreditation. To name a few-

1. UGC sponsored conference on *Personality Development for the students of Veer Narmad South Gujarat University, Surat*, 6th – 7th December 2008.
2. UGC sponsored State level Seminar on *Economic Development and Environmental issues*, 23rd August 2008.
3. UGC sponsored seminar on *Poetics and Literary Criticism*, - 20th September 2008.
4. UGC sponsored seminar on *Indian Women Novelists*- 17th September 2008.
5. *NAAC sponsored seminar on IQAC, Functioning and Formation of Internal Quality Assurance Cell*, and 20th - 30th November, 2008.
6. State level Conference on *Chhayavad Aur Aaj* – 25th January, 2010.
7. National level *Gujarati Sahitaya Adhyapak Sajjatta Shibir* – 3rd Sept. 2011.
8. National conference on *Prayojanmulak Hindi Literature* 22nd February, 2015.
9. National Conference in *Sanskrit Sahitya Mein Yugbodh* – 19th March, 2016.
10. Skill Development workshop on *Entrepreneurship Development* with unit of Government of Gujarat, Gandhinagar, 8th September, 2016.

11. National Conference on *Education for Holistic Development* -13th January, 2017.
12. State level seminar on *Gujarati Sahitya Ma Daxin Gujarat Na Sarjakonu Pradan* -28th January, 2017.

We have rich collection of books in our library; we have computer, printing, internet and photocopying facilities in our library. Our PG centers have able visiting faculties with research aptitude. Our teaching staff is active in publication of papers in journals and books. They participate and present papers at various State, National and international level conferences.

Extension activities keep throbbing by “Sarda Foundation” working for welfare of women and children. We have a project called “Akshay Patra Yojna” where we collect clothes, foods & other life useful goods and distribute it among poor and needy. We have active NSS and NCC units as best examples of our extension activities. We carry out activities of ‘Red Ribbon Club’ and ‘Red-cross’ society. Our faculty members attend training programs organized by KCG, Government of Gujarat and other such recognized bodies. Students and teachers are motivated and encouraged by ‘IQAC’ to participate in research, consultancy and extension activities. It monitors various initiatives, develops networking at all stages, strives for improvement, avails for opportunities, alarms about the threats and asks for advance planning and organized, systematic approach. It encourages teachers to conduct value oriented, student centered activities by moral support, suggestions and appreciation.

In spite of limited funds, economic crisis, lack of autonomy and constraints of affiliation we do not aim only at the class-room teaching or examination oriented approach. We are responsive to the changing scenario of education and gradually we can visualize the changes happening. By developing the culture of research and extension we aim at inculcating and promoting following qualities in our faculties and students.

- Leadership
- Motivation
- Enterprise
- Participation
- Social Harmony

- Spirit of Integration
- Emerging as good human being

When global opportunities are in the air, even though we are a tribal college, we can't give any excuses regarding our marginal tribal identity. On very grass-root level we have known our strengths and weaknesses in areas of research and extension. We adopt positive outlook towards growth options within whatever framework we have. We have no complains, instead we tend to make optimum use of available resources.

We are aware of the fact that misplaced sympathies tend to lead on misplaced prioritization and the misplaced priorities never allow the holistic process of growth to operate effectively.

We invite expert lectures and arrange talks of renowned scholars and personalities on our campus. By continuous and periodic exposure to the best research minds we spread research culture among students. We know that it takes time to develop and sustain a culture of research, it takes time to build mechanism and it takes effort to sustain them and we are always in process to do so.

CRITERION: IV

INFRASTRUCTURE AND LEARNING RESOURCES

We shape the campus and the campus shapes us. We believe that the quantum of the infrastructure does not decide the potentiality of the institute, but at the same time we need reasonably well maintained updated infrastructure to keep in pace with the changing times. Since years we have always strived to improve on available infrastructure and learning resources.

Our campus is having a vast area of 482129.41 sq.ft with lush green cricket ground, play fields, basket-ball court, hostels, academic and administrative building, BAOU study center, and gymnasium.

Our play ground / Cricket ground is covering area of 11887.00 sq. ft. Gymnasium is with badminton court, table tennis room, chess facilities with up area of room & much more. Basket- ball court covers 5272.40 sq. ft. area.

We have academic building with airy spacious class-rooms. Total number of class-rooms is 21 in main building. Total number of rooms including, Mohankaka hall, staff rooms, library and offices is 44. We have a spacious hall which covers 2800 sq. ft. area. We have dell lab, conference hall & seminar room. We have separate small building for our BAOU study center, administration block. We have IQAC and UGC offices.

Our central library is named after Shri Aurbindo - "Arvind Bhavan". It is airy and spacious place with 2025 sq. ft. carpet area. We ensure optimum utilization of available recourses, keeping in view the preset standards. We have 44 rooms in use, in our main building. We have self-finance programs like BCA and B.Sc. on our campus managed by our Trust. We lend our Gymkhana for free coaching and training to aspiring sports lovers of surrounding area. National/ State level and University level tournaments are held on our college ground. We organize Late Shri Mohankaka Cricket Tournament every year. Various meeting and activities of NGO's are held in our conference hall, Arvind hall and activity hall, e.g. activities of Lions, Rotary, Inerwheel, Lioness, and Giants etc clubs are held on our campus. Our playground is provided to different communities on request to held cricket and other sports events.

The quality of higher education institution is multi-dimensional. NAAC had issued a set of 'Guide lines on Quality Indicators in Library and Information Services' to improve the quality of learning resource center in colleges. We are aware of the fact that the quality of library and information services offered in higher education is a serious matter. We organize 'User Orientation Program' for training students to use the college library resources.

Our building is used for Vidhan-sabha - Lok-sabha elections and various Taluka, Jilla panchayat elections. We arrange co-curricular academic and other activities for the holistic development of our students. We held activities under the 'Saptadhara' supported by State government, where we promote art, culture, drama and creativity in students. Our NCC unit organizes various camps, a Mega National camp CATC was held in 2012 & 2014, where more than 500 NCC cadets participated. NCC examinations and special training is held regularly on our campus. Our NSS wing is active with two units. We organize personality development & holistic developments workshops for our students. We conduct Yoga classes on regular basis on every Saturday. We arrange lecture series, Yoga camps and study circles. Our Red- cross and Red- Ribbon clubs are also equally active.

We have started IQAC since 2011. We organized a NAAC sponsored National level workshop on IQAC in 2008. We have Grievance and Readdressal unit, Women Empowerment Cell, Campus Beautification Committee, Career Guidance Cell, Udisha Cell, etc.

We plan our budget from the fees that we receive and use it as per the heads mentioned by University circulars. We use the financial and other resources for maximum benefit of our student. To give an example one of our Adivasi student, Miss Sarita Gayakwad who was selected or rather searched by us from her school in Adivasi area. We brought her to college recognized her talent in athletics and we are proud of her National achievements in athletics. We availed her all financial assistance and provided her with special coaching and sports goods and accessories.

We have spacious main college building, well- maintained greenery on our campus. On the whole our campus is having blissful and pleasant ambiance.

Our campus atmosphere is free from noise, smoke, pollution etc, it is having pleasant site and good topography, with simple but well designed ventilated, lighted, airy infrastructure.

Indians are the inheritors of rich tradition of Gurukul which can be traced out from old Bhartiya Scriptures. In our bed time stories of our grandmother, during our childhood we have known about the 'Gurukul' tradition of Krishna and Sudama. If we have deeper study in our ancient tradition then we discover that 'Gurukul' had best systems for holistic development of *Shishya*. These *Gurukuls* in later period of Indian history reformed into *Vidhyalayas* that had well-suited simple but organized infrastructure and learning resources. They functioned on the principle of making the maximum out of the minimum resources available. Self- organization and self-service were their main themes. We have to carry forward the legacy of the system we inherited from our glorious past, adapting the changes to keep in pace with the fast changing demands of global system.

CITTERION: V

STUDENT SUPPORT AND PROGRESSION

We promote student centered culture and not simply a system – centered prototype. The ‘Quality- Assurance’ is gaining wider acceptance across the globe. We believe that students being on integral part of higher education community must be seen as partners who are in center of interest of higher educational institutions.

We ensure that students have a voice at all stages as they are the primary source of transformation. They are inarguably our most important stakeholders and also quality assurance mechanisms. We are aware of the fact that higher education is about the enhancement and empowerment of students, at the same time we have a strong conviction that higher education is about participation in process of learning for transformation.

We publish student’s information and annual activities in college magazine entitled ‘Vimal’. As said earlier first alphabet in *Vimal* stands for Vansda, second stands for Mahuva and the third stands for Chikhli. Symbolizing the tribal belt and institution established for elevating the status of tribal belt.

Our *Vimal* magazine constitutes editor’s word, Principal and Trustee’s message with annual report of the college, details of results and prize winners of various activities conducted in the college throughout the year. It publishes articles and poems written by the student’s glimpses of annual gathering, NSS, NCC, sports, cultural wing etc. It publishes the yearly final audited accounts of the college. Thus it is instrumental in motivating and informing the students about the progress and activities of the college. We have preserved all copies of *Vimal* published since 1970-71 till date.

We have provision for “Student Aid Fund” we pay fees of student with outstanding performance in sports, cultural academics. We use the fund in case of urgency where, we provide medical treatment to students if injured while playing sports/games. By the activities of ‘Planning forum’ we promote the entrepreneurial skill on theoretical level. We invite C.A.s, Bank Managers, Directors of Dairy, and Counselors etc to guide our students. We have insurance of all students enrolled with us ‘New India’ insurance company.

We provide counseling to students during admission procedure; we have formed an admission committee on college level. We have also formed a committee to prevent sexual harassment of women. We have a grievance and redressed corner. We have (SF) BCA course on our campus where students acquire computer skills, for other students we have computer cell-network resource center. We offer short value added courses in BAOU, our regular full-time students can opt for same along with their graduation. For holistic development of our students we give utmost importance to sports. To encourage participation of the students in sports and games we take regular measure like:

- We provide sports dress and shoes
- We provide track-suits
- We pay the fees
- We arrange for expert coaches
- We provide latest kit for games
- We assure regular practice and we take regular attendance
- We send our students to participate in sports providing TA, DA.
- We arrange timely medical checkup
- We teach them game strategies and our PTI gives regular lecture and understanding on different sports. We give counseling and extra- coaching.
- We teach them to develop team work and team spirit.

We encourage our students to display their creative work, poems, paintings etc on display boards in the college. We carry out activity entitled “Khusnuma Zindagi”. We publish “Vidyarthi Pathay” a prayer booklet for students.

Election of student council is held every year according to the guidelines of Veer Narmad South Gujarat University. General Secretary is policy decision maker in the council. This develops leadership qualities in students. We have student’s representation in finance, gymkhana, cultural, debate, tourism, planning forum & magazine committee.

We collect feedback on campus, library, sports, overall teaching-learning process and ‘My Journey at MRDesai Arts and EELK Commerce College.’ We evaluate this feedback, forward it to our Trust and introduce reforms accordingly in physical facilities, teaching-learning etc.

Our NCC activity is also quite remarkable many of our students are recruited in Indian army with the support and encouragement of our NCC officers and staff. Government scholarships are regularly availed to our SC/ST students with support and efforts of our diligent administrative staff. We also provide them with food bill under the provision of government scheme, the beneficiaries are the boys staying in the hostel.

In 1969 we started the college with 148 students, among them 65 were in Arts faculty. In 1970-71 due to financial crisis our affiliation with university was cancelled. The future of the institution was very uncertain, 10 teachers, 04 peons, 04 clerks were also jobless, students had to seek admissions elsewhere. University asked for refund of deposited amount. But like a ray of hope some philanthropist along with Late Shri Mohankaka restarted the college with great courage and zest in favor of supporting thousands of Adivasi students of this tribal belt.

The college which started with mission of educating tribal belt initially within 10 years of its establishment in 1978- 79 the strength of Adivasi students rised to 19% of total strength in 1979-80 it rised to 40%. From total strength 82% students availed scholarships and free education. We executed our mission and vision of educating and tribal through our actions and plans. For students support we started PG Hindi from 1973, PG Sanskrit from 1990, and M.Com. from year 2002.

In 1969 we had 45 SC/ST tribal students; in 1983-84 it rised to 801 i.e. increase of 750 students. In 1991-92 numbers of girls 1384, number of boys 1289 total strength 2673. SC/ST students in 1983-84 was 750, in 1984-85 it was 930.

Total number of girls 35 during inception of the college in 1969 in 1984-85 number of Adivasi girls SC/ST rised to 967, it showed a kind of revolution.

This was actualization of our mission of educating the tribals.

We received financial assistance from UGC for student support under 'Remedial Course Scheme' Rs.100000/- in IXth plan. We received Rs.34680/- under same scheme in Xth plan. In XIth plan we received Rs. 600000/- under the scheme of colleges with relatively higher proportion of SC/ST. We have strived to obtain maximum UGC financial assistance for benefit of our students. A bird's eye view of the assistance received till XIth plan is as follows.

UGC

| Particulars | UGC Assistance Plans | | |
|---|----------------------|--|---------------------------------------|
| | Five Year Plans | IX th (Amt.) (1998-2003) | X th (Amt.) (2003-2008) |
| • Books & Journals | 200000 | 242760 | 200000 |
| • Equipment | 200000 | 242760 | |
| • Remedial Coaching | 100000 | 34680 | |
| • Extension Activities | | 69360 | |
| • Building Renovation | | 624240 | |
| • PTAC | 50000 | | |
| • Conveyance allowance to students | | | 180000 |
| • Improvement of facilities in the exiting promises | - | - | 200000 |
| • Developing & implementing the location specific curriculars | - | - | 20000 |
| • Funds to the colleges with higher proportion of SC/ST/OBC | - | - | 120000 |
| • Furniture fixtures for new classrooms | - | - | 40000 |
| • Grant for colleges in backward area. | | | 200000 |
| • Equipments including PC | | | 10000 |
| • NRC-computer and internet connectivity | | | 111600 |
| • Remedial coaching | | | 620000 |
| • Net/SLET Coaching | | | 440000 |
| • Coaching SC/ST/OBC | | | 620000 |
| • Career Counseling | | | 180000 |

Start where you are. Use what you have. Do what you can.

CRITERION: VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

We know that the successful institution has one major attribute that is effective instructional management. The best plan, policies and practices are destined to fail, if they are not backed by proper administrations. It is believed that public service organizations are “institutions” in some regards like business firm and therefore are equally in need of management. We believe in team endeavors and our efforts are always directed towards it. All have equal involvement in the activities of the institution. We do not insist planning from the top but we start from the root as we intend to grow steadily and healthily. We are not sectional but our approaches are always integrated.

As per our vision and mission we impart educational opportunity to students of deprived, remote, Adivasi tribal students. We aim at holistic development of our students. We train them to be the responsible and noble, disciplined citizens of nation. As we are aware of the fact that good leaders and managers including teachers make good institutions, good institutions make good students, good students make good citizens and good citizens built great nations.

We ensure that our vision and mission are in accordance with the higher education policies of State and Nation. We educate to create skilled, creative, responsible and sensitive work force. To transmit the aspects of our living culture, to support citizenry that participates responsibly in community affairs including public governance and to inculcate values in our pupils to care about our country and the world. Our vision and mission is translated into activities as we educate the tribal belt, our admission and evaluation policy is transparent, we have developed research culture. We have well functioning NSS and NCC units for boys and girls. Our student union and departments plan and execute activities. We conduct various activities directed by state government, via Swarnim Gujarat.

We are active in community services through Red-cross, NSS, NCC. We conduct remedial coaching for SC/ST students. We have Udisha career guidance cell, our faculties participate in various training organized by KCG. We have facilities for viewing BISAG programs.

From time to time we present ourselves for 'AAA' (Academic Administrative Audit) conducted by the Knowledge Consortium of Gujarat (KCG), Government of Gujarat. Our IQAC monitors and measures the progress of the institutions. We educate for holistic development of our students even then we face following threats hurdling us to reach our targeted parameters.

- Perfect planning but at certain times absence of systematic execution.
- Grouping of unrelated activities, shortage of human resource.
- Lack of clarity at certain levels and confusion in functions and responsibilities.
- Sometimes lack of decision making at all levels.
- At times lack of co-ordination and motivation between competent people.
- Sometimes lack of control mechanism & politically oriented environment.

As far as governance, leadership and management is concerned we know that institution as an educational unit is a part of larger social configuration, whose needs must be looked after with utmost urgency. We are aware of our SWOT but we are sure that we can meet the challenges by broadening our horizons, developing skill and integrating all those aspects, which have their direct or indirect bearing on human resource. We train our student to be good individuals as to build a better world we need integrated efforts at society, state and national level along with institutional and individual contribution.

We have given designation and duties of campus development officer to our Assistant Professor(PTI). IQAC collects feedback on campus, facilities teaching-learning etc.

A society, an organization or an institution needs leadership more than anything else for it to make a mark. Leadership is defined as an 'influencing process' where leaders motivate the members of the institution to get their best efforts and achieve the institutional objectives.

Leaders create shared vision and lead the institution towards it, solving problems on way and overcoming obstacles as and when they arise. Leadership is not about tokens of office; it is ultimately about leading a change for better. It is about providing inspiration to be the 'self-starters', igniting passion and commitment.

Finally we need to deliberate on "What kind of governance we need in our educational institutions?" The answer is we need professionalism and humanism in all facets of governance of the educational institutions. We need leadership that can play

multiple roles. At the intellectual level there appears little doubt as to what we need. The problem lies at the strategies, structure and system level. We need to put the strategies, structure and system in place so that objectives are transparent and visible. We need to promote Indian thinking in education.



Our student centered Activities

SECTION B: PREPARATION OF SELF – STUDY REPORT

1. Profile of the Affiliated/ Constituent College

1. Name and Address of the College:

| | | |
|-----------|--|-----------------|
| Name: | SHRI M.R.DESAI ARTS & E.E.L.K. COMMERCE, COLLEGE | |
| Address: | At. Post : Khundh, Thala, Chikhli | |
| City : | Pin : 396521 | State : Gujarat |
| Website : | www.acc-chikhlicollege.org | |

2. for communication

| Designation | Name | Telephone with STD code | Mobile | Fax | E-mail |
|---|-------------------------|----------------------------|------------|-----|--|
| Principal | Dr.F.H. Desai | O: 02634-232360 | 9429292277 | | fpdesai2012@gmail.com |
| Steering Committee Co- Ordinator | Asst. Prof. N.K Naik | O: 02634-232360 | 9998012270 | | pronkn9@gmail.com |

3. Status of the Institution

Affiliated College

Constituent College

Any other

| |
|---|
| √ |
| |
| |

4. Type of Institution:

a. By Gender

i. For men

ii. For Women

iii. Co-education

b. By Shift

i. Regular

ii. Day

iii. Evening

5. It is a recognized minority institution?

Yes

No

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence.

6. Sources of funding:

Government

Grant-in-aid

Self-financing

Any other

7. a. Date of establishment of the college: 15 – 06 – 1969. (Dd/mm/yy)

b. University to which the college is affiliated/ or which governs the

College (If it is a constituent college)

Veer Narmad South Gujarat University, Surat

c. Details of UGC recognition:

| Under Section | Date, | Remarks(If any) |
|---------------|------------|------------------|
| i. 2(f) | 23-12-1975 | - |
| ii. 12 B) | 23-12-1975 | - |

(Enclose the Certificate of recognition u/s 2(F) and 12 (B) of the UGC Act.)

* An annexure 1

d. Details of recognition/ approval by statutory/regulatory bodies other than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI, etc.)

| Under Section/ clause | Recognition/Approval details Institution/ Department Programme | Day, Month and Year (dd-mm-yyyy) | Validity | Remarks |
|--------------------------|---|--|----------|---------|
| i. | | | | |

(Enclose the recognition/ approval letter)

8. Does the affiliating university Act provide for conferment of Autonomy (as recognized by the UGC), on his affiliated colleges?
 Yes No
- If yes, has the College applied for availing the autonomous status?
 Yes No
9. Is the college recognized?
 a. by UGC as a College with Potential for Excellence (CPE)?
 Yes No
 If yes, date of recognition : (dd/mm/yyyy)
- b. for its performance by any other governmental agency?
 Yes No
 If yes, Name of the agency - and
 Date of recognition - (dd/mm/yyyy)
10. Location of the campus and area in sq.mts:

| Location* | Tribal |
|--------------------------|-----------------|
| Campus area in sq.mts. | 44807.56 sq.mts |
| Built up area in sq.mts. | 21753.00 sq.mts |

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

* An annexure 2 & 3

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.
- Auditorium/ seminar complex with infrastructural facilities –**Seminar complex with infrastructural facilities**
 - Sports facilities
 - ❖ Play ground ✓
 - ❖ Swimming pool X
 - ❖ Gymnasium ✓

- *Hostel*
 - ❖ *Boys hostel*
 - i. *Number of hostels – one*
 - ii. *Number of inmates- 24 (Year 2015-16)*
 - iii. *Facilities (mention available facilities)*
 - ❖ *Girls Hostel*
 - i. *Number of Hostel – one*
 - ii. *Number of inmates – None*
 - iii. *Facilities (mention available facilities)*
 - ❖ *Working women's hostel*
 - i. *Number of inmates - None*
 - ii. *Facilities (mention available facilities) – None*
 - *Residential facilities for teaching and non-teaching staff (give numbers available- cadre wise)- Staff quarter for non-teaching – staff- for peon & Clerks*
 - *Cafeteria –*
 - *Health center- Doctor on call*
- First aid, Inpatient, outpatient, Emergency care facility, Ambulance... ..*
- Health centre staff-*
- | | | | | |
|-------------------------|------------------|--------------------------|------------------|-------------------------------------|
| <i>Qualified doctor</i> | <i>Full time</i> | <input type="checkbox"/> | <i>Part-time</i> | <input checked="" type="checkbox"/> |
| <i>Qualified Nurse</i> | <i>Full time</i> | <input type="checkbox"/> | <i>Part-time</i> | <input checked="" type="checkbox"/> |
- *Facilities like banking, post office, book shops – X*
 - *Transports facilities to cater to the needs of students and staff - X*
 - *Animal house - X*
 - *Biological waste disposal - √*
 - *Generator or other facility for management/ regulation of electricity and voltage - X*
 - *Solid waste management facility - √*
 - *Waste water management - √*
 - *Water harvesting - X*

12. Details of programmes offered by the college (Give data for current Academic year)

| Sr. No. | Programme Level | Name of the Programme/ Course | Duration | Entry Qualification | Medium of Instruction | Sanctioned / approved Student strength | No. of students admitted |
|---------|---|--|--|------------------------------|--------------------------|--|--------------------------|
| | Under-Graduate | B.A., B.Com | 3 Years | HSC | Gujarati | 1300 | 1154 |
| | Post- Graduate | M.A., M.Com. | 2 Years | BA, B.Com | Gujarati | 360 | 311 |
| | Integrated Programmes PG | - | - | - | - | -- | - |
| | Ph.D. | Hindi | 2 Years | M.A. | Hindi | As per Univ. norms | |
| | M.Phil | Hindi, Accounts | 2 Years | M.A., M.Com. | Hindi/ Eng. | " | 01 01 |
| | Ph.D | - | - | - | - | - | - |
| | Any Other (specify and provide details) | BAOU- (Admission twice in a year - Aug. & Feb.) | - | - | - | Open | 825 |
| | - | B.A. Gujarati, Hindi, English, Economics, History, Political Science, Sociology, Sanskrit B.Com. Adm. | Minimum 3Years, Maximum 8 Years Minimum 3Years, Maximum 8 Years | HSC or BPP HSC or BBP | Gujarati Gujarati | Open Open | 398 |
| | | M.A. English, Hindi, Sociology, Gujarati | - | Graduation | Gujarati | Open | 101 |
| | | Certificate course 19 | 6 Months | 12 th pass | Gujarati | Open | 326 |

13. Does the college self-financed Programmes?

Yes No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

| | | | | | |
|-----|---|----|---|--------|----|
| Yes | √ | No | - | Number | 01 |
|-----|---|----|---|--------|----|

Note: In first cycle of accreditation the esteemed peer-team members made suggestion for starting Science faculty. Government does not allow grant-in-aid classes. Our Trust managed to start self finance B.Sc. program in 2013-14, for the benefit of the students.

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as department, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

| Faculty | Departments | UG | PG | Research |
|----------|-------------|----|----|----------|
| Arts | Gujarati | √ | | |
| | Hindi | √ | √ | √ |
| | Sanskrit | √ | √ | √ |
| | English | √ | | √ |
| | History | √ | | |
| | Economics | √ | | |
| Commerce | Commerce | √ | √ | √ |

16. Number of programmes offered under (Programme means a degree course like BA, BSc, MA, and M.Com.

a. Annual system

b. Semester system

c. Trimester system

17. Number of Programmes with

- | | |
|--|-------------------------------------|
| a. Choice Based credit System | <input type="checkbox"/> |
| b. Inter/Multidisciplinary Approach | <input checked="" type="checkbox"/> |
| c. Any other (specify and provide details) | <input type="checkbox"/> |

18. Does the college offer UG and or PG programmes in Teacher Education?

Yes No

If yes,

a. Year of Introduction of the Programme(s) - (dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.: - .

Date : - (dd/mm/yyyy)

Validity: - .

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

19. Does the college offer UG or PG programme in Physical Education?

Yes No

If yes,

a. Year of Introduction of the programme(s) - (dd/mm/yyyy) and number of batches that completed the programme - NA

b. NCTE recognition details (if applicable)

Notification No.: - .

Date : - (dd/mm/yyyy)

Validity: - .

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes No

20. Number of teaching and non-teaching positions in the Institution.

| Position | Teaching Faculty | | | | | | Non-teaching Staff | | Teaching staff | |
|---|------------------|----|---------------------|----|---------------------|-------------|--------------------|-------------|----------------|----|
| | Professor | | Associate Professor | | Assistant Professor | | | | | |
| | *M | *F | *M | *F | *M | *F | *M | *F | *M | *F |
| Sectioned by the UGC/University/ State Government Recruited | | | | | 11 | 07 | 03 | 01 | - | - |
| Yet to recruit | - | - | 3 | | - | - | 6 | | - | - |
| Sactioned by the Management/ society or other authorized bodies Recruited | - | - | - | | 01 Adhoc | 06 Adhoc | 03 Adhoc | 04 Adhoc | - | - |
| Yet to recruit | - | - | - | - | - | 03 | -- | - | - | - |

*M- Male *F- Female

21. Qualifications of the teaching staff:

| Highest qualification | Professor/ Prin. | | Associate Professor | | Assistant Professor | | Total |
|----------------------------------|------------------|--------|---------------------|--------|---------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| <i>Permanent teachers</i> | | | | | | | |
| D.Sc./D.Litt | - | - | - | - | - | - | - |
| Ph.D | - | 01 | - | - | 03 | - | 04 |
| M.Phil | - | - | - | - | 02 | 03 | 05 |
| PG | - | - | - | - | 05 | 03 | 08 |
| <i>Temporary teachers /Adhoc</i> | | | | | | | |
| Ph.D | - | | - | - | - | - | 0 |
| M.Phil | - | - | - | - | 01 | 01 | 02 |
| PG | - | - | - | - | - | 05 | 05 |
| <i>Part-time teachers</i> | | | | | | | |

| | | | | | | | |
|---------------|---|---|---|---|----|----|----|
| <i>Ph.D</i> | - | - | - | - | 01 | - | 01 |
| <i>M.Phil</i> | - | - | - | - | - | - | - |
| <i>PG</i> | - | - | - | - | 00 | 01 | 01 |

22. *Number of visiting Faculty/ Guest Faculty engaged with the College.*

28

23. Furnish the number of the students admitted to the college during the last four academic years.

| Categories | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|------------|---------|--------|---------|--------|---------|--------|---------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 21 | 29 | 23 | 23 | 25 | 23 | 14 | 20 |
| ST | 446 | 791 | 444 | 795 | 396 | 655 | 357 | 650 |
| OBC | 92 | 227 | 112 | 232 | 118 | 176 | 98 | 150 |
| General | 91 | 74 | 70 | 81 | 87 | 86 | 92 | 84 |
| Others | - | - | - | - | - | - | - | - |

24. Details on students enrollment in the college during the current academic year.

| Type of students | UG | PG | M.Phil | PH.D | Total |
|---|------|-----|--------|------|-------|
| Students from the same state where the college is located | 1154 | 311 | - | - | 1465 |
| Students from other states of India | - | - | - | - | - |
| NRI students | - | - | - | - | - |
| Foreign students | - | - | - | - | - |
| Total | 1154 | 311 | - | - | 1465 |

25. Dropout rate in UG and PG (average of the last two batches)

UG

PG

| Faculty | 2014-15 Enrollment | 2015-16 Enrollment | Dropout | Dropout Ratio | % Average of last two batches. |
|---------|---------------------------|-----------------------|---------|---------------|-----------------------------------|
| UG | Appeared in final exam | | | | |
| BA | 324 | 249 | 12 | 2.09% | 1.67% |
| B.Com | 55 | 76 | 34 | 25.95% | 1.57% |
| Total | 379 | 325 | 46 | 6.25% | 3.13% |
| PG | | | | | |
| M.A. | 81 | 89 | 03 | 1.58% | 1.80% |
| M.Com | 51 | 62 | 02 | 1.77% | 3.92% |
| Total | 132 | 151 | 05 | 1.77% | 2.85% |

26. Unit Cost of Education

(Unit cost= total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

(b) excluding the salary component

27. Does the college offer any programme /s in distance education mode (DEP)?

Yes

No

If yes,

a) is it a registered center for offering distance education programmes of another University

Yes

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes

No

28. Provide Teacher- Student ratio for each of the programme /courses offered.

Arts faculty

| Number of Teachers Subject wise | |
|---------------------------------|-------|
| Gujarati | 3.00 |
| Hindi | 2.50 |
| Sanskrit | 2.00 |
| English | 2.50 |
| Economics | 2.50 |
| History | 2.00 |
| Psychology | 0.50 |
| Total | 15.00 |

| Number of students | |
|---------------------|-----|
| Year I sem- 1 & 2 | 294 |
| Year II sem- 3 & 4 | 230 |
| Year III sem- 5 & 6 | 249 |
| Total | 773 |

Commerece Faculty

| | |
|-------------|------|
| Accountancy | 1.00 |
| Commerce | 1.50 |
| English | 1.00 |
| Environment | 1.00 |
| Statistic | 0.50 |
| Total | 5.00 |

| Number of students | |
|---------------------|-----|
| Year I sem- 1 & 2 | 189 |
| Year II sem- 3 & 4 | 116 |
| Year III sem- 5 & 6 | 76 |
| Total | 381 |

| Ratio including both the programmes | | |
|-------------------------------------|------|--------------------------|
| Arts | 773 | $1154 \div 20 = 1:57.70$ |
| Commerce | 381 | |
| | 1154 | |

29. Is the college applying for

Accreditation: Cycle 1 cycle 2 Cycle 3 Cycle 4

Re- Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 22/12/2007 (dd/mm/yyyy) Accreditation Outcome/Result 2.37 B grade

Cycle 2: / / (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: / / (dd/mm/yyyy) Accreditation Outcome/Result

* An annexure 6 & 7

31. Number of working days during the last academic year -

Working days of College library : same as working days - 1

32. Number of teaching days during the last academic year -

| Remains closed | Number of Days |
|-------------------|----------------|
| • Summer Vacation | 48 days |
| • Public holidays | 66 days |
| • Diwali Vacation | 21 days |

33. Date of establishment of Internet Quality Assurance Cell (IQAC)

IQAC 01/06/2011 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (IQAR)

AQAR (i) 02/01/2017 (dd/mm/yyyy)

AQAR (ii) 07/01/2017 (dd/mm/yyyy)

AQAR (iii) 07/01/2017 (dd/mm/yyyy)

AQAR (iv) 07/01/2017 (dd/mm/yyyy)

AQAR (v) 24/01/2017 (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/ descriptive information)

Our tribal student Sarita Gayakwad sports star-Athletics National Championship - 2017.

The Way is Difficult yet Despair Not

उत्तिष्ठत जाग्रत प्राप्य वरान्निबोधत ।
क्षुरस्य धारा निशिता दुरत्यया दुर्ग पथस्तत्कवयो वदन्ति ॥

Arise, awake, and learn by approaching the excellent ones. The wise ones describe that path to be as impassable as a razor's edge, which, when sharpened, is difficult to tread on.

- Katha Upanishad

Those who dare, therefore, to struggle for victory, for truth, for religion, are in the right way; and that is what the Vedas preach: Be not in despair; the way is very difficult, like walking on the edge of a razor; yet despair not, arise, awake, and find the ideal, the goal.

- Swami Vivekananda, cw, 2: 124



2. CRITERIA- WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

M.R. Desai Arts and E. E. L.K. Commerce College was established in 1969 and it stands upright through the test of good and less good times by the promotional and determinant efforts of ‘Vimal Uchchatar Kelavani Trust’

Our golden jubilee celebrations are nearing in year 2018-19 in parallel with it we are preparing for our re-accreditation cycle also this is a pleasant co-incident for us. As mentioned earlier our institution is an elixir for the surrounding tribal belt.

We place our heads where others place their feet. Responsibility, dedication and commitment are our limbs to achieve our goals. Our goals command our thoughts, liberate our energy and inspire our hopes. Our mandates are clear. We are committed to educate and expand the understanding and knowledge of surrounding tribal and semi-rural belt. We aim to generate and preserve knowledge. We aspire to educate without discrimination, ensuring the optimum utilization of resources while keeping in focus contemporary standards. We are imparting teaching and training in Arts, Commerce, Science and Computer appliances on one campus.

Preparing students for an unpredictable world within the framework of given curriculum will take above all things vision. Inherent in this vision are several key realizations: that we are working to prepare a new kind of student, that we are using brand new tools, for a life that we cannot clearly see, anticipate or describe today; that embedded in this challenge are the fantastic opportunities; and that teaching should be and could be the most exciting profession on this planet.

To impart education without discrimination is the prime goal of any educational institution. We have goals in which we believe and we value and celebrate the gradual ongoing journey of achievement of our goals.

We modestly believe that some of our goals are implicit while some are explicit. The major changes in the scenario during times of establishment and today are as follows:

| • Scene during the establishment of our Institution | • Scene as we see it today while nearing 50 years of establishment |
|---|--|
| 1. After the establishment in 1969 college was almost closed in 1971-72 | 1. After rejuvenated by Late Shri Mohanlal Manibhai Desai, the institution never looked back, it progressed by leaps and bounds. |
| 2. In 1969 -70 we had 04 professors, 12 lecturers, 1 tutor, 1 PTI, 3 Non-teaching Staff. | 2. In year 2017 we have 17 teaching, 22 Non- teaching Staff, along with Peons and Watchmen. |
| 3. We started our journey with 213 students. 148 students in Commerce and 65 in Arts. | 3. At present we have 1154 UG and 311 PG students with total strength of 1465 students. |
| 4. Initially we started with principal subjects like Gujarati, Hindi, Sanskrit & Economics, Along with Commerce graduation. | 4. Today we have PG extension centers in Sanskrit, Hindi and Commerce. We also offer special English at graduation level BSC and BCA SF, BAOU study center on same campus. |
| 5. Initially we had 213 students in 1969-70. | 5. Today we have 1465 students in Arts and Commerce. Nearly 500 students in SF BSC and BCA. 1250 Students in BAOU. |

Education can change culture but for that educators must transform them. We have developed the culture of service, sacrifice and dedication. We have inherited this from our elders like Late Shri Mohanlal Desai, the elixir of this institute. His leadership was tough enough to demand a great deal from everyone and leadership that was tender enough to encourage each heart.

OUR VISION

- Educating to integrate economic, social, political and spiritual wellness and holistic development in improving quality of life for tribal and non tribal people of this area.
- To provide meaningful and relevant opportunities to people of tribal belt
- To make quality education assessable to maximum people of the tribal belt

OUR MISSION

- Transforming lives of tribal through learning
- To empower the deprived, remote and sparsely located tribal belt by educating them
- To impart education without distinction of caste, creed and community
- To promote ICT and to start new need based programs in era of globalization
- To aim at holistic development of students and to make them responsible citizens of Nation.

MOTTO: *Knowledge is Power*

OBJECTIVES

- To provide educational environment, opportunities and experiences that enable individuals, communities and Nation to grow, thrive and prosper.
- To support vision and mission of the college to focus on student and stakeholder needs.
- To respond to the changing needs of our community in timely manner by creating new program and services to meet identified need
- To recognize the expertise of all the members of the college community and encourage individual contribution
- To include stakeholder in the decisions that affect them, treat people with dignity that encourage feeling of self-worth
- To promote trust through professional courtesy and fair treatment
- To encourage decision – making at the level of implementation
- To ensure that our work adds value to institution, society, State and Nation on the whole.

Mission, Vision and objectives are communicated through our website, prospectus & college magazine.

1.1.2 How does the institution develop and deploy action plans for effective Implementation of the curriculum? Give details of the process and substantiate through specific example(s).

We ensure fair and equal access for all. We also believe that our similarities and differences are the opportunities for establishing a common bond and strengthening the institution. Our main aim is transforming lives of tribal people through learning. Institution develops and deploy by action plans for effective implementation of curriculum in following ways:

- We follow the curriculum and academic calendar designed by Veer Narmad South Gujarat University.
- According to the University calendar at the beginning of every academic year, all the departments chart out an academic plan which includes lecture hours, topics to be taught and other co-curricular activities to be carried out throughout the year.
- The head of departments divide the syllabus among the faculty members of the department.
- The faculty members maintain teacher's diary and chart out teaching plans semester wise, as we have semester system and choice based credit system (CBCS) in our University.
- When required teachers provide extra coaching to student engaged in sports and cultural activities.

2016-17 Our University Academic Calendar

| Particulars | Date |
|---|--|
| 1) Beginning of the first term UG PG | 15 th June, 2016 15 th June, 2016 |
| 2) Deadline of submission of student enrollment forms to the University | 31 st August 2016 |
| 3) Dead line of Submission of examination forms | 10 th September, 2016 |
| 4) First Unit Test (Internal) | 1 st Oct. to 12 th Oct, 2016 |

| | | |
|-----|--------------------------|--|
| 5) | Univ. ATKT Exams | 13 th Oct. to 22 nd Oct, 2016 |
| 6) | Diwali Vacation | 24 th Oct to 16 th Nov.,2016 |
| 7) | Beginning of Second Term | 12 th Dec., 2016 |
| 8) | Second Internal Test | 1 st March,2017 |
| 9) | April-May Univ. exams | 17 th April to 27 th April, 2017 |
| 10) | Summer Vacation | 27 th April ,2017 |

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/ or institution) for effectively translating the curriculum and improving teaching practices?

The college prepares an academic calendar based on calendar given by the Veer Narmad South Gujarat University.

| College Academic Calendar | |
|---|---|
| Execution/ Action | Duration of the Year |
| Admission Process | June – July Late admission till first week of August |
| Orientation of students and allotment of workload to teachers by time-table committee and H.O.D.'s. | July – August |
| Celebration of 15 th August | August |
| Planning and execution of co-curricular activities like Swarnim Gujarat, NCC, NSS, BISAG classes, Student Union activities etc. | July – August |
| Regular Swarnim Gujarat, NSS and sports activities | July – September |
| First Internal Test | October |
| University October A.T.K.T. examination | October |
| College elections | September – October |

| | |
|---|--|
| N.S.S. Annual Camp | November- December |
| N.C.C. Holiday Camp every alternate Year | Either November-December or May – June |
| Diwali Vacation | November – December |
| Sports activities | January – February |
| Beginning of Second term | December |
| Celebration of 26 th January | January |
| Annual gathering and prize distribution Function | March |
| Second Internal Test & Additional Test | March |
| Publication of College Magazine | April – May |
| University Exams | April – May |
| Preparation of Admission Forms & Prospectus | May |
| University exams paper assessment | May |
| Summer Vacation | May – June |
| BAOU study Center | June – throughout the year except Sundays |
| BAOU term exams | July and January |

- The college prepares the academic calendar and the HOD's distribute the sections of curriculum to the concerned teachers.
- The Veer Narmad South Gujarat University furnishes the colleges with UGC & State Government rules and circulars
- The Veer Narmad South Gujarat University issue circulars, notices and e-mails regarding amendments, changes or modifications in the curriculum.
- Our faculty members participate in Board of study of their subject and contribute of the syllabus formation which is revised every three years by the University.
- Our University have arranged for "Vyakhyan Mala" lecture series of subject experts for better understanding of curriculum.
- Our University and KCG – Government of Gujarat schedules various curriculum based workshops.

- BISAG supports curriculum enhancement programs.
- We encourage our faculties to participate in workshops on effective implementation of curriculum.
- We encourage our faculty members to place order of books for library purchase. We encourage them to subscribe journals and references as per curriculum requirements.
- We avail facilities of internet, smart class-rooms, printer, photo copier, scanner etc in the college.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.

Wisdom and learning would not enter into a malicious soul, nor dwell in a body subject to sin of discrimination of caste, creed and community. Existence is conquered by those whose minds rest in equality. We impart education and deliver curriculum on criteria of 'equality': educating all, which is beyond all other devices of human origin, it is the great equalizer of conditions of men the balance of social machinery.

- It is known that human being is not in any proper sense a human being till he is educated. We strike for holistic development of our students. We motivate our students to participate in projects and activities related to our curriculum. For example our T.Y.B.A. English honors students perform few scenes from Shakespeare's play prescribed in their syllabus.
- For effective curriculum delivery we organize subject experts for guest lectures, we assign project work to students and we organize seminars and workshops. We show BBC films on subject related topics. We arrange quiz contents, poster presentations, group's discussions etc. through such type of activities as a part of curriculum, we introduce innovation which is beyond stereo – type class-room.
- We reveal to our students that the finest hours of college life are not only those which are spent among groups, but in reading books and using library, listening to great ideas, sporting in the playground, unveiling the nature's secret and updating oneself in the digital class-rooms.

- Gujarat government has introduced CBCS, it also caters to the affiliated colleges by BISAG /SANDHAN and KCG.

Above mentioned initiatives are taken up by the institution for effective curriculum delivery on the curriculum provided by the university. We are given prescribed format of curricula from the university we are affiliated to. Sometimes domain of the teacher's knowledge is vast and its application is often contextual in accordance to the prescribed format. Due to the fixed curricula we have to hold on to the academic rationalism. We honestly admit that due to the prescribed syllabus in most cases teachers spend hours sourcing notes from critical books as well as adhere to the belief that; more we prepare outside the class, less we perspire inside the class, but even within the given framework we inspire in the class.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- Our faculty members are active members of Board of studies and Board of sports.
- Our faculty contributes to the BISAG, SANDHAN program of government of Gujarat. It resembles the country-wide class room of UGC.
- Faculties follow the academic Calendar prepared by the institution which is based on the academic calendar of the Veer Narmad South Gujarat University.
- Teacher maintain teacher's diary.
- The Head of department conduct regular meeting to facilitate effective curriculum delivery and transaction of the curriculum provided by the affiliating University.
- We have few class-rooms with the audio Visual facilities as the fast changes in the domain of knowledge have outdated the concept of out-datedness. Teachers continuously update themselves with fast changing concepts of knowledge by connecting themselves with cyber world. We are aware of the fact that the criteria of out-datedness have been replaced 'by up to moment'. And what is not 'uptomoment' is ignorance. In this new techno-educational world only 'fittest', that is those capable of being 'adaptive', 'adoptive' and 'adept', survive. Our teachers adopt, adapt and adept with the changing times.

- In accordance to subjects offered by us in consonance with university curriculum, we aim at developing practical skills of the students based on the theoretical knowledge. Problem solving exercises, field-work, study tours, farm visits, case studies, surveys and academic excursion and project work ensure skill development in relevant subject areas of study.

1.1.6 What are the contributions of the institution and/ or its staff members to the development of the curriculum by the university? (Number of staff members/ departments represented on the board of studies, student feedback, teacher feedback, stakeholder feedback provided specific suggestions etc.)

Curriculum refers to the “Total learning experiences of individuals not only in learning institute, but in society as well”, says Billao. Curriculum development has a board scope because it is not only about the education system, the learners and teachers. It is about development of individual, society and Nation in general. There must be a chain of curriculum development process starting from primary education to higher education, it must be developed to preserve our country’s National identity and to ensure our economy’s growth and stability. There are three main factors of educational process, first the aim of education, second the curriculum and third the instructional methods. Our contribution to curriculum development of the university is as follows.

- List of members of Board of studies representing our college in Veer Narmad South Gujarat University

| Name | Subject |
|--------------------------|-------------|
| Dr. Y. J. Desai | Accountancy |
| Asst. Prof. V. M. Desai | Economics |
| Asst. Prof. D. S. Rathod | Commerce |
| Asst. Prof. R. B. Naik | Gujarati |
| Asst. Prof. D. B. Patel | Hindi |
| Asst. Prof. I. B. Patel | History |
| Asst. Prof. N. K. Naik | Sanskrit |
| Asst. Prof. M. R. Desai | English |

- We follow the curricula prescribed by Veer Narmad South Gujarat University but above mentioned board members from our college contribute to its designing.
- The Veer Narmad South Gujarat University revise the curricula at regular intervals and our faculty members who are nominated as Board of studies members contribute to the framing of curriculum.
- Our faculty members actively participate in reviewing and revising the curricula and they make representation of our college in the University.
- Our faculty members regularly participate in the meeting of Board of studies at the University and make contribution by their valuable suggestions.
- As curriculum is not static. It is reviewed from time to time by our university to meet the changing needs of learners and society. Our faculty members contribute to it by arranging and attending curricula based workshops.
- As said earlier we are given a prescribed format of curricula from the University we are affiliated to, hence teaching learning becomes a complex phenomenon. Sometimes the domain of teacher's knowledge is vast and its application is often contextual in accordance to the prescribed format. So considering the curriculum conceptions personal perceptions and beliefs of teaching, we engage ourselves in teaching. In spite of fixed format of curriculum we have initiated the practice analyzing curriculum and the members of board of studies from our college will pass on the suggestion to the university. This is our representation in the university while shaping the curriculum.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

We have self finance courses Bachelor of computer appliances managed by our Vimal Uchchar Kelavni Trust. We have BAOU center which has been established for the benefit of the society.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of the implementation?

Our main objective is to provide meaningful and relevant, quality education to the people of tribal belt. Total literacy in tribal area and transforming their lives through

learning. Stated objectives of curriculum are achieved in course of implementation as follows:

- We offer BA in English for the tribal students.
- We offer B.Com, M.Com accounts as a job oriented course for our underprivileged students
- Our Trust started BCA and BSc, (SF) as job oriented courses so that our students get absorbed in surrounding industrial areas.
- Existence is conquered by those whose minds rest in equality. We give admission and impart education on criteria of equality.
- The field of scientific learning and computers is vast one, to keep in pace with changing times our Vimal Uchchar Kelavni Trust have introduced BCA and BSc courses. We could not get this affiliation in grant-in-aid due to norms of Government and University. So the trust started a separate unit but we function as one unit under same Trust. We facilitate students with latest science and computer labs. In short we have courses that are relevant to the local needs in tune with emerging National and global trends.
- When the Trust started the college in the Adivasi belt experts were worried about the life line of the College. As they predicted that we would not survive due to lack of awareness regarding education in this belt. Today we announce with pride that we have survived crossing many mile stones through our journey in years and deeds.
- We aim at holistic development of our students through various activities, sports, programs of spiritual development, health awareness etc.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/ diploma/ skill development courses etc, offered by the institutions

- To enable students to keep in pace with changing times. To provide career guidance to students.
- To provide students with suitable activities and experiences to develop their life skills.
- To aim at holistic development providing wholesome influences.

- To develop desirable behavior pattern in the pupils for the development of pupils according to social requirements.
- To sensitize the youth make him/her good individual, which can contribute to make good, strong Nation and this globe a better place to live in.

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.

We give admission to students who wish to pursue double graduation for example student who offers Gujarati as core subject and English as allied subject in BA final can apply for graduation once again offering English as core subject.

We have many programs including PG diploma and certificate courses in BAOU. If students are interested they can opt for short term courses along with graduation.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development. Academic mobility and progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Rang of Core/ Elective options offered by the University and those opted by the college – Yes**
- **Choice Based Credit System and range of subject options – Yes**
- **Courses offered in modular form – Yes**
- **Credit transfer and accumulation facility – No**
- **Lateral and vertical mobility within and across programmes and courses – Yes**
- **Enrichment courses – No**
- Regarding the lateral and the Vertical mobility, we allow a student admitted to particular course to change the subject/course within the stipulated time on the payment of fees fixed by our university. The Academic council of Veer Narmad South Gujarat University devises the programs and guidelines. The University allows the students who fail to qualify in any semester to appear for A.T.K.T. exams and to appear for the next semester. He/She can reappear and qualify in the subjects which they had failed to qualify in the previous examinations.

- About the enrichment courses there is not much scope as we follow the curricula designed by Veer Narmad South Gujarat University. We adopt innovative methods of teaching learning process through seminars, workshops, project work; ICT based learning recourses & upgradation of library.

1.2.4 Does the institution offer self-financed programmes? If 'yes' list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Yes, BCA college of Applied Science and BSC course are on same campus not managed by our college but Vimal Uchchar Kelavani Trust. It is a self finance course where SC/ST students get scholarship from the government.

BCA FEE STRUCTURE

| Sr No | Head | Fee Rs. | | | | |
|-------|--|---------------------|---------------------|-------|---|---|
| | | FY BCA | | | SY/TY BCA | |
| | | 1 st Sem | 2 nd Sem | Total | 3 rd / 5 th Sem | 4 th / 6 th Sem |
| 1 | Tution Fee | 11000 | 11000 | 22000 | 10000 | 10000 |
| 2 | Admission Fee (One Time) | 50 | 50 | 100 | | |
| 3 | I – Card | 50 | | 50 | | |
| 4 | Student's & Teacher's Welfare | 300 | 200 | 500 | 300 | |
| 5 | Fee for Books, Equipment, etc. | 500 | 100 | 600 | 500 | |
| 6 | Student Union Fee/ SRC Sport Fee | 200 | | 200 | 200 | |
| 7 | Amenities Fee | 300 | 200 | 500 | 300 | |
| 8 | Campus Dev. Fee | 200 | | 200 | 200 | |
| 9 | Internal Exam Fee | 150 | 50 | 200 | 150 | |
| 10 | Enrolment Fee (One Time) | 100 | | 100 | | |
| 11 | Laboratory | 1000 | 1000 | 2000 | 1000 | |
| 12 | Library Deposit | 200 | | 200 | | |
| 13 | College Deposit (Refundable)(One time) | 0 | 100 | 100 | 0 | |
| 14 | Uni. Campus Dev. Fee | 100 | | 100 | 100 | |
| 15 | Uni. Sports and Cultural Activities | 40 | | 40 | 40 | |
| 16 | Uni. Sports Complex Development Fee | 40 | | 40 | 40 | |
| | Total | 14230 | 12700 | 26930 | 12830 | 10000 |
| | Annual Fee | 26930 | | | 22830 | |

B.Sc. FEE STRUCTURE

| Sr No | Head | Fee Rs. | | | | |
|-------|---|---------------------|---------------------|--------------|---|---|
| | | FY BSc | | | SY/TY BSc | |
| | | 1 st Sem | 2 nd Sem | Total | 3 rd / 5 th Sem | 4 th / 6 th Sem |
| 1 | Tution Fee | 11000 | 11000 | 22000 | 10000 | 10000 |
| 2 | Admission Fee (One Time) | 50 | 50 | 100 | 50 | |
| 3 | I – Card (One Time) | 50 | | 50 | 0 | |
| 4 | Student's & Teacher's Welfare Activities Fee / Student Welfare Fee | 300 | 200 | 500 | 300 | |
| 5 | Fee for Books, Equipment, etc. | 500 | 100 | 600 | 500 | |
| 6 | Student Union Fee/ SRC Sport Fee | 200 | | 200 | 200 | |
| 7 | Amenities Fee | 300 | 200 | 500 | 300 | |
| 8 | Campus Dev. Fee | 200 | | 200 | 200 | |
| 9 | Internal Exam Fee | 150 | 50 | 200 | 150 | |
| 10 | Enrolment Fee (One Time) | 100 | | 100 | 100 | |
| 11 | Laboratory Fee (Including Computer Lab) | 1500 | 1500 | 3000 | 1500 | |
| 12 | Library Deposit (Refundable)(One time) | 200 | | 200 | | |
| 13 | College Deposit (Refundable)(One time) | 0 | 100 | 100 | 0 | |
| 14 | Uni. Campus Dev. Fee | 100 | | 100 | 100 | |
| 15 | Uni. Sports and Cultural Activities | 40 | | 40 | 40 | |
| 16 | Uni. Sports Complex Development Fee | 40 | | 40 | 40 | |
| | Total | 14730 | 13200 | 27930 | 13480 | 10000 |
| | Annual Fee | 27930 | | | 23480 | |

We strived for grant-in-aid courses BCA and BSc but the Government norms do not affiliate grant-in-aid courses at present. To facilitate our students we have started these courses on SF basis where all SC/ST students get total financial aid in form of scholarships and freeships.

We pay full salary and give other all benefits to our BSc and BCA staff as per the norms of university, UGC and State Government.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

- We welcome students to join the courses of BAOU along with graduation. In our BAOU center we have around 19 certificate courses as follows:

CFN : Certificate in Food and Nutrition.

CIN : Certificate in Computing.

CTM : Certificate in Tourism Marketing

CMT : Certificate in Tourism

PCS : Certificate in Personal Computer Software

CTE : Certificate in teaching of English.

CES : Certificate in Environment

CCSE : Certificate in communication skills in English Level – 1

CCC : Certificate in Computer concepts

CTBA : Certificate in Traditional Birth Attendant.

CCBP : Certificate in Better Parenthood.

CYS : Certificate in Yoga Vigyan.

CIN : Certificate in Naturopathy

CHR : Certificate in Human Rights

CEA : Certificate in Environment Awareness

CALT : Certificate in Dr. Babasohib Amedkar Life and Thoughts

CCAW: Certificate in Aganwadi Karyakarta

CNM : Certificate in NGO Management

- We have dell laboratory and Scope center of government of Gujarat.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of education for students to choose the courses/ combination of their choice” If 'yes', how does the institution take advantage of such provision for the benefit of students?

Yes, the University provides for the flexibility of combining the conventional and Distance mode of education for students to choose the courses/ combination of their
ies for

It does not matter how slowly you go as long as you do not stop.

In our BAOU center we have around thirty five courses. It is functioning since 1998 and till date approximately many students are benefited. In last three Years more than 1500 students are enrolled. We have a separate building for BAOU center.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

Our eight faculty members are active members of Board of Studies of our Veer Narmad South Gujarat University. Institutions like NAAC have made the collection and implementation of feedback on every aspect of education more effective.

We have started collecting the feedback and evaluating it, we plan to enlist the outcome of feedback and use it constructively. Members of "Board of Studies" representing our College in the University pass on the review of the feedback to our Veer Narmad South Gujarat University.

Our goal is total literacy in tribal belt, we offer need based courses, and tribal students get scholarship from the Government.

Our BAOU center offer modular, certificate courses where we provide educational opportunities to those who are unable to pursue education because of their problems and commitments.

Thus within given framework of university curriculum. We provide Educational, Environment, Opportunities and experiences that enable individual's communities and region to grow, thrive and prosper.

- UG Course has components related to environment. In our curriculum, we have compulsory paper of environment studies. Importance and weightage is also given to national expectations, development studies, unity and integrity of Nation, value based education and so on.

Education: the path from cocky ignorance to miserable uncertainty.

capacity
vation

grant. We arranged field trips for students in Aspee Agriculture College and Dairy Industry. It was related to the topics in the curriculum of students of commerce and economics.

- We conduct regular activities of NSS, NCC, women's cell and forums of community development. Our Trust operates 'Sharda Foundation' for extension and community services.
- Extension and guest lecture directed by University are organized by our institution.
- Career oriented programs are arranged by Udisha cell of Government of Gujarat.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

- We have courses in Humanities and Commerce; we organize and arrange workshops and remedial coaching.
- We provide career counseling through Udisha.
- We arrange for programs on holistic development and capacity building.
- We provide counseling during admission process our faculty members provide one to one counseling to our students.
- We have more than 35 courses in our BAOU center.
- We arrange for plays and translation workshops for our Arts students.
- We have BCA and BSc (SF) courses on our campus.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate change, Environmental Education, Human Rights, ICT etc. into the curriculum?

- In BA we have one compulsory paper on 'Environment studies' and 'Population Education'.
- Our BAOU center through distance education mode enable working/ employed students to pursue higher studies, certificate and vocational courses to economically deprived and dropout students to continue or restart their studies.
- University has designed the courses that ensure both the knowledge and skill development leading to global competence.

If you want to get laid, go to college. If you want an education, go to the library.

- We have certificate courses in ‘Better parenthood, Yoga Vigyan, Naturopathy, Human Rights, Environment Awareness, Aganwadi karyakarta and NGO management.
- We have computer dell lab where students are trained for CCC computer courses.

1.3.4 What are the various value- added courses/ enrichment programmes offered to ensure holistic development of students?

- **Moral and ethical values**
- **Employable life skills**
- **Better career options**
- **Community Orientation**

○ **Moral and ethical values**

Our NSS and NCC unit inculcate values in our students. Our Trust started ‘Sharda Foundation’ where student volunteers are trained to serve society and develop values of good citizenry to serve the Nation.

○ **Employable life skills**

We give coaching for NET, SLET, UPSC and GPSC exams. We conduct activities and programs through Udisha placement cell, SPIPA, Gujarat Govrnment EDP Program etc.

○ **Better career options**

We welcome career counseling from Banks, government, IT sector, commerce sector.

○ **Community Orientation**

Our NSS and NCC unit function actively. We have Red Ribbon and Red Cross Units. We have ‘Akshay Patra Yojana’ and our Sharda Foundation conducts charity and community services.

1.3.5 Citing a few example enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum.

- We collect student’s feedback for better teaching, learning and better facilities on campus.

- Our faculties conduct meetings among themselves and pass on suggestions to the university.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The management, Principal along with IQAC unit takes care of quality of enrichment programs.

The institutions ensure that programs conduct throughout the Year have relevance at local, regional, National and global level.

The institution tries to see that we prepare and sensitize Youth to be best world citizens with good moral values and tender touch.

1.4 Feedback System

1.4.1 What are the contribution of the institutions in the design and development of the curriculum prepared by the University?

As said earlier we follow the curriculum designed by Veer Narmad South Gujarat University. So member of Board of studies from our College pass on the suggestions to the University.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/ new programmes?

There is a formal mechanism to collect feedback on curriculum. It is analyzed and suggestions are passed on to the University.

1.4.3 How many new programmes /courses were introduced by the institutions for the last four years? What was the rationale for introducing new course/ programmes?

Any other relevant information regarding curriculum aspects which the college would like to include.

As suggested in first cycle of NAAC following initiative is taken up.

- We started P.G. in Commerce. We started M.Com course looking to the need of our students.
- We equipped classes with ICT, LCD and internet. We have smart class-room.

- Board of Study's members actively participates in framing syllabus.
- Our BAOU center caters to the students who can't join regular College.

1.4.4 Other relevant information regarding curriculum aspects:

Curriculum and theories don't matter a whit if we don't consider our students to be respectable human being, so we first respect them as human beings, along with the teaching of curriculum we teach them how to think, what to think. By best practices in curriculum we make efforts to improve the minds of pupils, so as to enable them to think for themselves, than to always load their memories with thought of other men. We unfold to our students that education is a process of living and not just a preparations for future living.

Self - discipline is the Key to Success

तपसा ब्रह्म विजिज्ञासस्व तपो ब्रह्मेति

Know Brahman by means of tapas; that is, by means of penance, austerity, meditation and control of the senses. Tapas is Brahman.

- Taittiriya Upanishad

No force can be created; it can only be directed. Therefore, we must learn to control the grand powers that are already in our hands, and by will power make them spiritual, instead of merely animal.

- Swami Vivekananda, cw, 8: 46



CRITERION: II

TEACHING – LEARNING AND EVALUATION

Teaching learning and evaluation is indispensable part of education therefore it is said that education can change culture but only in so far as educator's are transformed. Power can be taken, but not given. The process of taking is empowerment itself. In education we need leadership that is tough enough to demand a great deal from everyone. And leadership that is tender enough to encourage the heart.

Teaching- learning is like encouraging others to find their own meaning, their own voice, if we don't encourage others to find their own meaning and voice, we will never be able to sustain our own.

Ancient India is known for its *Guru- Shishya Parampara* where teaching was not a profession for monetary gains. It was neither a vocation nor a profession. It was a natural duty a mission for divinization of life.

Teaching is to stimulate "apparently ordinary" people to unusual effort. The real task is not identifying winners but it is about making winners out of the ordinary people.

Teaching is helping someone else learn, it is the achievement of shared meaning. Teaching means replacing empty minds with open ones and the hope of any Nation lies in the proper education of its Youth. We teach what we like to learn and the reason many people go into teaching is to re-experience the primary joy experienced the first time they learned something, they loved. Therefore Aristotle said, "Teaching is highest form of understanding."

If we wish to present ourselves to wider world as Indians then we must be able to listen to our own voices and trace our own footsteps; we must have our own heroes and heroines to inspire us; we must persist with building our own culture with the ingredients close to hand and not to impart ingredients ready made from abroad.

Learning is defined as change from ignorance to knowledge from inability to competence and from indifference to understanding. Learning begins with the need for some motivation. A key to learning is connecting what is known to what is being learned. While learning new information is processed, structured and connected in such a way as to

be accessible in future this process is known as encoding. The deeper the processing of information, the better the learning and later retrieval of that information. We know that this processing requires active involvement, so we encourage and invite active involvement of our students.

For us teaching, learning is a social process that occurs through interpersonal interaction within a co-operative context. We believe that there is no difference between living and learning; it is impossible, misleading and harmful to think of them as separate. Teaching is our religion therefore we enter the class-room with conviction that each student must develop in holistic manner being an active participant and not a passive consumer. We educate with a motif that connects the will to know with the will to become. In a way learning is a place where paradise can be created.

Teaching- learning and evaluation is dynamic processes where connections are constantly changing and structure keeps on reformatting.

Our formula of teaching learning and evaluation goes this way; students learn what they care about, from people they care about and who they know care about them. We live on the pious land of "Upanishad". Upanisad means knowledge received by the student 'sitting close to' the teacher. In his commentary on the 'Katha Upanishad', Sankara says:

"By what etymological process does the term 'Upanishad' denote knowledge: This is now explained? Those who seek liberation, being endowed with the spirit of dispassion towards all sense objects, seen or heard of and approaching. This knowledge indicated by term 'Upanishad' presently to be explained, devote themselves to it with one-pointed determination of such people, this knowledge removes, shatters or destroys the avidhya a (ignorance and spiritual blindness), which is the seed of all relative existence or worldliness by these etymological connections, Upanishad is said to mean knowledge."

Our basic value system is Upanishad in spirit where education involving the student 'sitting close to the teacher' means the most intimate student-teacher communion. The higher , the knowledge sought, greater the communion.

2.1 Student Enrollment and Profiles.

2.1.1 How does the college ensure publicity and transparency in the admission process?

The institution ensures the wide publicity to the admission through the prospectus and the institutional website. The contents of the prospectus are as follows:

- (a) Genesis of MRD Arts and EELK Commerce College.
- (b) Highlight of facilities in the college.
- (c) List of teaching and non-teaching staff.
- (d) Admission rules/ eligibility
- (e) Information of NSS activity.
- (f) Information of NCC activity.
- (g) Information of Sports activity.
- (h) Information of Library.
- (i) Information regarding Swarnim Saptadhara activities and Udisha cell of Gujarat Government.
- (j) Information of BISAG Sandhan
- (k) Attendance rules
- (l) Academic Calendar
- (m) Details of courses and the fee structure
- (n) Discipline rules
- (o) Special unique features of our College.
- (p) BAOU Study Center.

2.1.2 Explain in details the criteria adopted and process of admission (Ex. (i) merit, (ii) Common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview.(iv)any other to various programmes of the Institutions.

We are a tribal area college so we give admission on the basis of academic record in 10+2 pattern, HSC Board. We distribute admission forms on the first come first serve basis and give admission on submission of the forms and payment of fees.

As per the norms of government we maintain the reservation quota as follows:

- a) Students from disadvantage community
 SC – 7%
 ST - 15 %
 Baxi– 27% } No income Limit
- b) Women : No decided quota
- c) Differently abled : 3%
- d) Sports personal :1 %
 (For those who perform in State and National level event)
- e) Any other : 1%
 (For students who perform in state and National level Cultural activities)

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

As said before we are a tribal belt college, so we have higher number of SC/ST and girls students. The number of girls has increased proportionately in Arts faculty due to government policy of free education for girls.

We offer post graduation courses in Arts and Commerce. The admission process of post graduation is centralized.

The minimum First Year entry level at our college is 35 to 40 % and maximum is 79%

| Admission scenario Sem-I (first year) | | |
|--|-----------|-----------|
| College | Minimum % | Maximum % |
| Govt. Arts College, Khergam | 35 to 40% | 79 to 82% |
| V.S. Patel Arts & Science, college, Bilimora | 35 to 40% | 68 to 73% |
| A.V. Patel Commerce College, Bilimora | 35 to 40% | 60 to 66% |
| Shah N.H. Commerce College, Valsad | 35 to 40% | 50 to 63% |
| Mahila Arts and Commerec College, Navsari | 35 to 40% | 60 to 67% |
| Vanraj Arts and Commerce College, Dharampur | 35 to 40% | 55 to 60% |

2.1.4 Is there a mechanism in the institution to review the admission process and students profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

- As said earlier we offer counseling during the admission process, so that students can make appropriate choice of subjects. Our admission cum counseling committee is formed as follows:
 - a) One senior faculty from Commerce Asst. Prof. Minuben Desai.
 - b) One senior faculty from Art Prof. Chibubhai Patel
 - c) Two junior faculties.
 - d) One Sr. clerk and one Jr. Clerk.
- We follow the CBCS of affiliated University. We revise and reconsider subject group according to the trend and demand of student
- We allow students to change the subjects before we finally submit the admission list to university for enrollment.
- Due to counseling during admission, students are able to make proper choice of subject due to complete guidance by senior faculties.
- There is positive outcome of all the above mentioned efforts.

2.1.5 Reflecting on the strategies adopted to increase/ improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/ reflect the National commitment to diversity and inclusion.

We have admission and counseling committee functioning at the college level. The committee shares information regarding the courses of the college and they also try to know the aptitude and interest of the students.

Admission committee monitors the ratio of SC/ST, OBC, Physically challenged, minority, female students etc. We adequately adjust the students – categories. Looking to our tribal belt and Arts College we have higher number of SC/ST students and girls in our college.

| Programmes | Number of Applications | Number of students admitted | Demand ratio |
|-----------------------|------------------------|-----------------------------|--------------|
| UG-BASLP 2011-2012 | 957 | FYBA 882 | 92% |

| | | | |
|-----------|-----|-----|-----|
| 2012-2013 | 478 | 403 | 89% |
| 2013-2014 | 392 | 332 | 84% |
| 2014-2015 | 316 | 266 | 81% |

| | |
|--------------------|--|
| PG | Students allocated by centralized of VNSGU |
| M.Phil | Handled by university |
| Ph.D | Handled by university |
| Integrated PG Ph.D | Nil |

| | Number of Applications | Number of students admitted | Demand ratio |
|-------------|------------------------|-----------------------------|--------------|
| Value added | | | |
| 1. C.C.C. | 70 | 70 | 100% |
| 2. SCOPE | 160 | 160 | 100% |

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. I.e. reasons for increase/ decrease and actions initiated for improvement.

Number of students is not professionally increasing in Arts faculty. In Commerce faculty there is a kind of steady trend. To increase number of students in Arts we have started offering English special.

| Year | Students in F.Y.B.A. | Students in F.Y.B.Com |
|---------|----------------------|-----------------------|
| 2011-12 | 863 | 93 |
| 2012-13 | 444 | 126 |
| 2013-14 | 332 | 144 |
| 2014-15 | 299 | 215 |
| 2015-16 | 294 | 116 |

We are trying to get more feedback in Arts. The reason for decline is lower admission ratio of students in Arts schools and trends of science and technology right from the school level. Moreover new Arts colleges started in surrounding area Khergam, Vansda, Buhari, Dharampur etc.

2.2 Catering to student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

If differently-abled students take admission in our institution we facilitate them with necessary seating arrangement, library facilities and communication facilities and cater to their requirements. There are very few such students in our institution.

2.2.2 Does the institution assess the student's needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

In semester one, we have orientation program for freshers in first year. In this line up we impart information about the institution and University.

We spot out excellent children in sports from the schools of surrounding area before the commencement of program and train them to play at local, district, University and National level. Best example is our national Athletic Champion Kumari Sarita L. Gayakwad.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

We identify the slow and advance learners during the department wise activities like group discussion, bulletin boards, seminars, quiz, translation projects.

In XIth plan we received the following Grants-

| | | |
|-----|---|-------------|
| (a) | Developing and implementing location specific curricula | 1,08,000=00 |
| (b) | Conveyance allowance to students | 20,000=00 |
| (c) | Career counseling | 60,000=00 |
| (d) | Colleges with relatively higher proportion of SC/ST | 1,20,000=00 |

We utilized the grant equally for slow and advanced learners so that knowledge gap of the enrolled students can be lessened.

| For slow learners we avoid following practices | We motivate the advance learners by positive practices |
|---|--|
| <ul style="list-style-type: none"> Competitive isolated learning is avoided | <ul style="list-style-type: none"> Collaborative and social learning is motivated. |
| <ul style="list-style-type: none"> Enriched knowledge aspect is not stressed much | <ul style="list-style-type: none"> Knowledge which is helpful in developing understanding is promoted. |
| <ul style="list-style-type: none"> No monotony in class-room | <ul style="list-style-type: none"> Interesting class-room environment is created by full participation of students. We create exciting and challenging situations/ environment. |
| <ul style="list-style-type: none"> No one sided communication and teacher dominated environment | <ul style="list-style-type: none"> Mutual relationship between teacher and students. |
| <ul style="list-style-type: none"> Not always subject centered learning | <ul style="list-style-type: none"> We encourage learners centered learning. |
| <ul style="list-style-type: none"> No closed environment | <ul style="list-style-type: none"> Always net-worked environment. |
| <ul style="list-style-type: none"> We do not rigidly employ traditional methods of teaching which tend to import without considering interest of the students. | <ul style="list-style-type: none"> We employ innovative methods like ICT, PPT, Posters, Quiz and study tours etc laying emphasis on abilities of the learners. |

We built a network of advanced and the slow learners. To execute the mentioned strategies we employ following methods:

- Orientation** : The teacher introduced the subject to the learners and orients them to create best possible interest.
- Execution methods** : Seminars,group-discussion, assignment, library work, field tour, dramatizing and learning etc.

- **Processing** : The teacher organizes the above mentioned activities and guides the students.
- **Material** : Teacher provide the resources like source notes, web-sites, internet information, showing CDs etc.
- **Analysis** : The teacher sorts the strong and weak points and opts for improvement accordingly.

- **Summarizing** : We come to know the positive interest of the pupils and draw backs of our system. So we plan further accordingly.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc?

The ways in which college sensitizes staff and students on issues such as gender, environment etc.

- Our NSS Unit conduct regular programs on “Beti Bachavo” We invite speakers on the topic.
- In our Saptadhara’s “Rang Kala Kaushalya Dhara” We organize painting competition on gender, environment and other social issues.
- We regularly organize “Tree- plantation program on our campus by ‘Sharda Foundation’ charitable Trust managed by our Trust.
- NGO’s police department and women and child welfare unit of our area regularly organize social awareness and environment awareness programs on our campus.

2.2.5 How does the institution identify and respond to special educational/ learning needs of advanced learners?

The institution identifies special educational / learning needs of advanced learners through direct interaction with advanced learners and on the basis of feedback of the teacher concerned.

Nobody want the system of education to be largely confined to only knowledge transmission because the need of the day is for the students to learn and acquire wisdom to use knowledge for their own required growth and character building. Education is bringing out treasure within the human being. We respond to the special educational/ learning needs of advances learners in following ways:

- a) Talented and aspiring students are encouraged to improve the environment of the institution E.g. We have employed our talented students as our adhoc faculties in commerce and Arts and we encourage them further for research activities.
- b) Special Guidance and counseling services are offered to our advanced learners. Eg. We offer career guidance, vocational guidance and placement services of corporate and private sectors.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantage sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their students if some sort of support is not provided)?

As mentioned earlier we are given a fixed format of curriculum from Veer Narmad South Gujarat University but we do not allow it to become a barrier. We collect data of student’s attendance, internal Test’s performance and thus gather the information of student’s risk of drop out from class lectures, internal tests etc.

We adopt some simple strategies so that we retain the interest of students and the risk of dropout is minimized.

| Method | Material | Mode |
|--|---|---|
| For economically weaker students our concerned office staff import/ deliver timely/ regular information about the Government scholarships. | Display of student notices on notice boards and counseling during admission through information issued by Government. | Government scholarship are deposited in bank accounts of the students |

| | | |
|--|--|---|
| For economically weaker students our hostel in charge office staff personally takes care of the Government procedure of submission of food-bill. | Timely notice displayed on notice board and information given by personal contact. | Food bill deposited in the bank account of the boys in our hostel. |
| Creating interest from the mutual absorption on the ideas of teacher and students. Way of interaction. | Live interaction between teacher and students regarding their problems. | Use of add visual aids, followed by discussion or topics with weightage. |
| For slow learners learning from collobration and collection. | Bringing to notice of students most contemporary ideas and topics. Collecting articles on topics and displaying them. Translations and easy, lucid notes. | Group discussion of advanced and slow learners, seminars, post presentations etc. |

- **Disadvantages sections of the society.**
 - Government provides scholarship.
 - Refunded by the government.
- **Slow learners**
 - As said earlier we arrange for special coaching.
 - Personal guidance and counseling is given.
- **Economically weaker sections.**
 - Free-ships and travelling concessions are given by government.
 - Government have arranged for green hostels.

- In some cases financial aid is provided by the institution from the student union fund or the student- teacher welfare fund.
- Sometimes faculties provide financial aid to students in exceptional cases.

2.3 Teaching –Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evolution schedules? (Academic calendar, teaching plan, evaluation schedules blue print, etc.)

MRD Arts & EELK Commerce College Academic calendar.

| No. | Details | Proposed dates |
|-----|--|----------------|
| 1. | Beginning of the academic Year | 15/06/2016 |
| 2. | Enrollment of students and submission of forms to the University | 31/08/2016 |
| 3. | Beginning of Teaching | 25/06/2016 |
| 4. | Election of student's council | 25/09/2016 |
| 5. | First Internal Test | 01/10/2016 |
| 6. | A.T.K.T. Exams | 13/10/2016 |
| 7. | University Semester Exams | 21/11/2016 |
| 8. | Diwali Vacation | 24/10/2016 |
| 9 | Begining of next Term | 15/12/2016 |
| 10. | Annual gathering and Prize distribution Function | 01/03/2017 |
| 11. | Internal Test | 10/03/2017 |
| 12. | University Semester exams | 17/04/2017 |
| 13. | Summer Vacation | 27/04/2017 |

Teaching plan :

We issue Teacher diary to the teachers they chart out teaching plan and their teaching schedule in it.

Evaluation :

We have separate examination section with strong room and other facilities like computer, printer and photo-copier etc.

2.3.2 How does IQAC contribute to improve the teaching-learning Process?

We have a separate IQAC unit with a team- group of teacher working in it for quality assurance in all aspects of the institution.

We encourage teachers for innovative practices in teaching-learning. We have smart classrooms with projector and modern equipments.

It is the tradition of our commerce and economics departments to arrange industrial tours, so that our students get practical knowledge of the theory that they study. They visit Vasudhara dairy, Vanil Vaghai udhyog, whagai botanical garden, Aspee Agriculture College Navsar etc. They also visit banks, co-operative societies, insurance company etc. We also invite guest speakers on different topics. We invite bank managers and officers from co-operate sectors to update the students.

Our English department always shows the latest films on plays or novels in the syllabus. We have translation forum and study spectrum to discuss various concepts.

Academic activities are conducted by our History, Psychology, Sanskrit, Hindi and Gujarati Departments. In self-finance BCA and BSc courses we have well-equipped labs.

Besides the above mentioned contribution to improve teaching, learning, we have bulletin board for departments. On these boards either the teacher or the students display the latest updates regarding their subject. We invite literacy figures, Chartered accountants, bank managers to acquaint the students with latest trends in their respective subjects.

IQAC based contribution to improve teaching learning process

| AREA:I | AREA : II |
|---|---|
| Planning & preparation of the teacher | Environment created by the teacher. |
| (a) Demonstration of knowledge : - We observe the planning of the teacher to demonstrate the knowledge of subject. | (a) Environment respect : - It is observed when the teacher demonstrates genuine caring and respect for Students, he/she becomes a role model. |
| (b) Selection of instructional goals: - Refer to goals the teacher has to set for the subject, his/her lessons & his/her students. | (b) Establishing culture for learning: - Adopting new ways & teaching sustains the interest of the students. |

| | |
|---|--|
| <p>(c) Managing Resources : Refers to how the teacher plans her teaching, learning activities in available resources, eg. Maintaining teacher's diary.</p> | <p>(c) Managing class-room procedures : This include - Preparation of lecture - Practical activities - Keeping students on - Involving student's in extra curricular activity.</p> |
| <p>(d) Designed co-herent instructions: - Refers to the planning of the teacher in coordinating curriculum with extra activities. E.g. <ul style="list-style-type: none"> • Unit plan designed by the teacher • Teaching schedule format • Innovative Practices </p> | <p>(d) Managing students behavior : - Dealing patiently with the students the psychology of helping them built their self-esteem. As most of our students are from tribal area, we have to deal with them with great care and patience.</p> |

Teaching- Learning based on four areas, Teaching – learning process:

| <p style="text-align: center;">AREA:III Instructions given by the teachers</p> | <p style="text-align: center;">AREA : IV Professional responsibilities fulfilled by the teacher.</p> |
|--|---|
| <p>(a) Consideration by the teacher: - Clear and accurate communication, regularity in engaging classes, using modern techniques in class room etc.</p> | <p>(a) Our beliefs: - It is often said that degree do make a teacher, but we believe that it is professionalism that develops a teacher .i.e.what he / she does besides teaching makes a difference.</p> |

| | |
|---|--|
| <p>(b) Use of various teaching methods:</p> <ul style="list-style-type: none"> - Employing best practices and innovative methods to make class-room pleasant place. | <p>(b) Performance of additional duties:</p> <ul style="list-style-type: none"> - Every teacher has an array of additional duties. We see the performance of teacher in assigned additional duties. |
| <p>(c) Success in engaging students in learning :</p> <ul style="list-style-type: none"> - Selection of material - Demonstration - Experimentation - Illustrations, seminars, projects etc. | <p>(c) Observation based on :</p> <ul style="list-style-type: none"> - Competence in subject. - Attending workshops, seminars, conferences etc. - Keeping pace with all co-curriculum activities. - Working with outside agencies - Keeping record of work. |
| <p>(d) Indirect observations:</p> <ul style="list-style-type: none"> - Observing students attendance. - Observing students holistic progress, academic as well as extracurricular progress and interest. | <p>(d) Conclusion :</p> <ul style="list-style-type: none"> - Our evaluation draws the conclusion that professional duties makes a difference & involvement of teacher makes a great difference. |

2.3.3 How learning is made more student-centric? Give details on the support structures and system available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

It is truly said that the teacher effects till eternity. We all know that teaching learning is influence directed activity, where teacher influence the minds of pupils. It is a process of developing inter-personal relationship. We are student-centric and not merely system- centric, for us teaching is much about passion as it is about reason.

Student centric approaches demand requisite innovative planning and the development of available resources. Our support system and structures are enlisted as below:

(a) Maintaining Attention

It is our experience that maintaining attention involves maximizing time on task. We plan 'Teacher's Diary' and 'Teaching plan' to maintain sequence. This saves time and topic is covered within scheduled time.

(b) Maintaining momentum of topic

This is done by providing notes and materials for lessons. We maintain the momentum of the lesson by anticipating trouble spots and being flexible in presentation if difficulty arises. Momentum is maintained by preparing students for transition that is a shift from one topic to another.

(c) Communicating expectations

We give appropriate feedback students in their quest for knowledge. We invite experts of different subject to orient and enlighten our students.

(d) Demonstrating clarity of presentation :

We try to unscramble confusion using variety of explanatory meth and techniques. We develop linkage between ideas by coherence in the presentation. For example our study at times face, difficulty in understand Shakespearean English in such cases we provide abridged versions, translations and dictionaries. In subjects like economics or psychology some terms and practical methods are complicating here the teacher prepares a mode and conducts demonstration in class.

(e) Virtual learning :

Group of students with common interest are guided by faculty. These collaborate for learning a concept, solve a problem or designing and creating new knowledge. For example we as translation of poems to group of study and we guide them. In subjects lit commerce and economics we assignment puzzles and quiz to students and give them hints to solve the same.

(f) Demonstrating efficient use of time and evaluating student's progress.

This involves sufficient interaction with the student regarding the study topics. We check the progress of students through observation, examples, tests and library assignments etc.

(g) Lecture with aids

To increase the effectiveness of lecture presentation some faculties use audio visual aids, poster presentation, 'up to moment' information downloaded from internet and other latest material.

(h) Problem solving, summary Board, Posters:

A structured presentation of the problems or exercise in subjects like Accountancy, Commerce, Banking, Economics, Statistics, English is given to solve. The teacher guides through demonstration of solving problems and facilitating students through supervision to solve other problems of similar difficulty.

Our faculties adopt the poster presentation on the walls of classroom which act as summary boards. This enhances the understanding of students as they themselves prepare posters on given topics, this practice also reduces time spent on giving notes.

The intricate drawings, diagrams, charts, Photographs of poets, writers, economists, historians and scientists tracing different stages of development reinforce our presentation.

(i) Instructional Material as advanced organizers :

We show CD's (BBC Version) of plays of Shakespeare to our special English honors students. The result is that today our tribal children show readiness to perform scenes from Shakespearean plays.

(j) Structured group presentation

Here we involve task analysis of activities of the syllabus where the activity is grouped into eight or ten. A questionere is prepared for each group. Students are allowed to do required assistance in terms of the experiments, preparing pamphlets, charts etc. In this way we involve the groups in sequence throughout the study course. At the end of the activity seminar, quiz, questionere, session etc is organized to raise doubts and clarify the issues. This practice benefits the teacher as well as the students.

(k) Team Teaching

A pair of teachers with similar orientation or with different background and same specialization does the team teaching. The teaching schedule is discussed and the task, which is shared, is agreed for the clear presentation. Some ways that are employed are as follows:

- One of the members of the team gives a part lecture or instruction and the other continue the lecture or conduct the activity following the lecture presentation.
- One of the teachers pose the problem and the other solves it, demonstrating the steps to be followed. In the other session the teacher who posed the problems becomes the problem solver and the problem solver in previous presentation becomes the person to pose the problem.

- One teacher narrates the events and other make power point presentations, slides, CD's, posters etc. The discussion is co-ordinated by both the members by taking the questions for discussion selectively.
- One of the members of the team gives introduction of the topic and the other teacher makes the presentation. When more than two teachers are present some time is devoted for summarizing the entire presentation by one of the teacher from the team.

(l) Evaluation by discussion :

This is done when the considerable portion of the syllabus is already taught or the teaching of syllabus is coming to an end. Here the title of the topic is presented to the students. Students pose questions and the teacher give solutions. The doubts of the students are cleared easily here. This method is essentially a diagnostic one by nature. We involve some of the students who know the answers and they participate in giving the answers. The experiment is repeated and the portion which is difficult for all is revised.

(m) Solving the Question Papers

At intervals the question papers of preceding years are discussed and solved. By this the students get fully acquainted with the pattern of question papers and the way to answer them in examination.

These are the ways in which our teaching-learning process is made more students – centric and less system centric.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

We are aware of the fact that education is blend of scientific realism and aesthetic creativity. We ensure effective learning experiences to nurture critical thinking creativity and scientific temper among the students to transform them into life – long learners and innovators in following way by developing their following skills:

Thinking Skill

Our methods enable the students to assess and analyze the things critically.

Problem solving skill

Enables our students to overcome the difficulties they face in life.

Decision making skill

Enables our students to think and decide any issue with creativity.

Skill of assertiveness

It helps our students to modify their behavior and develop in them ability to take firm steps with confidence.

Communication skills

We most modestly accept that maximum number of our students come from remote tribal areas. Many times they show lack of expression. We train them to communicate openly for long term societal benefit.

Coping skills

Enables our students to overcome the situations they face in life.

Mentioned skills are illustrated and justified in following table.

| Skills that are developed | Means for its development |
|--|---|
| <ul style="list-style-type: none">• Thinking skill | <ul style="list-style-type: none">• By using various teaching aids and promoting creative activities like dance, music, painting etc. |
| <ul style="list-style-type: none">• Problem solving skill | <ul style="list-style-type: none">• By shouldering on them various tasks like projects, exhibitions, organizing small events etc. |
| <ul style="list-style-type: none">• Decision making skill | <ul style="list-style-type: none">• By assigning groups to group leaders in various activities like cultural, quiz, debate etc. |
| <ul style="list-style-type: none">• Coping skill | <ul style="list-style-type: none">• By encouraging them to function as team in activities of NSS, NCC, Red-cross etc. |
| <ul style="list-style-type: none">• Skill of assertiveness | <ul style="list-style-type: none">• By motivating those to lead in various activities and to bring new ideas to keep campus live. Assertion by performance in sports, academics, cultural etc activities. |

| | |
|---|--|
| <ul style="list-style-type: none"> • Communication skill | <ul style="list-style-type: none"> • We listen to them patiently and further encourage them to take part in debate, elocution at college and inter-college level. Our planning forum takes care of this section. We encourage them for performance of plays prescribed in their syllabus. We conduct the personality development seminars and many more activities to inculcate in them communication skills. |
|---|--|

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g.: Virtual laboratories, e-learning resources from National programme on Technology enhanced learning? (NPTEL) and National Mission on education through Information and communication Technology (NME-ICT), open educational resources, mobile education, etc.

- English, Gujarati, Hindi, Sanskrit :
Our faculties use lecture method, interactive method, performance of plays in classroom, audio, organizing seminars based learning with study oriented field work, socio-economic surveys based on syllabus.
- History, Economics, Psychology, Commerce :
Faculties employ lecture method, audio - visual mode of teaching, they also correlate theoretical and practical classes with project based learning and experimental learning like field work, visit to banks for practical observation and learning visit to LIC offices etc. Taking up small socio-economic surveys based on the syllabus.
- Language Lab
We have language lab it is Government of Gujarat scope sponsored dell laboratory and our students get the advantage of the certification of scope.
- Internet facility in Offices and library.
We have reasonable access to internet in library for students.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc)?

- We organize National and State level conference and seminar.
- We organize guest lecturers of experts under the aegis of "Gyan-satra"
- By attending and presenting in National and State level conferences our teachers and students are exposed to advance level of skill and knowledge.
- Our faculties take part in statewide telecast of BISAG, Gandhinagar.
- Faculties attend orientation programs organized by KCG, Gandhinagar and Veer Narmad South Gujarat, University, Surat.
- Extension lectures are organized on regular basis by all the departments to keep in pace with the changing times. Prominent scholars and dignitaries from corporate circles are invited to share their knowledge with students and faculties.
- Students are encouraged to write articles for college magazine "Vimal". They display creative writing on wall magazines. They participate actively in Saptadhara, NSS, NCC and student union activities.

2.3.7 Detail (process and the number of students\benefited) on the academic, personal and psycho-social support and guidance services (professional counseling/ mentoring/ academic advise) provided to students?

- Counseling is provided to the students who appear before the admission counseling committee.
- SC/ST students are facilitated by government scholarships. It is directly transferred in their respective accounts.
- Our faculty provides counseling when and where necessary.
- Udisha placement cell is actively functioning in the college.
- Professional guidance and counseling is provided for the competitive exams like NET, SLET and GPSC etc.
- All the new admission in the first year pass through the process of counseling during the admission process.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

A true teacher has confidence to stand alone, the courage to make tough decisions and compassion to listen to the needs of others. He/ she proves to be true teachers by equality of his/her actions and integrity of his/her intent.

Our faculties not only motivate the students to learn but we are teaching them how to learn, we are doing this in a manner which is meaningful, relevant and memorable. Following efforts are made by the institutions to encourage the faculty to adopt new and innovative approaches:

- We encourage project based learning like field work, visit to various economic units like banks, firms, industries, co-operative societies etc.
- We encourage interactive methods audio-video, presentation by PPT, socio-economic surveys etc.
- We encourage teaching in smart class room through the smart- boards and digital technologies.
- We organize seminars and conferences on various subjects.
- We promote dramatic performances and translation workshops in our literature class-rooms.

2.3.9 How are library resources used to augment the teaching-learning process?

- Subject-wise books, reference, magazines, journals are purchased and subscribed in the library.
- Available titles are computerized and listed.
- We have a separate P.G. library with reading space.
- Old question papers of tests and university exams are available in the library.
- We have BISAG facilities managed by library, we have a separate room for it.
- All department heads are in constant co-ordination of the library and they orient the students to make optimum use of library facilities.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges and the institutional approaches to overcome these.

The institution is facing challenges in completing the curriculum within planned time frame in two major areas:

- 1) Shortage of teachers
- 2) Shortage of time in semester system.

The teachers are recruited as per the norms, rules and regulations of U.G.C. and the Government of Gujarat. New teaching positions are vacant due to problems of workload. After the retirement of staff the vacancies are not filled as government rarely give us teacher for 09 to 12 lectures, as government is having certain policies and strategies for example.

| No. | Department | Number of permanent teachers | Teachers required | Visiting Adhoc. |
|-----|------------|------------------------------|-------------------|-----------------|
| 1 | Psychology | Nil | 01 (Part-time) | 01 |
| 2 | Statistics | Nil | 01 (Part-time) | 01 |
| 3 | English | 02 | 01 | 01 |
| 4 | Economics | 02 | 01 | 01 |

We have workload of 12 lectures in psychology, workload of 09 lectures in statistics but we don't have any permanent faculty as government appoints teacher for 16 lectures. Our management appoint visiting adhoc faculty to facilitate our students.

We are not having permanent librarian since 2001 since sixteen long years. Even then government is not appointing permanent librarian for us. Management have appointed adhoc librarian for smooth functioning of the library.

In the first challenge we have appointed adhoc staff and trained them as good work force.

Regarding the second challenge of semester system we plan remedial lectures and extra coaching.

Our faculties representing Board Of Study in university also make suggestions to university about time constraints in semester system.

Thus by appointing adhoc faculties by making time management (by maintaining and making teaching plan) we overcome the challenges in completing the curriculum within given time frame.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

- Our teachers maintain 'Teacher's Diary' they plan their teaching schedule and work accordingly.

- The institute monitor's and evaluates teaching-learning through IQAC. It collects feedback from the stakeholders and monitors and evaluates the quality of teaching-learning.
- The principal regularly meets the head of the departments and extracts feedback on teaching- learning process.
- Internal examination's and the semester examinations are the direct method to evaluate teaching- learning. The results in university exams and the achievement of our students directly mirror the quality of teaching- learning.
- Our following record exemplifies it.

Results of April 2015 University Examination

| | | | | | |
|---------------------|----------------------------------|-----------------------|-----------------------|------|--------|
| BA Sem-II | Enrolled students 256 passed 234 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | 15 | 43 | 114 | 62 | 91.40% |
| BA Sem-IV | Enrolled students 276 passed 248 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | 02 | 02 | 58 | 143 | 89.85% |
| BA Sem-VI | Enrolled students 319 passed 238 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | 33 | 91 | 136 | NA | 88.71% |
| BCom Sem-II | Enrolled students 198 passed 128 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | 01 | 07 | 46 | 74 | 60.60% |
| BCom Sem-IV | Enrolled students 99 passed 58 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | - | 09 | 20 | 29 | 58.58% |
| BCom Sem-VI | Enrolled students 54 passed 25 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | - | - | 22 | NA | 46.29% |
| M.Com Sem-II | Enrolled students 65 passed 61 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | - | 28 | 14 | 19 | 98.38% |
| M.Com Sem-IV | Enrolled students 51 passed 43 | | | | |
| | Distinction | 1 st class | 2 nd class | ATKT | Result |
| | 05 | 25 | 11 | - | 83.67% |

| | | | | | |
|--------------------|--------------------------------|-----------------------------|-----------------------------|-----------|------------------|
| M.A. Sem-II | Enrolled students 91 passed 88 | | | | |
| | Distinction 64 | 1 st class 22 | 2 nd class 02 | ATKT - | Result 98.87% |
| M.A. Sem-IV | Enrolled students 80 passed 75 | | | | |
| | Distinction 45 | 1 st class 27 | 2 nd class 03 | ATKT - | Result 93.75% |

2.4 Teacher quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| D.Sc./D.Litt | | | | | | | |
| Ph.D | | | | | 03 | 01 | 04 |
| M.Phil | | | | | | 03 | 03 |
| PG | | | | | 05 | 03 | 08 |
| Temporary Teachers | | | | | | | |
| Ph.D | | | | | | | |
| M.Phil | | | | | | | |
| PG | | | | | 03 | 04 | 07 |
| Part-time teachers | | | | | | | |
| Ph.D | | | | | 01 | | 01 |
| M.Phil | | | | | | | |
| PG | | | | | | 01 | 01 |

- All the faculties are recruited as per the recruitment rules of UGC and the norms of Gujarat government.
- Where faculty strength falls due to retirement and recruitment of new teacher does not take place in time, then our management appoints part-time/ guest faculty according to the norms laid down by our university and the department of higher education, Government of Gujarat.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/modern areas (emerging arrears) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The management of the college provides the college with competent faculties as per the requirement of the respective courses.

In our first cycle of accreditation the esteemed NAAC committee members suggested that we must start BSc course. We strived for it and our management started the course and employed the best faculty for benefit of our students.

We started BSc (Chemistry), B.A.(Special English) in last three years for the benefit of our students. We recruited competent faculty in these courses, management pay their emoluments.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

(a) Teacher's Diary and Teaching plan.

We maintain teaching plan and unit wise teaching in teacher's diary. We have planned weekly teacher's diary and teaching plan in diary. By adopting this tool the teachers get the idea of how much they have done in the class and what measures they have to taken to cope up.

(b) Collection of feedback.

This practice encourages the self improvement of the college, teachers and over all computer environment. It helps us to know the 'SWOT' of our teachers and given them chance to get better and best.

It encourages self-improvement and motivates them to do better.

It provides teachers with an opportunity to look at themselves through the eyes of the learners.

(c) Participation and presentation in Academic events

Five of our teachers presented papers at international conference at Mauritius.

One of our teacher presented paper at Mauritius and Srilanka.

I myself (Principal) presented paper at Italy and availed a travel grant for same from UGC.

(d) Quiz, group discussion and ICT teaching-learning methods

Constant one way class - room teaching is not always enjoyable. Innovations act as breakthrough. When almost 75% of syllabus is completed our faculty organizes quiz, puzzle etc, these helps the students in their examinations in solving objective and short questions.

Teachers use smart-boards and ICT to make their teaching more effective.

(e) KCG Training

Our faculties attend KCG training workshop organized for teachers by government of Gujarat. The orientation workshops are on topics like teaching -learning methods, content management selection, development and use of enrichment materials, assessment use of audio visual aids etc.

(f) Resource Persons

Our 40% of faculties go as resource persons in academic events.

2.4.4 What policies/systems are in place to recharge teachers? (eg; providing research grants, study leave, support for research and academic publications teaching experience in other national institution and specialized programmes industrial engagement etc.)

Institute always acts very positively in recharging the teachers.

- We allow on duty leave for PhD or any other further study.
- We grant on duty leave for attending and presenting at seminars at National and international level. Few examples are as follows:
 - (a) Prin Dr. F.H.Desai international conference at Italy(2013), Prague, (2016)
 - (b) Dr. M.D. Patel International conference at Srilanka and Mauritius.
 - (c) Asst. Prof. M.R.Desai, R.B.Naik., I.B.Patel, N.K.Naik, C.D.K.Patel International conference at Mauritius.
- We encourage research aptitude among teachers. The research cell and committee motivate the teachers for academic advancement.
- The management has encouraged and has availed enough opportunities by providing on duty leave for study to complete M.Phil and Ph.D.

- The management offers free computer training program for teachers.
- Our BCA section is having a special provision for all staff members throughout the year, they can get training in computer literacy and use of ICT to handle gadgets in smart class-room.

2.4.5 Give the number of faculty who received awards/ recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/ achievement of the faculty.

The senior faculties who received awards and recognition have retired. We have some newly appointed faculty and they are surely promising. At present we have Dr. M.D.Patel, Hindi department he received recognition from Hindi Sahitya Sabha at Srilanka, his noteworthy contribution to Hindi literature. The award is conferred upon him by Shahityik Sodh Sansthan, Mumbai, India.

2.4.6 Has the institution introduced evaluation of teaching by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching- learning process?

While working for NAAC re-accreditation we began or re-analyze the 'SWOT' of our institution and we started working in the direction of reformation and rectification.

We realized that quality begins on inside therefore our IQAC started teacher's evaluation by collecting student's feedback.

Few seemed to be bit daunting hence we felt that teachers appraisal is important aspect for improving the quality of teaching-learning process.

IQAC has formed a feedback team, they collect and analyze the feedback and take positive measures.

We motivate the teachers and students not only to team but we encourage them to know how to learn. We utilize and adopt the means which are available and helpful in bridging the gap between the theory and practice.

We are listening, questioning and being responsive remembering that each of our student and teacher are different. We are encouraging them to excel.

We do not always stick to fixed agenda by being rigid but we open new directions by being flexible, fluid, experimenting and having the confidence to react and adjust to

changing circumstances and developing minds and talents, making future plans for further enhancement.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- * We organize orientation program for first year students, in that program one Point of focus is evaluation methods. In this way we communicate the evaluation method to students through orientation.
- * Other members of the institution are informed about the evaluation methods by timely meetings and notices.
- * Information regarding the evaluation methods and examination pattern is given in the prospectus during the time of admission.
- * Evaluation sheets, internal scores are displayed on student notice boards from time to time.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institutions on its own?

- * Our college is affiliated to the Veer Narmada South Gujarat University, the university introduced choice based credit system in 2011-12. We follow the semester system designed by the university with 20 marks internal and 50 marks external in each semester.
- * We have separate examination section in the college. We have exam committee. We also have strong - room and other facilities like computer, printer, photocopier etc in the exam section.
- * We have equipped each class with CCTV camera as a part of examination reform. Such measures reduce copy cases in exams.
- * We computerized test papers and evaluation sheets. Most of our examination transactions are computerized.
- * At university level external exams we have internal superintendents, there are regular as well as flying and the special squad. At our level we keep on making minor reforms regarding the junior supervisors and the conduct of students.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

- * We strictly adhere to the norms, rules and regulations declared by the university.

- * We follow the examination schedule declared by the university in its academic calendar.
- * We submit the internal evaluation sheets to the university in time.
- * We intimate the students regarding evolution reforms and other matter, by displaying the notices regularly on notice board.
- * We have CCTV system in all classes as per the norms of the university.

2.5.4 Provide details on the formative and summative assessment approaches adapted to measure student's achievement. Cite a few examples which have positively impacted the system.

Formative evaluation is done by the teachers by taking class tests in between. By questioning the students while teaching the topic.

Summative assessment is done during the examination at the end of each semester.

The following formative and summative assessment approaches are adapted:

| Areas | Formative evaluation | Summative evaluation |
|-----------------------------------|---|--|
| 1. Curricular front | <ul style="list-style-type: none"> • Special tests for the advanced and slow learners are arranged. • Class tests and mid-term tests are taken. | <ul style="list-style-type: none"> • Assignment based & library work based internal assessment. • College internal exams and university exams are conducted. |
| 2. Co-curricular front | <ul style="list-style-type: none"> • Students are motivated to take part in activities, they are selected and trained. | <ul style="list-style-type: none"> • The students who are trained participate in various local, state and national level competitions. |
| 3. Extra-curricularfront (sports) | <ul style="list-style-type: none"> • Talented students are picked from the remote schools and are enrolled in the college. | <ul style="list-style-type: none"> • These children are trained and they win medals in sports at local and national level. |

- One of our sports star Ms. Sarita Gayakwad has won various medals in state and national level competitions. She represented and won medals on National level and she represented our university. At present she is selected as member of board of sports at our Veer Narmad South Gujarat University.

2.5.5 Details on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightage assigned for the overall development of students (weightage for behavioral aspects, independent learning communication skills etc.

- * We follow the university marking scheme and internal assessment criteria.
- * Students are motivated to prepare reference notes from available references in the library.
- * Students are motivated for seminars and they submit assignment.
- * We don't have much autonomy in this aspect as we follow the design of assessment given by our Veer Narmad South Gujarat University.
- * Results and internal marks are regularly displayed on the student notice board.
- * Students are addressed regarding their performance in internal tests.

2.5.6 What is the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

The graduate attributes are passing marks 18/50 in each subject and internal evaluation based on unit tests 8/20.

We conduct orientation program for students at the beginning of the year and we motivate them to take maximum advantage of their academic opportunity.

2.5.7 Do the institution and the individual teachers use assessment / evaluation as an indicator for evaluating the student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, the individual teachers use the following assessment as an indicator for evaluating student performance, achievement of learning objective and planning:

- Marks in internal exams.
- Class-room performance.

- Attendance and behavioral aspects.
- In time submission of assignments.
- Participation in activities like NSS, NCC, Sports, Cultural, Saptadhara etc.

The teachers select deserving and outstanding students to represent our college at local, University, State & National level competitions. Their evaluation is the indicator of their excellence, thus we see that their learning objectives are fulfilled.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

At college level students can approach the examination committee and ask the committee for justification in case of any grievances.

At university level students can apply for re-checking and re-assessment.

2.6 Students performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

We organize our teaching - learning activity with the following views:

- * To enable maximum number of tribal students to learn the implementation of knowledge and skills.
- * To educate them and encourage them to be an important part of social and economic mechanism.
- * To promote critical thinking and life skills.
- * To strengthen communication skills, to develop leadership qualities and holistic personality.

The students get all the required guidance from college magazine and prospectus. As ours is a tribal area college our focused learning outcome is maximum literacy of the tribal people.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the student's results/ achievements.

- * Class test is formative method to monitor and communicate progress and performance of students at regular interval.
- * Internal evaluation is placed on student notice board.

* The result of last year's university examination is as follows:

| 2015-2016 | | |
|-----------|---------------|--------|
| i. | B.A. Sem II | 91.40% |
| ii. | B.A. Sem IV | 89.85% |
| iii. | B.A. Sem VI | 88.71% |
| iv. | B.Com. Sem II | 60.60% |
| v. | B.Com. Sem IV | 58.58% |
| vi. | B.Com. Sem VI | 46.29% |
| vii. | M.Com. Sem II | 98.38% |
| viii. | M.Com. Sem IV | 83.67% |
| ix. | M.A. Sem II | 98.87% |
| x. | M.A. Sem IV | 93.75% |

2.6.3 How are the teaching- learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The teaching - learning and the assessment strategies of the institution are structured to facilitate the achievement of the intended learning outcome through:

- Facilitating students by smart digital class-room.
- Audio-visual teaching - learning.
- BISAG class-room.
- Rich library as a learning resource
- Language laboratory
- Best sports infrastructure and lush green play-ground.
- BAOU certificate courses along with graduation.
- Remedial classes for the slow learners.
- We give training to talented students in sports.
- We motivate students to join NSS,NCC to inculcate the leadership qualities.

2.6.4 What are the measures/ initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc) of the courses offered?

- Students of commerce are given exposure to programs where they can get employment in banks, LIC, in private firms as accountants in co-operate houses etc.

- We have Udisha placement cell which conducts regular counseling and invites bank managers, firm managers to interact with our students.
- Our library committee regularly orients the student regarding 'Rojgar Samachar' and other job opportunities in government administration sectors.
- We regularly place the news of "Job Vacancies" on student notice board in library and gymkhana.
- Our Sharda Foundation managed by Vimal Uchchar Kelavani Trust train our students in social services towards women and children.
- Our Trust (management) organizes State level cricket tournament every year and train our students to develop quality of leadership and socialization. As students actively participate as volunteers in such philanthropic activities of our Trust.
- The college magazine "Vimal", cultural and sports activities, saptadhara forum avails the opportunity to our students for creative and innovative ventures.
- NSS unit and NCC unit of the college enhance the social aspect of the holistic development of the students.
- As said earlier 'Sharda Foundation' managed by our college Trust involve our students in various activities of social services and sensitize them towards the society by focusing on their importance as responsible youth " Yuva Shakti" of the society.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming of learning?

The IQAC of our college monitors the outcomes of achievements of students learning outcomes by

- * Schedules of class seminars.
- * Schedules of class tests.
- * Group discussion.
- * Library assignments.

We give planning charts and 'Teachers dairy' to our teachers. Teachers make notes of the learning barriers; they also make observations and try to overcome the learning barriers.

We make a living by what we get. We make a life by what we give.

For example if a student remains constantly absent in the class and the teacher notes it then measures are taken for students regular presence in the class by knowing the reason of absence in the class.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Institution monitors the learning outcome by

- * Assessment of internal tests.
- * Library assignments.
- * Class assignments and presentations.
- * Group discussion
- * Participation of the student in co-curricular and extra-curricular activities and by observing his/ her individual involvement.
- * Participation and representation in sports and extracurricular activities.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Any other relevant information regarding Teaching-Learning and evaluation which the college would like to include.

- Students are informed about the academic and other facilities and activities of the college by the prospectus given to them during the time of admission.
- We cater to the tribal belt of our region and ours is the first of its type in the whole area, we adhere to our motto of “Maximum literacy and educating the tribal”. A post- independent idea of educating the underprivileged and bringing equality in the society is our goal and we have fulfilled it to great extent.
- To make teaching-learning more effective traditional and modern methods of using smart-class and ICT is practiced by our faculties.
- We have college academic calendar, Teacher’s dairy and we regularly publish our yearly magazine “Vimal”. We have published ‘Vidyarthi Pathay’ a prayer book for students this year.

Think of Strength Always

ॐ आप्यायन्तु ममाङ्गानि वाक्प्राणश्चक्षुः श्रोत्रमथो बलमिन्द्रियाणि च
सर्वाणि । ... तदात्मनि निरते य उपनिषत्सु धर्मास्ते मयि सन्तु ते मयि सन्तु ॥

May my limbs, speech, vital force, eyes, ears, as also strength and all the organs, become well developed... May all the virtues that are (spoken of) in the Upanishads repose in me who am engaged in the pursuit of the Self; may they repose in me.

- Kena Upanishad

Think of your own body, and see that it is strong and healthy; it is the best instrument you have. Think of it as being as strong as adamant, and that with the help of this body you will cross the ocean of life. Freedom is never to be reached by the weak. Throw away all weakness. Tell your body that it is strong, tell your mind that it is strong, and have unbounded faith and hope in yourself.

- Swami Vivekananda, cw, 1: 146



CITTERION: III

RESEARCH, CONSULTANCY AND EXTENSION

In this era, we are constantly adapting changes. An avalanche is coming in education. We are constantly demanding new things and new ways to do things. Without research, our demands would go completely unrecognized research is what takes us further as distinct human race. Research is product of hard work, curiosity and innovative creative spirit.

If the earliest civilizations had not been curious about the dark sky, we would not have the knowledge of the space as we do have it now. In-depth profound, years and years of research done by men and women throughout history has led us to where we are today; a civilized society with sensitivity, knowledge and tools to move forward. However, if we were to bring that research to a standstill, what would happen to us? We would not expand our understanding towards all that there is to understand. We would be a group of curious human beings, who would leave this world without knowing the things we wanted to know. We would be a society of monotonous, thoughtless people simply trying to compensate for things we do not know.

Without research, we could not say we were close to finding cure for cancer, without research we could not say that poetry and music can soothe our anxiety. Without research we could not find the most eco-friendly way to light up our homes and offices. Without research, we could not possibly have survived as long as all have.

There are 'N' numbers of things that have yet to be discovered. I believe that research is part of our life as we enjoy learning new things and so do many other young people.

The trouble is that many of us have nostalgia of gone age and they live in age gone by new theories and technological advances have taken and are taking place. Basing our practice solely on our own learning experiences, with any research and reflection means that education runs the risk of being outdated and not being forward looking.

In knowledge transaction convenience and manageability are important; but the question is whose 'convenience'? Teachers can occupy and even control pupils as well as entertain them. But as teachers we have to keep on asking ourselves if real "new learning"

takes place. Learning new things and probing in research can be difficult and uncomfortable. But it is not enough to base teaching and learning around convenience.

Research allows this to be challenged. Basing decisions upon evidence is morally sound. It is my experience that researches to understand what works and why? What the short and long-term implications are, provide a justification and rational for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth.

Teaching does involve creative thinking and experimentation. Teachers decision makers (management) and pupils need to know what works and why.

Does teacher's creative experimentation lead to improved pupil performance, increased motivation, commitment, better behavior and the list goes on. All teachers reflect- we do that anyway – but research is more formal. The profession of teaching as a whole needs access to a range of evidences. Not everyone can, or would want to, do everything.

However we see that teaching, learning, research, consultancy, extension, these all need to be connected. We strive not to duplicate efforts but to combine and build on each other's findings.

We believe that teachers have to comply to education policy, but that does not mean following a prescribed formula. Teachers can adapt it to fit the individual needs of their own pupils. But teachers are accountable. The society must have faith in the profession and attitudes to education vary across time and place – so one of the way by which performance of the teacher can be demonstrated is through the publications and the research findings.

We as an educational institution believe that research should be future oriented and designed to benefit learners rather than researchers themselves.

We are not metropolitan or urbanized institute, we are a tribal belt college but we definitely understand that research is not only critical to intellectual, economic and social development of society but it is also critical to mission of any institute. In humanities some for research the benefit may not be so obvious. As Albert Einstein once remarked: "If we knew what it was we were doing, it would not be called research, would it?"

When we express ourselves as an institution in area of extension and consultancy we are aware of the fact that educational institute is highly sophisticated system but a family within itself and the it is shaped by the overall actions of its family members.

These actions are not taken without some thought and consideration. But what informs the thought and consideration? It is fair to announce that what members of our institution know and do determine their course of action and ultimately shapes our institution. For this makes research consultancy and extension a powerful tool in institution- shaping process. It might even be said that what a community knows about itself becomes its destiny.

The goal of our extension activities is to convey to the people the things that make their life better. Our few but focused extension activities run through phases like-

- Discovering the best of what is
- Dreaming about what might be
- Designing more hopeful future
- Delivering few but effective actions to transform the society.

Engaging in extension activities our students and teachers excite, energize and get inspired. In those moments they begin to see how their values are being played out in their services to the society for example in –

- Inculcating good citizenry
- Developing leadership qualities
- Developing relational networks.
- Decision making practices
- Project implementation processes
- Communication techniques etc.

For us extension activities are democratic method of educating the youth, it helps us in adoption of innovations in a way though little but through our extension activities we make efforts to make society better and progressive. We aim at cultivating good human beings. As good human beings in harmony, make happy families. Happy families make contented and progressive society and progressive society contribute to national development. And such Nations make a world a better place to live in.

The following pages will unfold our research, consultancy and extension endeavors. We most modestly put forward our tiny but firm steps in this direction. We

never count how fast and much we walk but as a team we always count how firmly and steadily we walk in right direction.

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center's of the affiliating University or any other agency/organization?

Our Trust have newly established separate library and reading section to promote research activities and publications. This new separate building is developed by our management to promote the reading culture and research environment on the campus.

3.1.2 Does the institution have a research committee to monitor and address the issue of research? If so, what is its composition? Mention a few recommendation made by the committee for implementation and their impact.

Yes, there is a research sub - committee in the college comprising of following members:

- i. Principal (convener)
- ii. H.O.D. of all departments
- iii. Ph.D. holders (teachers)
- iv. Co - ordinator IQAC
- v. P.G. in charge of all department
- vi. Accountant (01)
- vii. Sr. clerk (01)

The committee held's meeting to discuss future research plans and to promote ongoing research activities on the campus.

3.1.3 What are the measure taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

- (a) Our research committee guides the faculties regarding submission of research proposals and research schemes and projects.
- (b) We encourage the faculties to participate in National, International and State level research events, conferences and seminars. We grant them duty leave for such academic endeavors.
- (c) The faculties pursuing M.Phil, Ph.D are supported by our library resources.
- (d) We provide computer, internet and ICT facilities to the teachers aspiring for research activities.

- (e) We ask the teachers to make mutual adjustments in teaching schedules when teachers are engaged in research activities.
- (f) Necessary infrastructure and human resources are provided by the institution for smooth progress of research activities. The institute monitors and facilitates timely auditing and submission of the utilization certificate to funding agencies.
- (g) We have started “Sarda Samsodhan Sarita” for aspiring young researchers. A small space for research and other equipments like computer, internet, printer etc.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Research is a culture and what is measured is the output of research or inputs to research. Outputs measured by number of publication, citation index etc. inputs to research understandably are in terms of the tangibles like equipments or instruments books, journals etc and the knowledge input of researchers is tangible.

Tangible inputs are available off the shelf, knowledge of the faculty members engaged and interested in research is a precious key input necessary for research but not sufficient.

Beyond all this there is an ‘environment’ of research, a zest to do something new and innovative, naive inquisitiveness, which is a real differentiator.

That what sustains research is termed as research environment by us. It includes among other thing, the stated and unstated institutional goals, customs and traditions, ethos of openness, the institutional process and so on, developed over a long period of time. Though we are a small tribal unit we have some ways to institutionalize the culture of research among our students in following ways:

(a) Interactive method

We encourage our students to stimulate experiment in language lab or by literature research in the library or on internet. Result of such research is presented through seminars.

(b) Experimentation methods

Encouraging experimentation even in subjects which are not amenable to laboratory experiments can be a real time experiment or even a thought experiment. e.g. performance of plays prescribed in the syllabus, translation workshops, demonstration of banking services etc. it is our experience that designing an experiment is a tremendously creative exercise.

(c) Generate diverse views

Consensus is a loss of opportunity in teaching-learning and research. We bring out the hidden queries and encourage informed debates and discussions. Any signature view is not dismissed but is seen as an opportunity for a fresh thinking.

(d) Research papers, presentation and projects

We encourage our students, especially P.G. students to participate and present at conference, seminars and symposiums.

(e) Guest and Expert lectures

Reputed eminent scholars and speakers are invited to spend time with the students, so that students can interact and learn about latest research in the subject.

(f) “Khusnuma Yuva Zindgi”

It is like a discovery circle of group discussion, field work, they go on excursions and from this year we are going to promote model work and general writing by the students. Sample source book will be prepared by the teacher.

(g) Students Involvement

There are numberless aspects where continuous real time data analysis is required for the effectiveness and efficiency improvement. For example feedback on library, campus experience etc. involvement of senior students in these activities is yet another tool for creating a research environment and promoting a research culture.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research project, engaged in individual/ collaborative research activity, etc.

We had one research guide and senior faculty in Gujarati who retired recently. We have one research guide in Hindi. Another faculty in Hindi was Ph.D guide, she is appointed as principal in Nizar College. Completed minor research projects are as follows:

F.H.Desai – 1) MSRVP - “Ved Nipuna”

2) Government of Gujarat “Special Education Project”.

J.U.Patel - UGC - “Role of co-operative societies in socio-economic development of farmers”.

G.B.Patel - UGC – “social cultural and educational changes among tribal races”.

Following students completed M.Phil research under the guidance of **Dr. G.B. Patel**

| Name of the student | Title of the thesis | Date of Notification |
|--|--|----------------------|
| 1. Patel Prakshbhai Mohanbhai | “Ashokpuri Gouswami ni Navalkatha: ‘Kuvo’ ane ‘Nibhando’ ek Abhiyas” | 30-01-2009 |
| 2. Patel Punitkumar Babubhai | “valamna’, ‘Manvi ni Bhavai’ ane ‘Pachle Barne’ navalkathao ma pragato | 02-04-2009 |
| 3. Patel Darshnakumari Hasmukhbhai | “Priyakant maniyar ni prakruti kavita ek- abhiyas” | 23-10-2009` |
| 4. Patel Sheelaben Gulabbhai | “Dhiruben patel ni ‘Shimda na phul’ ane ‘kadambari’ ek Abhiyas” | 4-3-2010 |
| 5. Chaudhri Munni B. | “Gujarati tuki varta kshetre Manilal patel nu Yogdaan” | 18-11-2010 |
| 6. Patel Nilam J. (Received Rajiv Gandhi fellowship for ST for her research work) | “Madhav Ramanujan ni kavita ma pranay Nirupan” | 18-08-2010 |

M.Phil research completed under the guidance of **Dr. M.D. Patel**

| | | |
|------------------------------------|---|---|
| 1. Patel Prashantkumar Babubhai | “Laxminarayanlal ke Natako mein samajik samasya ka chitran” | 06-06-2011 |
| 2. Patel Pranav Jamsubhai | “Gurudatt ke Etihasic Upanyaso mein Nari” | 11-06-2015 |
| 3. Patel Dharmistha Mohanbhai | “Adhunik prabandh kavyo mein karna ka Charitra” | Work in progress approximately will be completed in 2016-17 |

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/ organized by the institution with focus on capacity building in terms of research and imbining research culture among the staff and students.

Workshops and Conferences:-

- U.G.C. sponsored two day state level workshop on “Personality development for students of Veer Narmad South Gujarat University.”

- UGC sponsored one day state level seminar on ‘Economic Development and Environmental Issues’.
- UGC sponsored one day state level seminar on, ‘Poetics and Literary criticism.
- State level conference on “छायावाद और आज” organized and funded by college.
- UGC sponsored one day state level seminar on “Indian women Novelists in English”
- NAAC sponsored Two day National level seminar on “Role of IQAC in Identifying Best Practices”.
- National conference on “Hindi Sahitya mein Nari Chetna”
- Sanskrit sahitya Akademi Gandhinagar, sponsored National conference on “Sanskrit Sahitya mein Yugbodh”.
- Every year one day workshops on Health awareness, environment awareness, women empowerment, disaster management are organized by NCC, NSS units, eco-club and women cell of the college with a view of capacity building in terms of research and developing research culture among staff and students.
- Workshops on earthquake and Disaster management were organized in the institution.
- Gujarati Adhyapak sangh sponsored “Adhyapak Sajjatta shibir”
- Workshop on skills development for staff with EDP Government of Gujarat.
- National Seminar on Education for Holistic Development.
- State Level Seminar on “Gujarati Sahityama Daxin Gujaratna Sarjakonu Yogdan”

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

Priority areas of research are Vedic studies, ecological literary studies, feminist approach in Hindi literature, economics and environmental studies, Yoga and sports, Holistic development, emerging trends in commerce, post colonial English literature, Indian Drama, Gujarati literature and Theatre, History of modern India.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The institution regularly organizes conferences, seminars and workshops for bridging between scholars and researchers of eminence. They visit the campus and interact with the teachers and students. To enlist the few they are;

- 1) Prof. Dr. Rajendra Nanavati (Emeritus Prof. M.S. Univ. Baroda)
- 2) Prof. Dr. Ajitsingh (S.P. Uni. Vallabh Vidhyanagar)
- 3) Prof. Dr. E.V. Ramkrishnan (Central Uni. Gandhinagar)
- 4) Dr. Satishbhai Vyas (Eminent Dramatist and chair at Bhasabhavan Ahmadabad)
- 5) Dr. Rajendra Mehta (Eminent Dramatist at present posted at sahitya academy, New Delhi)
- 6) Dr. Chandrakant Topiwala (Eminent critic and very welknown literary figure of Gujarati literature)
- 7) Dr. Vijay Shastri (Eminent writer and columnist H.O.D Gujarati Department MTB Arts College, Surat.
- 8) Prof. M.V.Joshi (H.O.D. departments of economics S.P. Univ. Vidhyanagar)
- 9) Prof. Dr. Kamal Mehta (H.O.D. department of English Saurashtra Uni. Rajkot)
- 10) Prof. Dr. Minu Parabia (H.O.D. Bioscience & Botony V.N.S.G. Univ, Surat)
- 11) Dr. Harshdev Madhav Jani (H. K. Arts college, Ahmadabad)
- 12) Dr. Sudesh Aahuja (Government PG college, Kota, Rajasthan)
- 13) Dr. Pragana Y. Joshi (Ved vyas Academi, Ahmadabad)
- 14) Dr. Niranjambhai Patel (Sanskrit department, S.P. Univ. Vallabh Vidhyanagar)
- 15) Dr. Ravindra Khandwala (H.K. Arts college, Ahmadabad)
- 16) Dr. Jaynti Ravi(Commissioner of Higher education, Gujarat state)
- 17) Former Vice Chancelar of Veer Narnmad South Gujarat Uniersity Dr.R.G.Kothari.
- 18) Former Vice Chancelar of Veer Narnmad South Gujarat Uniersity, Dr. Ashvinbhai Patel.
- 19) Director of Sports SNTD University of Mumbai,Dr.Linda Dennish.
- 20) Eminent writer of Gujarati Literature ,Dr.Manilal Patel.
- 21) Dr.Gunvant Vyas, Department of Gujarati,Anand Arts College,Anand.
- 22) Dr.Minal Dave, Department of Gujarati,Jayendrapuri Arts & Science College,Bharuch.

3.1.9 What percentage of the faculty has utilized sabbatical leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Sabbatical leave for research activities is not utilized by any faculty in last five years. Infact no faculty has demanded it. The researchers doing Ph.D. get one on duty leave every week and they adjust their field-work and project work during vacation and holiday.

Principal Dr. F.H. Desai was granted leave to go on deputation at research University, Children University Gandhinagar, by Vimal Uchchar Kelavani Trust.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/ advocating/ transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

- We have separate P.G. library and research wing for aspiring research students and faculties.
- We sanction leave for our faculties for presenting research papers at State level, National and international conferences and seminars.
- We motivate our faculty to publish their research work in National and International referred journal and books.
- We facilitate our adhoc faculties, who have just joined us to complete their Ph.D.
- We provide them with computer and internet facilities.
- We support our faculties if they wish to apply for U.G.C. travel grant for presenting their research work abroad.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

We have a separate PG and research books, but the college does not have any budget allocation for research.

From library budget we purchase books for research, reference books. In year 2015-16 we allocated budget for books, including the U.G.C. grant. We utilize the financial resources of UGC.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the faculty that has availed the faculty in the last four years?

We do not have any provision in our institution to provide seed money to the faculty. However the individual researcher usually mobilizes his/her financial resources from UGC, ICSSR etc. The institution provides required aid for it permitted within rules.

3.2.3 What are the financial provisions made available to support student research projects by students?

There is no provision in the institute to provide financial help to support research projects by students.

3.2.4 How do the various departments/ units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

- **Dr. F.H. Desai** works in interdisciplinary areas. While doing so I always interact with my faculties of related field. To quote some works.
 1. Economical Ethics in Vedic Metaphysics an effectual method to indoctrinate Environmental Awareness.
 2. “Comparative Literature an Interdisciplinary field: studying Literature across Borders”
 3. “Easing Entropy in English language teaching class-room.”
 4. “Feminism, spiritualism and socialism”
 5. “Tagore’s Education experiments and Right to Education Prill”- a comparative study”
 6. “Narendra Modi a new voice of environmental ethics in Gujarati Poetry”
 7. “Oriental Eco-‘Logical’ ideas and occidental environmental Activism: A comparative study”
 8. “Science of symmetry and Rta. The self regulative Law of symmetry in Vedas”
- **Assist Prof. R.B.Naik (Gujarati Dept.)**
 1. “Children’s literature with special reference to Baal-geet (बाल गीत)”.
 2. “Sanskrit dramatics, Abhigyan Shakuntiam. Ram aur Krishna shahitya mein. Jivan Kala aur Shiksan”.

- **Assist Prof. Daxaben Patel (Hindi Dept.)**
 1. “Jivatma se shivatma ke Aaur , shahitya Aaur cinema”,
 2. “Bhartiya Yog Parampara mein Yugbodh Translation of Gujarati literature in Hindi”.
- **Assist Prof. Induben Patel (History Dept.)**
 1. “Folk Art of Gujarat”
 2. “Kalidas Rachit shahitya krutio”
- **Assist Prof. Nayanaben Naik (Sanskrit Dept.)**
 1. “Modern prose literature”
 2. “Comparative study of Sanskrit works and other literary works”.
- **Assist Prof. Dr. M.D. Patel(Hindi Dept.)**
 1. “Feminism, ‘Nari Chetna’ with special reference to 21st century”.
 2. “Dalit Shahitya”
 3. “Importance of Language in Era of Globalization. (वैश्वोकरण के दौर में भाषाओं का महत्व)”
- **Assist Prof. Minuben Desai (English Dept.)**
 1. “Popularity of ‘Katha’ (Ramkatha) in England outside India”.
- **Assist Prof. Dr. Jaymal S. Naik**
 1. “Yoga and Surya Namaskar – A healthy way of life”
 2. “Stress management (Psychology)”

Our faculties interact with each other, work in the library together and share ideas while undertaking research. Few examples of successful endeavors are quoted here.

Time constraint is one of the challenges faced by our faculties due to their packed CBCS schedules but in spite of that they keep on working in this direction.

- **Assist Prof. Chetanbhai Patel** – have also worked in areas of “Guptkalin Suvarnayug and the works of Kalidas. **Dr. Riaz A. Tai** has worked in area of comparative study like “Manu Bhandari and Saroj Pathaka’s works/ short stories with special reference to men-women relationships”. He received third prize for this work, an award from Hindi Sahitya Academy, Gandhinagar.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- As said earlier we have P.G and U.G books and staff as well as students make maximum use of it.

- We received special grant of PTAC from UGC and faculty development grants of rupees 50,000 and 1,11,600 respectively in XIth plan.
- Two of our faculties received minor research projects from UGC.
- Two of our research from Ved Vidhya pratisthan an autonomous body of MHRD and Government of Gujarat respectively.

3.2.6 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and modern areas of research?

We already had a well-equipped rich UG library since years. We have developed PG and research unit.

We have named it “Sarda- Sanshodhan Sarita.”

3.2.7 Enumerate the support provide to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years?

| Title of the project | Researcher's name | Funding Agency | Grant | |
|--|----------------------|-----------------------------------|--|-----------|
| | | | Sanctioned | Received |
| “Role of the co-operative societies in socio-economic development of farmers- A study of Chikhli Taluka- Gujarat state” (2010-11) | Dr. J.U. Patel | UGC | 45500 | 45500 |
| “Social cultural and educational changes among tribal races in post-Independence period, A research project on Dhodiya , Kukna and Halpati communities of Navsari and Dang Districts”(2010-11) | Dr. G.B.Patel | UGC | 52,500 | 52,500 |
| “Traditional rituals of marriage, customs and songs in Anavil, Brahmin, Halpati and other minor communities.”(2011-12) | R.B. Naik | UGC | 85,000 | - |
| “VED NIPUNA” (2011-12) | Prin.Dr.F.H.D esai | MSRVP an autonomou s body of MHRD | 35,000 | 35,000 |
| “Project director of special education program for primary education of Tribal area –Ucchhal, Nizar, Songarh Taluka”(2013-15) | Prin. Dr.F. H. Desai | Govt. of Gujarat | 26,49,000 (2013-14) 39,51,000 (2014-15) | 68,00,000 |

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

- We have rich library with approximately 46,108 books and many journals, periodicals.
- We have started “Sharda Samsodhan Sarita” for Post Graduation.
- We have internet, photocopying and other facilities in library.
- We have a DELL Lab.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

- As just started we have ‘Sarda Samsodhan Sarita’, we started in this year and we plan to enrich it with more reference books and latest equipments necessary for research.
- We motivate faculties for putting up UGC, ICHR, ICSSR etc. projects.
- We are encouraging more faculty members to present research papers in seminars and conferences.
- College authority has planned to fund and organize more research oriented seminars.
- Our BSc (SF) course will be further extended up till MSc and further till research in pure science.

3.3.3 Has the institution received any special grants or financiers from the industry or other beneficiary agency for developing research facilities? If ‘yes’, what are the instruments/ facilities created during the last four years.

In XIth plan our college received special grants for developing research aptitude. We are a tribal area college and we received following special grants under the following head –

| | |
|---|----------|
| • Special grants for colleges in backward area for books, journal, equipments including PC. | 2,10,000 |
| • Special grants for network resource center. | 1,11,600 |

3.3.4 What are the research facilities made available to the students and research scholars outside the campus/ other research laboratories?

We have Baba Saheb Ambedkar Open University Center, if the students enrolled in Ambedkar center ask for use of our library we allow them to do so. They are mostly primary and secondary teacher; if they go for further research after PG we facilitate them with our library resources. Otherwise no outside students are facilitated.

3.3.5 Provide details on the library / information resource center or any other available specifically for the researchers?

- Separate UG, PG and research facility.
- Library equipped with computer and internet.
- Funding to organize workshops, seminars and conferences.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college? E.g. Laboratories, library, instruments, computers, new technology etc.

- Our Vimal Uchchar Kelavni Trust provided us with on campus “Sarda Samsodhan Sarita’ with separate PG research which is reasonably equipped. By creating a new & separate space for research the management has shown its inclination towards motivation of research in a way research environment is created on the campus.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students.

- * Prin Dr. F. H. Desai designed ‘Ved Nipuna’ for MSRVP an autonomous body of MHRD. She also completed a project of special education for primary children of tribal Area” while on deputation at children’s University Gandhinagar.
- * As Director of Education at Children’s University Gandhinagar, she has designed school Accreditation project for primary schools of Gujarat State and published a manual “School Accreditation” after survey and study of schools of Gujarat about. She was the project director of the “School Accreditation Project C.U”.

- * She has designed courses for children's University Gandhinagar while on deputation as Director of Education at Children's University Gandhinagar,
- * She was chief co-ordinator of the academic team and following courses are designed with possible learning outcomes under her guidance.
 - (a) M.A. Holistic development and counseling.
 - (b) M.A. Spirituality and Human development
 - (c) M.A. Bhartiya Darshan
 - (d) M.A.: Parental Education and Holistic wellbeing.
 - (e) M.A. Education
 - (f) 'Tapovan' certificate course
 - (g) 'Proof reading in Gujarati' certificate course.

Publications:

Books:

1. Dr. Falguni Desai, Vedic path The Journey Within, published by Laxmi book Publication, Maharashtra, ISBN 9781312811263, 2015 Price: 22,86 \$
<http://www.lulu.com/shop/dr-falguni-desai/vedic-path-the-journey-Within/paperback/product-21984201.html>
2. Dr. Falguni Desai, Vedic *Exploring The Mystry of Myths: A Journey Through Plays of Grish Karnad and Wole Soyinka*, published by Laxmi book Publication, Maharashtra, ISBN 9781312811195, 2015 Price: 21,35 \$
<http://www.lulu.com/shop/dr-falguni-desai/exploring-the-mystry-of-myths-a-journey-through-plays-of-grish-karnad-and-wole-soyinka/paperback/product-21984145.html>
3. Dr. Falguni Desai & Dr. Piyush Desai, children's University school accreditation (Manual), published by Children University, sector-20, Gandhinagar, Gujarat, ISBN- 978-1-312-96262-0
4. Parivarni Pathsala, Chapters, Published by children's University, Gandhinagar, 2015 ISBN 978-1-312-85622-6.
5. Shikshan Ma Bhartiya Chintan, Chapters, Published by Childre's University, Gandhinagar, 2015. ISBN 978-1-312-85621-9
6. Chapter in book – *Taking Action: Contemporary Indian Drama: "Anticipating Kingdom for Kingdom; An Ecofeminist Emergency of Karnad's Feminist*

Protagonist in Nuga-Mandala” Edited by Dr. Rakesh Desai, Sarup Book Publishers.

- 7 Falguni Desai- ‘Universality of Vedas: The Eternal Living”, Lambert Academic publishing Germany ISBN No : 978-3-659-93795-8

Research Papers (selected ones)

1. Falguni Desai, Narendra Modi : New Voice of environmental Ethics in Gujarati Poetry, Poetcrit, Silver Jubilee Number 1988-2012, Special on post-1960 Indian Poetry. Vol, XXV, January 2012.
2. Falguni Desai, Universal Synchronization in Walt Whitman and Vedic Notation- A comparative Reading, VEDA-VIDHYA, Vol. XVIII (July-Dec), 2011, pp. 190-206.
3. Falguni Desai, Tagore on Education from Nationalism Internationalism Cosmicism to Loksiksha, Peace Education, Vol. 16, 2008-09, pp. 25-33.
4. Falguni Desai, Special issue of Parjanam : International conference on Liberating Learning p.p 990-1004 [http://:www.sansodhan.net](http://www.sansodhan.net) , 2013
5. Falguni Desai, Inter-Reliance/Alliance of Nature, Human Nature & Literature Journal of multidisciplinary studies HESMA, vol. No. 6 June 2013, p.p. 10-12.
6. Falguni Desai, Ecology Journeying: Discovering Ecology as Integral Part of Human Living, International Journal of Advance Research, IJOAR. Org Volume I, Issue 8, August 2013, p.p. 48-64.
7. G.D. Raval & Falguni Desai, Education is not simply conditioning Human being Into Social being the Real Education is the journey within, Stirring the Spiritual Being International Journal ‘Horizons Of Holistics Education’ I (I), July, 2014, 11-19.
8. Prof. Falguni P. Desai, Translating while teaching. A psychological Advance Adjacent To English Teaching-Learning in Rural Classroom Asian Academic Research Journal of Multi-Disciplinary Year 2015, Volumn-I, Issue-30(February 2015) Online ISSN: 2319-2801.
9. G.D. Rawal, P.S. Desai and Falguni Desai, ‘Children’s University Unique Endeavour for Empowering the younger Generation’, University News, Vol. 53 (20) (May 18-24),2015, 195-204. ISSN-0566-2257.

- 10 Asst.Prof. R.B. Naik presented research paper on 'Ram Aur Krishan Sahitya mein jivan, Kala, Sikshan'. She presented this paper at international conference, Mauritius.
- 11 Asst. Prof. Daxaben Patel presented her paper at International conference at Bodhgaya, entitled "Jivatma se Shivatma ki Aur"
- 12 Asst. Prof. Nayanaben Naik, Chetanbhai, Minuben Desai and Induben Patel also presented their research work at International conference of Hindi Pracharni Sabha at Mauritius.
- 13 Asst. Prof. Dr. Mukeshbhai Patel published books and papers in various National and International journals to enlist few ones, they are as follows:
- He published two books entitled:
 - a) "Prasad Sahitya mein Aadarsh aur Yatharth"
 - b) "Hamaree Krantikari Yoddha"
- Few of his distinguished papers are:
- a) "Prayojanmulak Hindi"
 - b) "21vi Sadi mein Nari Chetna"
 - c) "Hindi Bhasha Ke Vikas mein Patra Patrikao ka Yogdan"
 - d) "Muktibodh Ke Kavyo mein Nari Roop Evam Nari Aadarsh"
14. Dr.R. A. Tai received award for his comparative work on short stories of Manu Bhandari and Saroj Pathak
15. Asst. Prof. Nayanaben Naik published books entitled –(i) "Kavyaprakash of Mammat" (ii) " Sanskrit Laghukathe Sanchay", (iii)" Vedic Vangmay", (iv) "Swapnavasvdatta of Bhasa". Four books in total.
- Our recently retired faculties aspired for research they worked till last day few of them are-
- 16 Dr. G.B. Patel completed his research project entitled: "Social cultural and educational changes among Tribal races in Post independent period.
- 17 Dr. J.U. Patel completed his research project entitled: "Role of the co-operative societies in socio-economic development of farmers a study of chikhli Taluka, Gujarat State.
- 18 Asst. Prof. Shankarbhai Patel published his work entitled: "My Dear Jayu ni Varta Kala Vishe"

In spite of being a tribal area college we have most modestly been in pace with digital globalizations as we have nearly seven faculties who made presentation abroad. We have nearly 12 books at our credit and nearly 75 research papers and conference presentations.

To sum up

- i. Dr. F. H. Desai presented at IJAS Italy. Dr. M.D. Patel, Nayanaben, Induben, Ramilaben, Minuben and Chetanbhai presented at International conference in Mauritius.
- ii. Dr. F. H. Desai published 9 books and Asst. Prof. N.K. Naik co-authored 4 books and Dr. M.D. Patel published 2 books. In total 11 books.
- iii. We have 75 papers publication in National and International Journals.

3.4.2 Does the institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

We regularly publish our college magazine "Vimal" our staff contribute their scholarly articles and students also publish their creative works to it.

Our head of institute started an International Journal "Horizons of Holistic education" while she was on deputation at children's University Gandhinagar.

3.4.3 Give details of publication by the faculty and students:

Books:

1. Dr. F. H. Desai, "Chattay hun Unchi Uthu Chuu", published by sabdalok prakashan, Ahmendabad, 2011 ISBN: 978-93-81357-06-4. Price: Rs.120
2. Dr. Falguni Desai, "Vedic path The Journey Within", published by Laxmi book Publication, Maharashtra, ISBN 9781312811263, 2015 Price: 22,86 \$
<http://www.lulu.com/shop/dr-falguni-desai/vedic-path-the-journey-Within/paperback/product-21984201.html>
3. Dr. Falguni Desai, *Vedic Exploring the Mystry of Myths: A Journey Through Plays of Grish Karnad and Wole Soyinka*, published by Laxmi book Publication, Maharashtra, ISBN 9781312811195, 2015 Price: 21,35 \$
<http://www.lulu.com/shop/dr-falguni-desai/exploring-the-mystry-of-myths-a-journey-through-plays-of-grish-karnad-and-wole-soyinka/paperback/product-21984145.html>

4. Dr. Falguni Desai & Dr. Piyush Desai, "Children's University school accreditation (Manual)", published by Children University, sector-20, Gandhinagar, Gujarat, ISBN- 978-1-312-96262-0
5. "Parivarni Pathsala", Chapters, Published by Children's University, Gandhinagar, 2015 ISBN 978-1-312-85622-6.
6. "Shikshan Ma Bhartiya Chintan", Chapters, Published by Children's University, Gandhinagar, 2015. ISBN 978-1-312-85621-9
7. Chapter in Book – *Taking Action* : Contemporary Indian Drama :Anticipating Kingdom for Kingdom: An Ecofeminist Emergence of Karnal's Feminist Protagonist in Naga Mandala" Edited by Dr. Rakesh Desai, Sarup book Publishers.
8. "Editor Culture of India published by Swar Sadhana", Music lovers Club, Toronto CANADA, www.swarsadhanamusicloversclub.com
(Books no 5 & 6 chapters in book & Book no 5 & 8 editor)
9. Falguni Desai- "Universality of Vedas: The Eternal living", Lambert Academic publishing Germany ISBN No : 978-3-659-93795-8
10. "Kavyaprakash of Mammata" Gajanan Pustakalay 1st edition 2009.
11. "Sanskrit Laghukatha Sanchay", Gajanan pustakalay, 1st edition 2012, ISBN-978-93-81109-52-6
12. "Vedic Vangmay", Shri Gajanan Pustakalay, 1st edition April 2013. ISBN -978-93-82930-99-0
13. "Swapna Vasudatta and Bhasa", Gajanan Pustakalay, 2015 ISBN 978 – 93 - 81400 -86 – 9.
14. "Prasad ke Sahitya mein Adarsh Aur Yatharth", Saraswati Prakashan Kanpur, 2014 ISBN 978 – 93 - 82327 -12– 7 .
15. "Hamare Krantikari Yodhdha", Shanti Prakashan Ahmedabad ,2015, ISBN 978 – 93 - 6070 -064 .
16. "K. M. Muni Sarjak Vyaktitva Ane Kartrutva Punah Mulyankan" Chapter: "Muni na Shri Krishna- Dharma Rakshak Purush" New Popular Prakashan, Pg. 16 to 20, ISBN 978 – 93 - 84731 -41 - 1 .
17. "Guru Mahima" Sahitya Nilay , 2012 . ISBN 978 – 93 - 82333 -13 - 6 .
18. Translated book " Krishna Tawasmi" Gujarati into English ,2012

In case of dissension, never dare to judge till you've heard the other side.

1. Falguni P. Desai, "Sanskrit the World's Oldest Spiritual and Scientific Language", Triveni, pp.15-17, Vol.77, July-Sept 2008, Website : www.yabaluri.org
2. Falguni P. Desai, "I See You Face To Face: the Post Reader Relationship Leaves of Grass", Rock Pebbles, pp131-140, Vol. XIII, Jan-June 2009 .<http://www.rockpebbles.in>
3. Falguni P. Desai, "Ecology and Ecocriticism", Triveni, pp.10-13, Vol78, April-June, 2009.
4. Falguni P. Desai, Girish Karnad's "Yayati with reference to Yayati in Mahabharata", Contemporary Vibes, pp50-53, Vol 4 Issue 16, July-Sep, 2009.
5. Falguni P. Desai, Translating and Teaching "Psychological Advance Adjacent To English Phobia in Rural Classroom", Gujarat Journal of Psychology, pp35-39, Vol,3, May 2009.
6. Falguni P. Desai, "Aspiration", Poet's International , p.16 , Vol.26, July 2009.
7. Falguni P. Desai, "The flavor of Indianness in Creative Indian Writing in English", Triveni, pp.22-24 Vol.78 No. 4, Oct- Dec, 2009.
8. Falguni P. Desai, "Inter-Rehance/Alliance of Nature, Human Nature and Literature", Kohinoor, pp.41-47, Nov, 2009 .
9. Falguni P. Desai, "Multicultural Pressure in Literature is Not Confronted To Domestic Fronts", Bridge-in-Making, pp .42-48, Vol,56-57, January 2010 .
10. F. P. Desai and P.S.Desai, "Science of Symmetry & Rta The Self Regulative Law of Symmetry In Vedas The Ancient Indian Tests." Ripples, pp.102-107, Vol, March-August, 2009.
11. Falguni P. Desai, "Ecological Ethics in Vedic Metaphysics an Effectual Method to Indoctrinate Environmental Awareness", JERAD, pp 636-642, Vol,04 No. 02, January 2010.
12. Falguni P. Desai, "Relating Dhvani Theory to Whitman's Poetic Program, The Vedic Path" July- Dec .2009 .

13. Falguni P. Desai, "Whitman's Dialogical Cosmos Individuality & personal Union", *Atlantic Literary Review*, Page no,27-34 ,Vol,3 No. 3, Jul-Sept ,2009.
14. P.S.Desai and F. H. Desai , "Vedic Ethno Literature: Art / Science / Our Classical Literary Convention, *Literary Criterion*", Vol , XLV(I) page no.7-17 ,2010.
15. Falguni P. Desai, "Comparative Literature an inter disciplinary field: studying Literature across Border", *Spark International online Journal*, Vol, 2 issue -3 page no. 336-350, Feb,2010 .www.sparkejournal.com
16. F. P. Desai and P.S.Desai, "Vedic Military We never preached our thoughts with Fire and Sword", *Triveni*, Vol,79, No.2 .page 16-21, Apr- June2010.
17. Falguni P. Desai, "Tree and Me", *Poet's International*, Vol.27, No,5 ,page 14, May 2010.
18. Falguni P. Desai, Mark of our true locate, *Poet's International*, Vol.27, No,11 ,page 14, June 2010.
19. Falguni P. Desai, "Easing Entropy in Rural ELT / ESL Classroom ELT" *Quarterly No. 11, Vol.03-04 ,page no. 28-34, March2010.*
20. Falguni P. Desai, "Deep Ecology & Rabindranath Tagore" ,*Rock & pebbles*, Vol.XIV NO.I pp 62-68, [http:// www.rockpebbles.in](http://www.rockpebbles.in)
21. Falguni P. Desai, " Is Our Ecocritical Expedition Healing Us of Ecophobia ? Contemporary Discourse", Vol. I ,(I),pp 106 ,July 2010 www.litsight.com
22. Falguni P. Desai, "Tree",*Poet's International*, Vol.27 ,No,6 ,page 11, June 2010.
- 23 Falguni P. Desai, "Home Coming", *Bridge In Making* ,No 57 ,p 28, July 2010
24. Falguni P. Desai, "Literature: Feminism, Spiritualism, Socialism,*Literary Mirror*",pp 11-18 *An International literary bi-lingual magazine*,2010.
25. Falguni P. Desai, "Floriography in Tagore's Poetry", *Muse India International online e- journal*,Issue33, Sep-Oct,2010. www.museindia.com
26. Falguni P. Desai, "Dialogical Cosmos: Excellent Blend of Individuality and Personal Union in Walt Whitman", *Shine*, Book No.24,Sep,2010,pp47-56.

27. Falguni P. Desai, "Eco-critical reading of The Mother's Flowers and their Messages, Contemporary Vibes", Vol. 6, Issue No,21, Oct-Dec,2010, pp56-58.
28. Falguni P. Desai, "Tagore's Educational Experiments and Right to Education Bill: a Comparison Rupkatha Journal on Interdisciplinary Studies in Humanities", Vol 2, No3, 2010, pp 628 -39, Special Issue on Rabindranath Tagore ,edited by Amrit Sen
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29. Falguni P. Desai, "Mythical/Eco-critical Reading of Karnad's Nagamandala". Post colonial- bi- annual. Dec, 2010 p 71-78.
30. Falguni P. Desai, "Inner Mystery of God's Gift, Bridge-in-Making", No.55 & 56 ,pp 10-11, Vol.56-57, January 2010.
31. Falguni P. Desai, "Nurture", Kohinoor. pp 45, Jan, 2010.
32. Falguni P. Desai, "Mahabharata as Encyclopediya of Indian Morality and Culture ... Journal of Objective Studies", Vol, 22. NOs. 1 & 2 , 2010.
33. Falguni P. Desai, "Narendra Modi: New Voice of Environmental Ethics in Gujarati Poetry , Poetcrit". Silver Jubilee Number 1988-2012, Special on Post -1960 Indian Poetry, Vol, XXV, January, 2012.
34. Falguni P. Desai, "Universal Synchronization in Walt Whitman and Vedic Notation- A Comparative Reading", VEDA-VIDYA, Vol, XVIII (July-Dec) 2011, pp 190-200.
35. Falguni P. Desai, "Tagore on Education from Nationalism Internationalism Cosmicism to Loksiksha". Peace Education. Vol 16, 2008-09, pp 25-33.
36. Falguni P. Desai, "Special Issue of Parjanam International Conference on Liberating Learning" pp, 990-1004 <http://www.Sanshodhan.net> , 2013.
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- 38.. Falguni P. Desai, "Ecology Journeying Discovering Ecology as Integral Part of Human Living", International Journal Of Advance Research,IJOAR >org Volume 1, Issue *, August2013,pp 48-64.
39. G. D. Raval & F. H. Desai , "Education Is Not Simply Conditioning Human Being Into Social Being the Real Education Is The Journey Within, Stirring The Spiritual Being", International Journal 'Horizonts Of Holistic Education' 1 (1),July,2014,pp11-19.
40. Falguni P. Desai, "Tranlating White Teaching : A Psychological Advance Adjacent To English Teaching –Learning In Rural Classroom" Asian Academic Research Journal of Multi-Disciplinary Year 2015,Volume-1 ,Issue-30 (Feb-2015) Online Issn : 2319 -2801.
41. G. D. Raval , P. S. Desai & F. H. Desai, "Children's University Unique Endeavour for Empowering the younger Generation", University News, Vol,53 (20) (May-18-24),2015,195-204,ISSN-0566-2257.
- 42 Falguni P. Desai, "In Communion with Cosmic Consciousness: Translating the Poet Narendra Modi", International Journal of English and Literature, Vol6 (4) (Aug-2016) ,1-20, ISSN (e) 22498028.

Dr. J. S. Naik

Books:

- 43 "Anxiety and Sports Performance" (Chapter in book) National Seminar on Physical Education,Sports Management, Exercise Science & Yogic Science, N.J.Chaniyara.(Chief Editor)(ISBN:978-93-5174-546-4)Vol.1,pp.104-106, 21-22 March,2014.
- 44 "A Paper explaining with example D/L(Duckworth/Lewis) Methods of resetting Targets in interrupted One-day Cricket Matches" (Chapter in book) National Seminar on Physical Education, Sports Management, Exercise Science & Yogic Science N.J.Chaniyara.(Chief Editor)(ISBN:978-93-85271-81-65)Vol.1,pp.3-7, 11-12 April ,2015

- 45 “Sports Management as a Career” (Chapter in book) National Seminar on Physical Education, Sports Management, Exercise Science & Yogic Science, Dr. Dharmsinh B. Desai.(Chief Editor)(ISBN:978-93-85271-99-1)Vol.1,pp.3-7, 1-2 April,2016.

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46. “SURYA NAMASKAR: A HEALTHY LIFE- VIEW OF SPACE”, International Journal for all subjects (ISSN: 2320-7620) Vol, 1, Issue-5, pp115-116, August-2013.
- 47 “Stress management: Stress and Sports Performance”- HEMSA- International Journal of multidisciplinary (ISSN2319-5959) Vol.2, Issue-6, pp.3-5,June-2014.
48. “Swami Vivekanand Purva Shikshan Talim Varg : A Holistic Approach towards Fitness and Mental Aptitude”. The International Quarterly Journal Horizons of Holistic Education (p.ISSN:2349-8811: e ISSN: 2349- 9133), Vol,2, Issue-1 January 2015.

Dr. M. D. Patel.

49. “Vaishivikaran Ke Yug mein Bhasa ka Mahatva”, Sabdalok, June-Dec 2012, ISSN-2231-1610
50. “Bhisma Shahani Ke Katha Sahitya Mein Tamas Ki Prerna Bhumi” Sodharnav , April- June-2014, ISSN-0975-5381.
51. “ Aaj Ki Kavita Mein Vigyan Evam Teknik Ka Prabhav”, Sodharnav , Oct-Dec-2013 ISSN-0975-5381
52. “Kamban Evam Tulsi Ke Nari Patra Navnikash”, May- June -2014,ISSN-0975-0827
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57. "Sadi Mein Nari Chetna", Shanti e-Journal, Dec-2014 ,ISSN-2278-4381.
58. "Swatantotar Hindi Natak Mein Badlate Jivan Mulya Aur Aadarh" Eternity,Dec-.2014, ISSN -1139.
59. "Muktibodh Ke Kavyo Mein Sanskrutik Prakriya Ki Taalash", Navnikash ,Dec-2014 ISSN-0975-0827.
60. "Tulsi Prerit Vinay Patrika Mein Darshanik Bhav", Sodharnav ,ISSN-0975-5381.
61. "Hindi Evam Angreji Shahitya Mein Vyakt Stri Purush Sambandh" , Abinav Ganvesha , July -2015 ISSN-2394-4366.
62. "Vartaman Vaishvikaran Ke Yug Mein Hindi" The Gunjan , Sept-Dec-2015, ISSN2349-9273.
63. "Hindi Bhasa Ke Vikas Mein Patra,Patrikao Ke Yogdaan" Sarth-e-journal,Jan-2015, ISSN 2278-4381.

Asst. Prof. Chetanbhai D. Patel

64. "The history of Acient India" –Sarth Journal of Research, Vol-1, Issue 2,January 2015, ISSN2395-339.

Asst. Prof. Ramilaben B. Naik

65. "Lok Sahitya , Lok Kala, Lok Parampara—Khayana" Riti, Pg 12-16 ,ISSN-2229-4988.

Asst. Prof. Daxaben P.Patel

66. "Hindi Sahitya Mein Ritikaal Ka Yogdaan" –Sarth e-journal Vol.1 Issue.2 ,January-2015, ISSN-2395-339.

Asst. Prof. Induben B. Patel

67. "Mahatma Gandhi" ,e-Journal of Research sarth, Jan-2015,ISSN-2395-339.

Asst. Prof. Nayanaben K. Naik

68. "Setubandh Mein Anuvadak Jashvanti Dave Ki Pratibha", Significant fact of Modern Sanskrit Literature, Bhartiya Kala Prakashan,2011.ISSN-978-81-8090-268-0.

Asst. Prof. A. C. Patel

69. "Monopoly", Sarth e-Journal,ISSN-2395-339.

Manish S. Patel(Librarian)

70. "Computer Virus: Achallenge for librarian and documenter Professional" Online International Interdisciplinary Research Journal Vol III,Issue IV,July-Aug2013, P No.73 -80,ISSN:2249-9598.
71. "Modernization in library" Aditya Kiran, Vol 09 Issue 09,Dec2013, P No.29-30,ISSN:0974-4657.
72. "Use of Social media for libraries and information services", Gujarat Granthalaya Seva Sangh, Ahmedabad, Jan 2014 P No137-141 ISSN: 978-81-927390-0-7.
73. "Use of E-Resource In Changing World", Next Generation Librarianship Wadhwan,Oct 2015, P No.533-538 ,ISSN:978-81-907055-8-4.
74. "A Revolutionary Enhancement in Rural Development through Libraries" Gujarat Granthalaya Seva Sangh, Ahmedabad, Jan 2016 P No097-100 ISSN: 978-81-927390-1-4.
75. "The Impact of ICT on Public Library Services", Research Metrix, Junagadh, Feb2016,P No,52-55,ISSN2321-7073.
76. "Vital Role of Social Collaboration And Contribution To Enrich Public Library" ,Future Librarianship ,10 june,2016 ISSN 978-93-85664-16-8.

I believe in equality for everyone, except reporters and photographers.

3.4.4 Provide details (if any) of

- * **Research awards received by the faculty**
- * **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally.**
- * **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**
- * Dr. F. H.Desai member Board of reviewers AWEJ, open access peer reviewed journal. Referee for IJAPA. Member on advisory Board of journal HHE (2013-15). Project Director of Special Education Program of Government of Gujarat (2013-15). Awarded for academic endeavors in 2010 on occasion of Swarnim Gujarat by Government of Gujarat & Bilimora council. On scrutiny and interview committee of Direct recruitment at Children’s University, Government of Gujarat
- * Dr. R.A. Tai received award for his literary work from Hindi sahitya Academy, Gandhinagar.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

- Udisha cell provides career counseling, conducts program with EDP, Gandhinagar Government of Gujarat.
- We participate with our students in Global Gujarat summit. In 2013-14, four staff members along with 56 students visited education and placement pavilion at Gujarat Global summit, Gandhinagar.
- Entrepreneur Development Programs are conducted by Government of Gujarat, Gandhinagar.
- We received special grants for career guidance under XIth plan of UGC for our tribal students. Under that scheme in 2012-13 we collaborated with Aspee college of forestry and Horticulture Navsari and we organized career guidance programs and demonstrations.
- We celebrate “Karkirdi Saptah”(Career Week) with “Jilla Rojgar Kacheri”. In it we arrange lectures and discussions regarding careers choice. We arrange for exhibitions and visits to technical institutes.
- Small scale industry Indian Govt, (लघु उद्योग मंत्रालय भारत सरकार) Silvasa organizes industrial workshops for our students.

- Our faculty chooses aspiring students and takes them to participate in orientation workshops on Institute- Industry. For example on 04-01-2013 our faculty & students participated in KCG sponsored & GCERT collaborated career counseling workshop at Gandhinagar. In this program well-known industrialist from Canada Jagat shah provided guidance on how to link education and industry. The management of BPO and TCS, Gandhinagar also gave information on education and job oriented training. This was just an example though being a tribal college; we participate in all such events in good faith of our students.
- Late.Dr. Saurabh Desai Trust regularly conducts guidance programs for UPSC, GPSC and IAS exams. They choose our tribal students and take them for training.
- Udhisha cell organizes seminar on “Share Bazaar and Stock Marketing”.
- Names of graduate and post-graduate students enrolled in employment buro every year by Udisha cell
- In 2015 campus interview by ICICI bank, Axis bank and G.M. Diamond company Surat.
- Campus interview by “Know Your Speed (India) Pvt. Ltd. in 2012.
- In 2016 career guidance by Dr. Sanjay Patel Principal Government Arts and Commerce college Khergam. His focus war on preparation of competitive exams like GPSC and UPSC.
- Our 56 students participated in Gujarat Global Summit, Gandhinagar in 2012. Our faculty D. S. Rathod along with chosen students from Arts and commerce visited the summit and explored career opportunities which were very informative and useful. It was a unique experience for our faculty and students.
- SPIPA, Government of Gujarat Career guidance program conducted on July 13th 2016

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

To promote consultancy our Vimal Uchchar Kelavani Trust started “Sharda Foundation” in 2014 through it the expertise of our faculty can reach remote areas.

- * Sarda Foundation was established in 2011-12. Our 128 students are registered volunteers of Sarda Foundation, who regularly organize free medical check-up

camps for women from remote villages. We organize blood-donation camps. Under animal saving campaign we organize various programs and we have donated an ambulance to the animal saving group Navsari District. In summer we arrange for “Jaal dhara” project we set up a water-hut near main bus-station chikhli and provide pure drinking water to the thirsty People passing by.

- * Mohanlal Desai Cricket Academy is one of our important unit for promotion of sports. It was established in 2011-12. We organize summer coaching camps of 21 days at nominal registration fees. In 2012 we had 61 students, in 2013, 31 students and in 2014 & 15, 28 students. We organize Mega T-20 night cricket tournament in it players participate from all over Gujarat.
- * We conduct free guidance classes for needy students of 10th and 12th commerce and science.
- * Distribution of note-books crackers and sweets to students of primary schools of remote villages.
- * Public awareness programs of AIDS, eye donation, sickle cell, blood donation and grouping Campigns by full involvement of our faculty and students.
- * One of our faculty Minuben Desai is on various posts of NGO’s and she actively dedicates her services and designs programs for service to society. By her efforts through NGO she has provided computer and printers to remote schools, grocery kit to needy, food and clothes to orphanages, uniform, notebooks and text books to needy students etc. She is actively managing Red-cross society activities in our institution.
- * Prin. Dr.F.H.Desai offers her consultancy services to deaf and dumb school- “Gandhinagar Kachholi”, and Ved Vidhya Pratishtan, Ujjan. She was at scrutiny committee and interview panel of direct recruitment of Assistant and Associate professors at Children’s University Gandhinagar.
- * Through the “Vanche Gujarat Abhiyan” our faculties like D.S. Rathod advocating the abhiyan gathered more than 500 students from surrounding schools and made them aware of the fact that education is not simply reading, writing and arithmetic, it is expansion of understanding which can be inculcated by reading good books.
- * Our faculty Daxaben Patel is the member of “Stree Shakti Sanghthan at Dandi Samarpan Ashram”. She has offered her counseling to more than 400 teachers of Navsari District, she emphasizes on areas like teaching as a pious profession. She has delivered her talks on meditation and spirituality at DIET, Navsari (District

institute of educational training), Sardar Ashram Vidhyalaya Ahwa, Apni Prathmik shala Doldha, Kandolpada etc. Above mentioned areas are very remote and sparsely located tribal areas of Dang District.

- * Asst. Prof. Chetanbhai D. Patel offers his consultancy and services to Primary school Soldhara, he is the member of body since 2010. He offers his consultancy as the internal auditor of “Mahila Dudh Utpadan Mandali”, milk co-oprative society Soldhara since 1999 till date. He is the chairman of renovated Mataji’s Temple in his village Soldhara and he offers his honorary services to the activities of temple for wellbeing of society.
- * Asst. Prof. D.S. Rathod offers his services to ‘South Gujarat Mahyavanshi Ekta Parisad’. He offers his honorary consultancy to ‘Mahyavansji Siksas Pracharak Sangh Mumbai. He is on advisory committee of Santaba Vidhyalaya, Kukeri, taluka chikhli. He is advisor at “Nari Suraksha Kendra” and ‘Children Home’, Chikhli. He is on advisory committee at chikhli taluka “Block Health center”.

The entire above mentioned consultancy is not professional. They render their services for the welfare of the society.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

As mentioned earlier our Vimal Uchchar Kelavani Trust and our college have two major ways in which they encourage the staff to utilize their expertise and available facilities for consultancy services.

| Establishment Year | Name of the Foundation |
|--------------------|--------------------------------|
| 2012-13 | Sarda Foundation |
| 2011-12 | Mohanlal Desai Cricket Academy |
| 2006-07 | Akshay Patra Yojna |

It is in no way professional consultancy. It is adopted for the wellbeing of the society.

We recognize the services of our faculties by felicitating them in our annual function. We are very much known for promoting sports consultancy, we have Mohanlal Cricket Academy through it we promote sports and we also organize Mega events every year. In it several teams participate and it is one month long event on our campus. It is organized on professional basis. Dr. Jaymal Naik our PTI and Shri Darshan Desai, our Chairman (basically a sportsman) serve the sports lovers of this area.

Brief account of our sports consultancy is as follows:

- * We have established Mohanlal Desai Cricket Academy in 2011-12
- * We promote sports through this academy especially cricket.
- * We organize summer coaching camps and T/20 “Night cricket Tournament”

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

As mentioned earlier we do not generate any revenue from consultancy major areas are:

- i. Spiritual development (D.P. Patel)
- ii. Activities of Sarda Foundation (All faculties are involved)
- iii. Mohanlal Desai cricket Academy (Promotion of sports on no profit no loss basis)
- iv. Akshay Patra Yojana (Dr. M.D. Patel)
- v. Joining hands with NGO's (M.R.Desai)
- vi. BISAG statewide telecast of educational programs. (N.K.Naik)

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: institution) and its use for institutional development?

As said earlier we do not generate any revenue from the above mentioned services. In Mohanlal Desai cricket Academy we announce prize of 1.5 lakh for the winners, we organize coaching campus and we use the entry fees revenue generated for promotion of sports.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement contributing to good citizenship, service orientation and holistic development of students?

By holistic development we aim at the panchkosh vyaktitva vikas of our students. In Indian concept personality is considered to be trichofamic i.e. development of mind, body and soul while in west concept of personality is said to be dichofmic only body and mind.

We as an institution contribute at inculcating good citizenship, service orientation and holistic development by following activities.

- NSS activities and special camps.
- NCC activities and special camps.
- Saptadhara activities.
- Planning Forum.
- Red-cross activities
- Swami Vivekanand Vichar Manch
- Women Empowerment Unit.

3.6.2 What is the Institutional mechanism to track students involvement in various social movements / activities which promote citizenship roles?

We have two units of NSS and boys and girls units in NCC our students are trained for good citizenry under the able guidance of our NCC and NSS officers. We regularly organize Red-cross activities, blood donation camps, traffic awareness programs, voter's awareness program, environment awareness programs etc.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality to the institution?

The institution solicits the stakeholder's performance of institution by interaction and meeting with:

- (1) Vimal Uchchattar Kelavani Trust
- (2) Students
- (3) Faculties
- (4) Aluminis
- (5) IQAC

3.6.4 How does the institution plan and organize its extension and outreach programs? Providing the budgetary details for last four years, list the major extension and outreach programmers and their impact on the overall development of student.

We have conducted following extension activities in last five years. Many of these activities are conducted with the help of NGO'S. For NSS university provides grant annually for annual activities and special grants for the special camp which amounts to rupees 45000. For NCC also Government avails us with amount of rupees 15000. In

Saptadhara we receive Rs. 60,000 from Government of Gujarat, in Udisha placement cell we receive 5000 annually. The amount varies as per the strength of students. We spend the amount for extension when required from our student union funds.

Our major extension outreach programs are as follows:

| No | Programs | Date | Department, Involved |
|----|---|--------------------------------|----------------------|
| 1 | CATC Camp, 600 Cadets From South Gujarat Participated. | 14/06/2009 | NCC |
| 2 | Tree Plantation | 17/07/2009 | NCC |
| 3 | Akshay Patra Yojna | 27/08/2009 | College Team |
| 4 | All India Trekking Camp | 01/09/2009 to 14/09/2009 | NCC |
| 5 | Anti Drug Reli | 20/11/2009 | NSS & NCC |
| 6 | Four Cadets Participated In Pre-RDC Camp. | 04/11/2009 to 13/11/2009 | NCC |
| 7 | Yoga Shibir | 16/08/2009 | NSS |
| 8 | “Awareness Program On Say No To Female Feticide” | 02/10/2009 | NSS |
| 9 | “Sawarnim Gujarat Yuva Ashmita Shibir” 38 NSS Cadets Took Part-In This State Level Program At Gandhinagar | 28/10/2009 to 03/11/2009 | NSS |
| 10 | Two NSS Cadets Participated And Selected For “Yuva Chetha Shibir”, Kutch. | 07/11/2009 to 12/11/2009 | NSS |
| 11 | In Nature Camp At ‘Panas’ 48 Students Participated | 07/09/2009 to 12/09/2009 | Eco-Club |
| 12 | Vanche Gujarat Adhiyan Program | 08/07/2010 | College Team |
| 13 | Seminar On Awareness Of Legal Rights In India | 14/09/2010 | NSS |
| 14 | Voter’s Awareness Program | 24/11/2011 | NSS |
| 15 | Program On Disaster Management | 24/01/2011 | NSS |

| | | | |
|----|--|-----------------------------|---------------------------|
| 16 | “Health Awareness Week” By Redcross | 21/08/2012 to 27/08/2012 | NSS |
| 17 | Delit And Adivasi Awareness Program By Center For Dalit Human Rights Ahmadabad | 22/09/2012 | NSS |
| 18 | National Integration Camp At DCM College Virangam Nine Cadets Book Part In It. | 09/06/2012 to 15/06/2012 | NCC |
| 19 | Our NSS Student Mr.Bhavin Patel Selected For The Per – RDC Camp | 10/01/2012 | NSS |
| 20 | Celebration Of World Human Rights Day. | 10/12/2013 | NSS |
| 21 | “Run For Unity Program” | 01/01/2015 | NSS |
| 22 | Celebration Of “Traffic Awareness Weak” | 01/01/2015 to 07/01/2015 | NSS |
| 23 | Program By Animal Saving Group. | 13/02/2015 | NSS |
| 24 | Ecology Sustaining Program | 15/01/2016 | NSS |
| 25 | Blood Donation Camp | 14/07/2015 | Sarda Foundation |
| 26 | “Swacchta Abhiyan” | 03/01/2016 | NSS |
| 27 | Career Guidance Program | 16/09/2015 | Udisha Cell |
| 28 | Celebration Of “Sena Divas” | 15/01/2016 | NSS & NCC |
| 29 | “Celebration Of Swami Vivekanand Jayanti” Role For Youth Strength Of India. | 12/01/2016 | Swami Vivekanand Munch |
| 30 | ‘Shake Show’ And ‘Honey Bee – Keeping ‘ Live Demonstration By Soldhara Nature Club. | 21/02/2016 | Planning Forum |
| 31 | Celebration Of World Yoga Day. | 21/06/2016 | College Yoga Club |
| 32 | Our Faculty N. K. Naik Volunteer At VNSGU & Agriculture University Navsari This Year At 50 th Compotation. “Prayer” Sung By Her She Is Active On BISAG Also. | February 2016 | Saptdhara BISAG |

3.6.5 How does the institution promote the participation of students and faculty in extension activities participation in NSS, NCC, YRC and other National/International agencies?

- Admission Counseling Committee Constituted of teachers inform the students regarding NSS, NCC, extension activities during time of admission they ask them about their interest and encourage them to actively participate in area of their interest.
- Students are given information and details regarding extension activities in the prospectus.

- NCC, NSS, Saptadhara and the Student Council enroll the students in activity of their interest.
- During the orientation session of new students they are informed regarding the Extension activities organized in the college. They are informed about ongoing activities in college throughout the year. They are given brief information regarding college activities like:
 - (a) Tree Plantation program
 - (b) Blood Donation Camp
 - (c) Illiteracy Eradication Campaign
 - (d) Aids Awareness Campaign
 - (e) Yoga Activity
 - (f) Ayurvedic Plantation
 - (g) Setting of tree guards in surrounding areas
 - (h) Flood Relief Operations
 - (i) Disaster Management Programs
 - (j) Arrangement of coaching camps for aspiring young sports lovers
 - (k) Free eye check up medical and thelisemia awareness camps
 - (l) Debates, essay, elocution, poetry recitation competitions
 - (m) Nature camps, forest excursions and trekking adventures.
 - (n) Summer coaching camps in sports
 - (o) Distribution of medicines for the eradication of filaria
 - (p) Understanding of herbal plants
 - (q) program of identifying poisonous and non poisonous snakes
 - (r) Program of National Blind Associates
 - (s) Visit to banks, dairy, farms, horticulture and floriculture venues.
 - (t) Eco-Club, women empowerment unit, udisha, saptadhara, swami vivekanand vihar manch, dhyan kendra.
 - (u) Participation in state level sports and cultural events
 - (v) Trecking and Eco-extrusions
 - (w) “साक्षर दिव” Program by NSS
 - (x) Celebration of world literacy day
 - (y) Women empowerment programs
 - (z) Khushnuma Zindgi

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under – privileged and vulnerable sections of society?

In our NSS camp (November - 2015) at Chapaldhara the volunteers made the survey of awareness of health & hygiene in the village. The students went door to door and collected information, they came to know that lot of work needs to be done in this area.

Our economics department's planning forum unit visits dairy, co-operative societies and try to find out and demonstrate to students how the co-operative sectors operate.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement student's academic learning experience and specify the values and skills inculcated.

Expected outcomes of extension activities of our institution are.

- (i) Holistic development of our students
- (ii) Inculcating patriotic spirit in youth
- (iii) Sensitizing the youth and socializing them with their surrounding community
- (iv) Develop spirit of humanism
- (v) Expansion of understanding
- (vi) Develop good citizenry
- (vii) "Man Making process" as good individual = Happy family = Healthy society = Happy society = strong nation.
- (viii) Inculcating social responsibility and collective consciousness.
- (ix) Developing the feeling of equity and equality among our pupils.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Institution ensures the involvement of community in its reach out activities and contributes to community development in following ways.

- (i) Our NSS unit is always in contact with community during its ongoing yearly activities and also during its annual camps in the villages.
- (ii) Our NCC unit serves the community through its services by programs like Akshay Patra Yojana.
- (iii) Our Kelavni Trust has formed “Sarda Foundation” our students participate in its community services like distribution of books to poor children. Free health check-up camps for widows from remote village etc.
- (iv) Our Red-cross unit go to slum areas for “Aids Awareness Programs” , “Save Girls child campaigns”, “Thalesamia camps”, “Free eye check-up camps” for economically weaker sections. Family planning awareness campaigns etc.
- (v) Our NCC and NSS cadets organize tree plantation programs in surrounding residential areas and offices.
- (vi) Our ground is used for cricket and other sports by different communities of surrounding areas. They use it with our prior permission.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

Our NCC cadets visited Referral Hospital (01.09.2014) and distributed fruits and biscuits among the patients.

We organize various activities every year in collaboration with Lions, Rotary, Giants and Lioness club. We organize programs with Co-operative Society, SBI, ICIC Bank, Vasudhara dairy etc. In August 2016 recently organized EDP (Enterprenear Development Program), it is an endeavour of Gujarat Government.

3.6.10 Give details of award received by the institution for extension activities and/contributions to the social/ community development during the last four years.

We are not recipients of any award as an institution. Our Trustee Late Shree Mohankaka Received award for best forming from State Government. But Minuben Desai one of our faculties is working with Lions and Lioness Club she has been on various posts and she has many awards to her credit. She collaborates our institution to such NGO’s.

Due to above mentioned collaborating we can conduct activities in a very nice manner, they provide training and guidance to our students for being responsible sensitive human being. It contributes to holistic development of our students.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives- collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

We are Arts & Commerce college (with recently started science self finance course) so we have no laboratory collaboration.

Our commerce and economics departments collaborate with co-operative Sahkari Mandlis, Banks, Insurance Company etc. to organize career guidance & placement programs.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/ other universities/ industries/ Coporate (Corporate entities) etc. and how they have contributed to the development of the institution.

We have no MoUs.

3.7.3 Give details (if any) on the industry – institution-community interactions that have contributed to the establishment/ creation/ up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/ library/ new technology/ placement services etc.

We organize academic and vocational training programs in collaboration with Agriculture University-Navsari, Bilakhiya group of Industries-Vapi, ICICI bank, Axis bank, Saurabh Desai Charitable Trust, Laghu Udhyyog Mantralaya Bharat Sarkar – Silvasa, Udhyyog Bhavan Government of Gujarat, Gandhinagar etc.

3.7.4 Highlighting the names of eminent scientists/ participants who contributed to the events, provide details of national and international conference organized by the college after 1st cycle of Accreditation.

Since we were accredited in 2007-2008, we have provided the information of the conferences organized after first cycle of accreditation.

- UGC sponsored State level conference on “Personality Development for the students” (2008-2009)
- UGC sponsored State level seminar on “Economic development and Environment issues”. (2008-2009)
- UGC sponsored State level seminar on “ Poetics and Literary criticism” (2008-2009)
- UGC sponsored State level seminar on “ Indian Women Novelists”
- NAAC sponsored seminar on “IQAC, functioning and formation of Internal Quality Assurance cell”. (2009-2010)
- State level conference “Chaayawad aur Aaj”.(2010-2011)
- Organized KCG sponsored workshop on “Training & capability building in Gujarati Language and literature.” (2012-13)
- National conference in “Modern Literature in Hindi” (2015-16)
- Gujarat Sahitya Academy sponsored National conference on “ Sanskrit Sahitya Mein Yugbodh”.(2016-2017)
- One Day workshop on skill Development (2016-2017)
- National conference on “Education for Holistic Development”,13th January,2017.
- Gujarat Sahitya Academy sponsored State level seminar on “Gujarati Sahityama Daxin Gujaratna sarjakonu Yogdan”, 28th January, 2017.

3.7.5 How many of the linkages/ collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite example (if any) of the established linkage that enhanced and/ or facilitated –
We have no formal MoUs.

3.7.6 Details on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

We plan for collaboration with sports University of Gujarat. We are looking forward to it.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

Research:

To create research environment and promote research culture we have taken a small step by creating a space – “Sarda Sansodhan Sarita” for aspiring research students and faculties. We motivate our faculties for UGC projects and projects funded by other agencies. We grant leave to our faculties for research and for attending conferences, seminars so on and so forth. For PG students our research committee organizes, research methodology workshops and provide guidance to them.

We follow the continuum of sharing, caring, openness, transparency and accountability. Our students and faculty share the knowledge ideas and information. By caring we mean to develop an appropriate self image. Respect thyself and respect the student’s value ethics. Openness means to free the mind from dogmas and regimentation, practice whatever is good. Transparency is advocated by liberating the self from the guilt of hiding something. Be seen as you do. By being accountable we allow our thoughts and actions to be responsive and responsible to those for whom we work.

Consultancy:

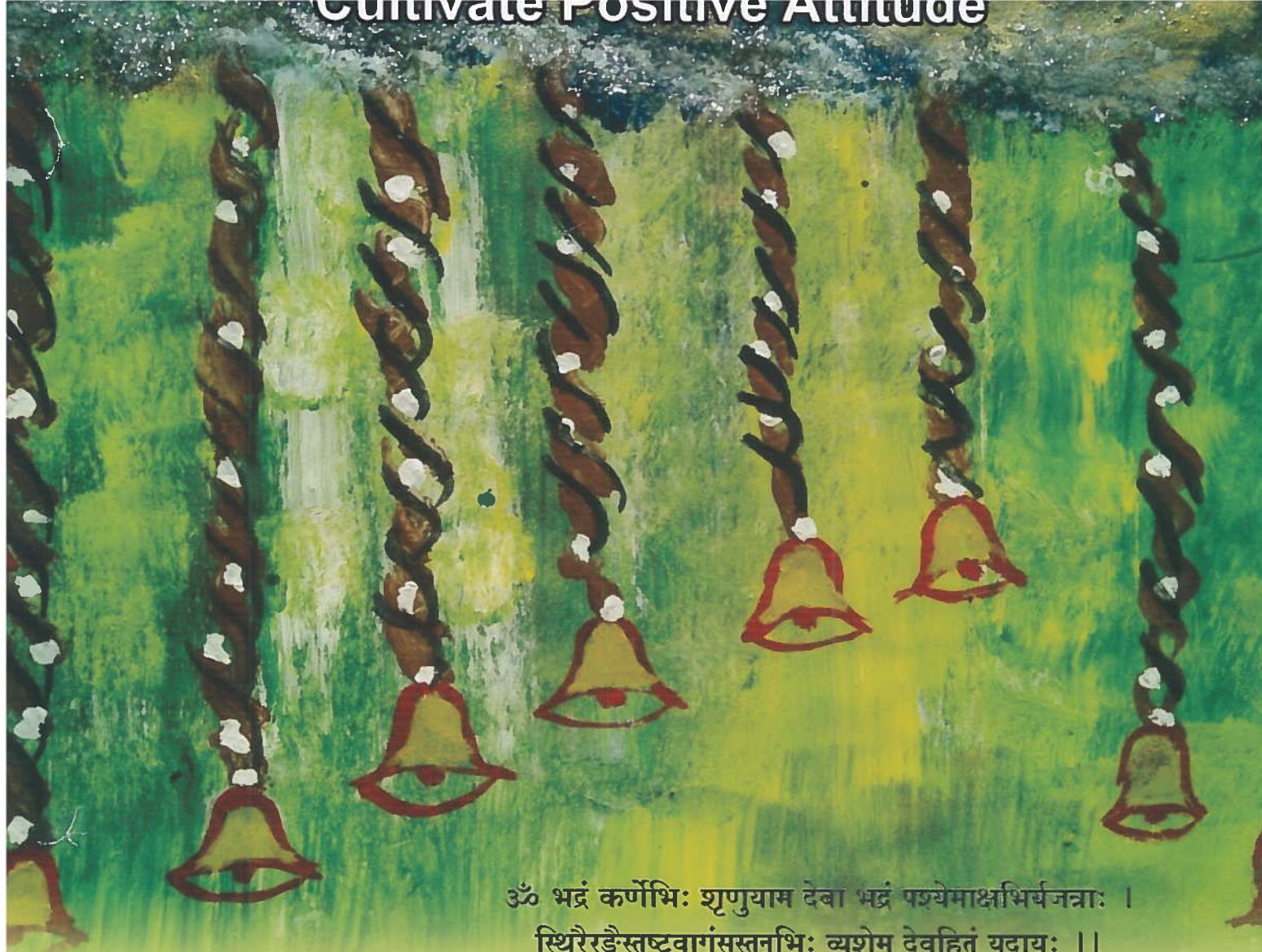
As said earlier we do not provide any professional consultancy and we do not generate revenue from the services we provide many of our faculties are on advisory committees of various welfare activities and social services. The institutions have no policy within the Gujarat Higher Educational guidelines and affiliated University to utilize the revenue generated through consultancy services. Still the college ensures that the benefits of skills and services of the faculty reach the maximum number of people within the discrimination of caste, creed and community. Our ‘Sarda Foundation’, ‘Mohanlal Desai Cricket Academy’, ‘Akshay Patra Yojna’ are instrumental in rendering the consultancy through our faculties.

Extension:

As mentioned in 3.6.5 we extensively do the extension work through our NSS, NCC, Saptadhara, Udisha, Women empowerment unit, Khushnuma zindgi, Sarda Foundation, Akshay Patra Yojna, Swami Vivekanand Vichar Manch, Red-cross Society and Mohanlal Desai Cricket Academy. We work as per our strength and capacity in areas like health awareness hygiene, Adult education, free medical checkup camps, summer coaching camps etc.

Institutions are shaped through many aspects like teaching-learning, research extension, consultancy so on and so forth. Positive action is a way of bringing people together by getting them to reflect on their positive experiences of being in one institution and being a powerful tool for understanding and then building healthy society.

The purpose and role of our institution is not just to produce students equipped to move into a particular job or type of job. It is to prepare tribal students to live in a complex and unpredictable world in which they will need to respond to situation, challenges and opportunities which we cannot forecast. We as an institution nurture the spirit of our pupils through extra curricular, co-curricular and extension activities. We shape them as individuals who are flexible, resilient and self confidence.



ॐ भद्रं कर्णेभिः शृणुयाम देवा भद्रं पश्येमाक्षभिर्यजत्राः ।
स्थिरैरङ्गैस्तुष्टुवाग्ँसस्तनूभिः व्यशेम देवहितं यदायुः ॥
स्वस्ति न इन्द्रो वृद्धश्रवाः । स्वस्ति नः पूषा विश्ववेदाः ।
स्वस्ति नस्तार्क्ष्योऽरिष्टनेमिः स्वस्ति नो बृहस्पतिर्दधातु ॥
ॐ शान्तिः शान्तिः शान्तिः ॥

Om. O Gods! may we hear with our ears what is auspicious. O Ye adorable ones! may we see with our eyes what is auspicious. May we sing praises to Ye and enjoy with strong limbs and body the life allotted to us by the Gods. Om Peace, Peace, Peace.

- Mandukya Upanishad

Let positive, strong, helpful thought enter into their brains from very childhood. Lay Yourselves open to these thoughts, and not to weakening and paralysing ones... Drive out the superstition that has covered your minds. Let us be brave. Know the Truth and practise the Truth. The goal may be distant, but awake, arise and stop not till the goal is reached.

- Swami Vivekananda, cw, 2:87

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitates effective teaching and learning?

The policy of the institution for creation and enhancement of infrastructure to facilitate effective teaching and learning is done and planned jointly by the college and the management. Keeping in view the current aspects of effective teaching and learning and avalanche of new courses, the Trust and the college makes a policy to create and extend new infrastructure. We update and renovate the existing infrastructure as per the changing scenario of high-tech education.

While we receive financial assistance for extension and construction of building from U.G.C., we constitute a construction committee for it.

It is well proven fact that simply the Quantum of infrastructure does not decide the potentiality of the institute but at the same time it is true that we need reasonably well maintained updated infrastructure to keep in place with the changing demands of education. Therefore we always strive to improve upon the available infrastructure and the learning resources.

4.1.2 Details the facilities available for

- a) **Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar hall, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**
- b) **Extra – curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.**

- **Curricular and Co-curricular Activities**

For curricular and co-curricular activities we have a spacious hall named after the elixir of our institute Late Shri Mohanlal Desai. Mohankaka hall is with built up area of 2800 sq. ft. at a time 250 students can be accommodated in it.

- **Class – rooms and details of main building**

In the main building we have 21 class-rooms. The detail of our main building is as following.

| Room No. | Present use | Area in sq. ft. |
|----------|----------------------|-----------------|
| 01 | Physics Laboratory | 403.00 |
| 02 | Physics Laboratory | 403.00 |
| 03 | Chemistry Laboratory | 403.00 |
| 04 | Chemistry Laboratory | 403.00 |
| 05 | Coference Hall | 875.75 |
| 06 | Coference Hall | 875.75 |
| 07 | Laboratory store | 446.40 |
| 08 | Class-room | 446.40 |
| 09 | Activity – room | 446.40 |
| 10 | Exam section | 446.40 |
| 11 | Conference hall | 875.76 |
| 12 | Dell – Centre | 446.40 |
| 13 | BISAG/Seminar room | 615.16 |
| 14 | Common Room-staff | 450.00 |
| 15 | Head office Bsc/BCA | 446.40 |
| 16 | Computer Lab | 875.76 |
| 17 | Girls Common room | 446.40 |
| 18 | Class-room | 875.76 |
| 19 | Class-room | 875.76 |
| 20 | Ladies common-room | 446.40 |
| 21 | Class-room | 875.76 |
| 22 | Class-room | 875.76 |
| 23 | Class-room | 446.40 |
| 24 | Class-room | 446.40 |

| | | |
|----|------------|--------|
| 25 | Class-room | 446.40 |
| 26 | Class-room | 875.76 |
| 27 | Class-room | 875.76 |
| 28 | Class-room | 875.76 |
| 29 | Class-room | 875.76 |
| 30 | NSS Office | 446.40 |
| 31 | Class-room | 875.76 |
| 32 | Class-room | 875.76 |
| 36 | Class-room | 646.00 |
| 37 | Class-room | 319.00 |
| 38 | Class-room | 319.00 |

Detail of offices and Administration wing

| | |
|-------------------------|----------------|
| Administrative Office | 885.60 sq.ft. |
| Principal Office | 432.00 sq.ft. |
| Staff room | 875.76 sq.ft. |
| IQAC and UGC unit | 482.00 sq.ft. |
| Mohankaka hall | 2800.00 sq.ft. |
| Library "Arvind Bhavan" | 2025.00 sq.ft. |

Detail of new building (Completed in 2011-12)

| | |
|--------------------------------|----------------|
| Ground Floor | 19500 sq.ft. |
| First Floor (PG) | Area in sq.ft. |
| • Room No. 1 | 513 sq.ft. |
| • Room No. 2 | 546 sq.ft. |
| • Room No. 3 | 373 sq.ft. |
| • Room No. 4 | 373 sq.ft. |
| * PG library and Research Area | 19500 sq.pt. |

BAOU Centre:

In separate BAOU Centre with 630sq.ft.

Sq.fet. total area we have accommodate

- * BAOU Office
- * BAOU Reading space
- * Sharda Foundation Space.
- * Akshay Patra yojana project

We have LCD Projector in our Mohankaka hall in ten rooms, we have LCD projectors. Our one class-room is digitally equipped smart class-room. In our seminar and conference halls we have LCD projectors and all modern equipments. We have well equipped science computer laboratories for our BSc (SF) course managed by our Trust.

Following rooms are equipped with projectors in the main building

| Room No. | Present Use |
|----------|------------------|
| 05 | Smart class-room |
| 11 | Seminar hall |
| 39 | Mohankaka hall |
| 18 | Class-room |
| 19 | Class-room |
| 21 | Class-room |
| 22 | Class-room |
| 23 | Class-room |
| 24 | Class-room |
| 25 | Class-room |

Play-Ground

- * We organize Mega night cricket tournaments since last four years. It is played with Leather ball. It is organized in league system. Where twelve teams participate. Participation is open for teams from all over Gujarat
- * Cricket coaching camps
- * Football, Hockey, Athletics, Archery, Kho-Kho, Kabaddi, Volleyball practice.

Sport complex - (Indoor games (Badminton, Table Tennis, Chess, Carom)

Gymkhana- Gym Station and Equipments

Total area of Gymkhana is 5505.24sq.ft. Facilities available in our sports complex are as follows:

Indoor sports complex facilities:

1. Badminton court (56x31.8ft.)
2. Gymnasium
3. Multi gym (12 station)
4. Cycle for exercise
5. Sit up bench (02)
6. Massager
7. Weight Lifting Set
8. Dumbbells
9. Exercise Machines
10. Abdomin exercise machine
11. Thigh exercise machine
12. Double bar
13. Twisting machine
14. Chess, carom room (56.7 x 21 ft.) (18.60 x 7.78mt)
15. Pull Table
16. Table Tennis (3 tables) Area = (57 x 29.6 ft) (18.80 x 10.57 mt)
17. Basement Area for indoor Exercise & Yoga (76.9 x 22.4 ft.) (24.80 x 8.20 mt.)
18. Office – Asst. Prof. Phy. Edu. Dr. J.S.Naik (15 x 14.4 ft.), (6 x 5.73 mt.)
19. Store Room (21.9 x 21.9 ft.)
20. Toilet block for boys and girls with changing rooms.

Outdoor sports / games facilities:

1. Cricket ground with two turf wickets.
(10398.42 sq.mt.) / 111887.00 sq.ft.), (60 mt. boundary)
2. Other play fields in the ground
 - (a) Foot ball
 - (b) Hockey
 - (c) Athletic Track (200 mt. standard size)

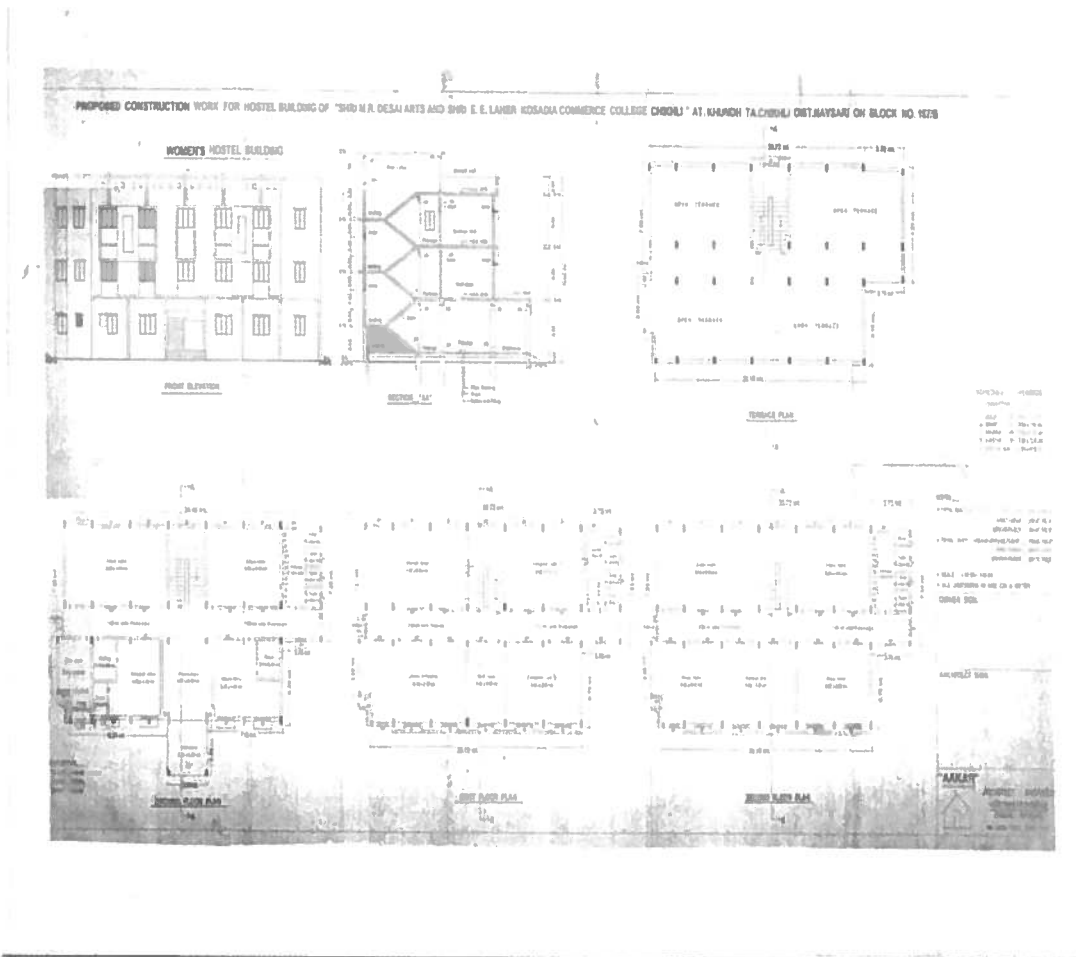
- (d) Kho-Kho ground (standard size) (27 x 16 sq. mt.)
- (e) Kabaddi ground (standard size) (13 x 10 sq.mt.)
- (f) Voolley ball Court (2 courts standard size) (18 x 9 mt.)
- (g) Basket ball court (490 sq.mt./5272.49 sq.ft.)
- (h) Archery kit with Target stand
- (i) Athletics training/practice facilities.
 - * Long jump
 - * Tripple jump
 - * High jump
 - * Shot put
 - * Discuss Through
 - * Hammer Through
 - * Jevilin Through
 - * Hurdels Run

New Building (2012)

Total built up area 2430.78 sq. mt.

| Sr.No. | Nature of work | Value of estimates | Value of accepted lender | Completion cost |
|-------------------|---|---------------------|--------------------------|---------------------|
| 1 | Civil work (value of estimates should be as approved by the PWD/CPWD) | 45,52,800.00 | - | 83,49,309.70 |
| 2 | Internal water supply and sanitation | 3,41,460.00 | - | - |
| 3 | Internal Electrification | 4,55,280.00 | - | - |
| 4 | External services | 1,60,486.00 | - | - |
| 5 | Furniture | 10,60,800.00 | - | - |
| (i) | Architect's fees paid (including supervision charges) | 2,75,500.00 | | 45,000.00 |
| Total Cost | Completion | 68,46,326.00 | | 83,94,309.70 |

Layout/Map of the Campus

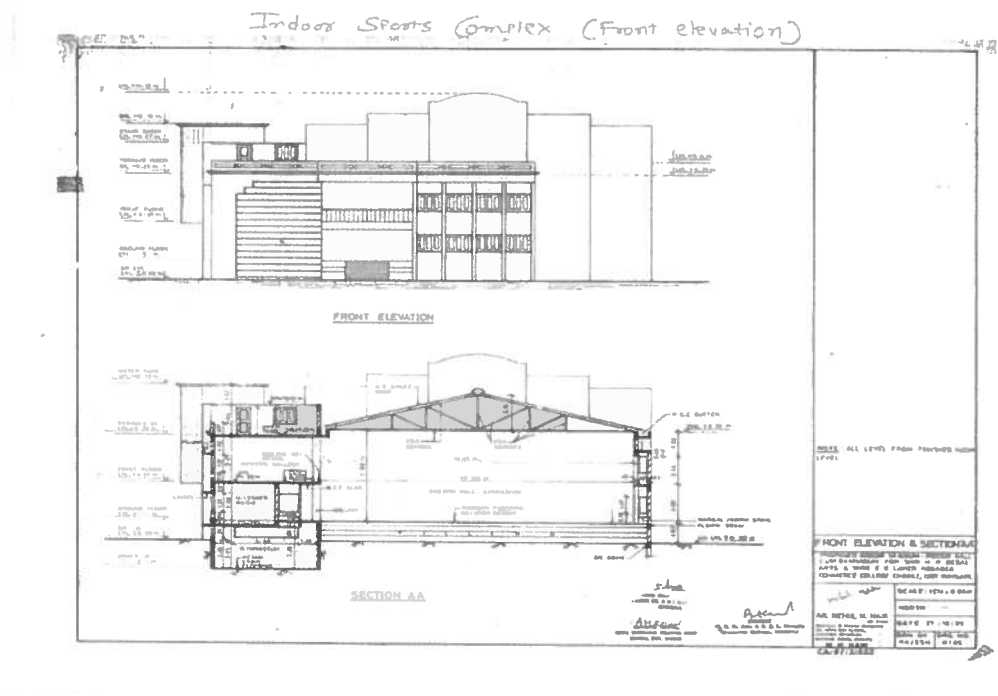
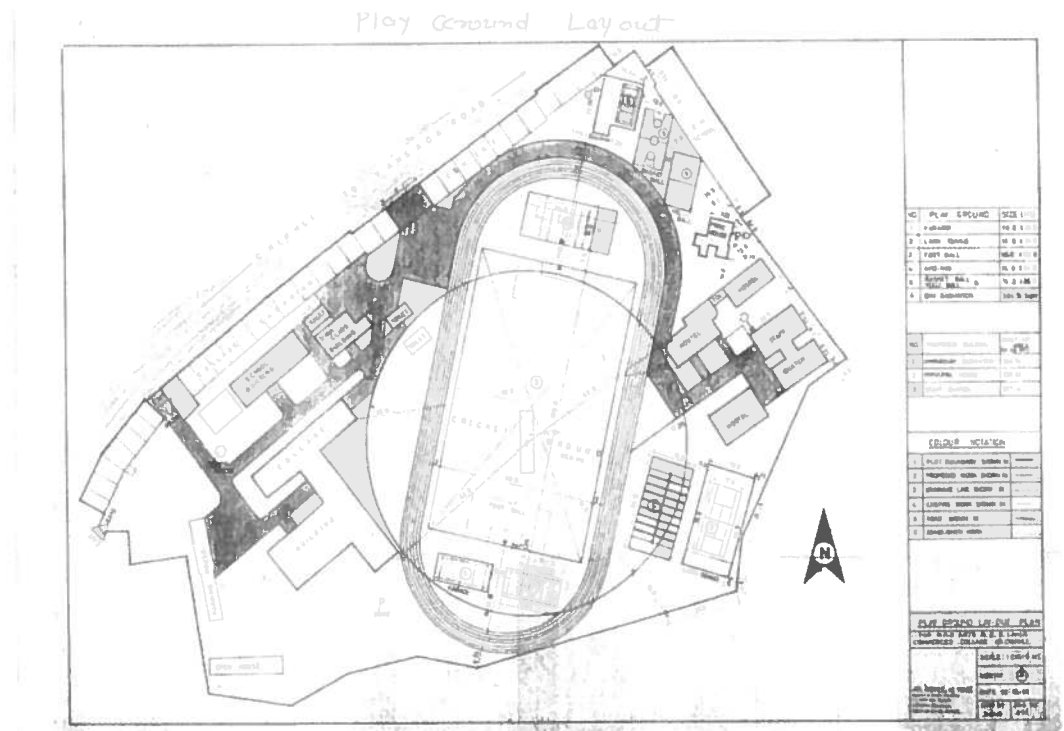


We don't stop playing because we grow; we grow old because we stop playing.

Details of the Campus

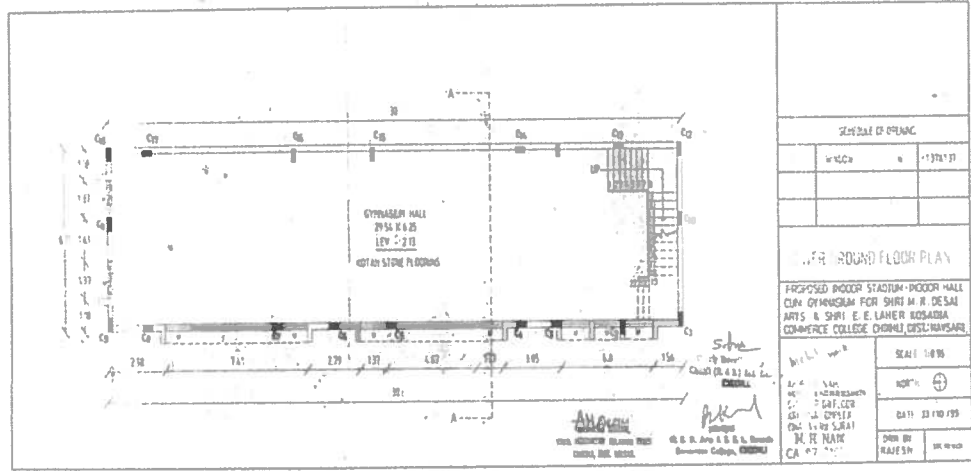
| Area Table | | | |
|------------|-----------------------|----------|-----------|
| No | Description | Sq.Mt | Sq.Ft |
| 1 | College Building | 1812.27 | 19500.00 |
| 2 | Women Hostel | 205.52 | 3180.00 |
| 3 | Semrock Sharda School | 301.77 | 3247.00 |
| 4 | Indoor Stadium | 511.64 | 5505.24 |
| 5 | Jay Ambe School | 1086.00 | 11685.36 |
| 6 | Sport Point | 490.00 | 5272.40 |
| 7 | Men's Hostel | 288.92 | 3108.78 |
| 8 | Tank & Toilet | 45.00 | 484.20 |
| 9 | Water Tank | 26.51 | 285.24 |
| 10 | Parking Shed – 2 Nos | 252.24 | 2714.10 |
| 11 | Toilet | 45.51 | 490.00 |
| 12 | Canteen | 84.71 | 912.00 |
| 13 | Residence House | 170.88 | 1839.00 |
| 14 | Cricket Ground | 10398.42 | 111887.00 |
| 15 | Garden "A" Type | 174.03 | 1872.56 |
| | "B" Type | 135.68 | 1459.91 |
| | "C" Type | 121.93 | 1311.96 |
| | "D" Type | 1295.94 | 13944.31 |
| | "E" Type | 753.44 | 8107.01 |
| | "F" Type | 364.36 | 3920.51 |
| 16 | Road Area | 2594.63 | 27918.21 |
| 17 | Poarch Area | 503.60 | 5418.73 |
| | Total | 21753.00 | 234063.52 |
| | Open Land | 23054.56 | 248065.89 |
| | Net Total | 44807.56 | 482129.41 |

Details and Layout of Sports Playground

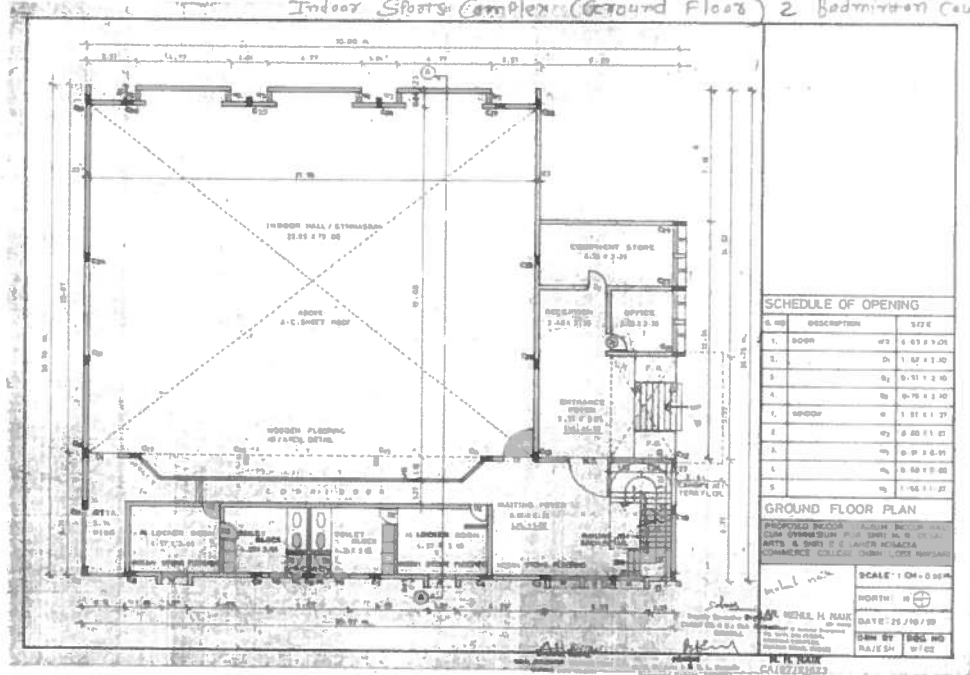


Indoor Sports Complex (Basement)

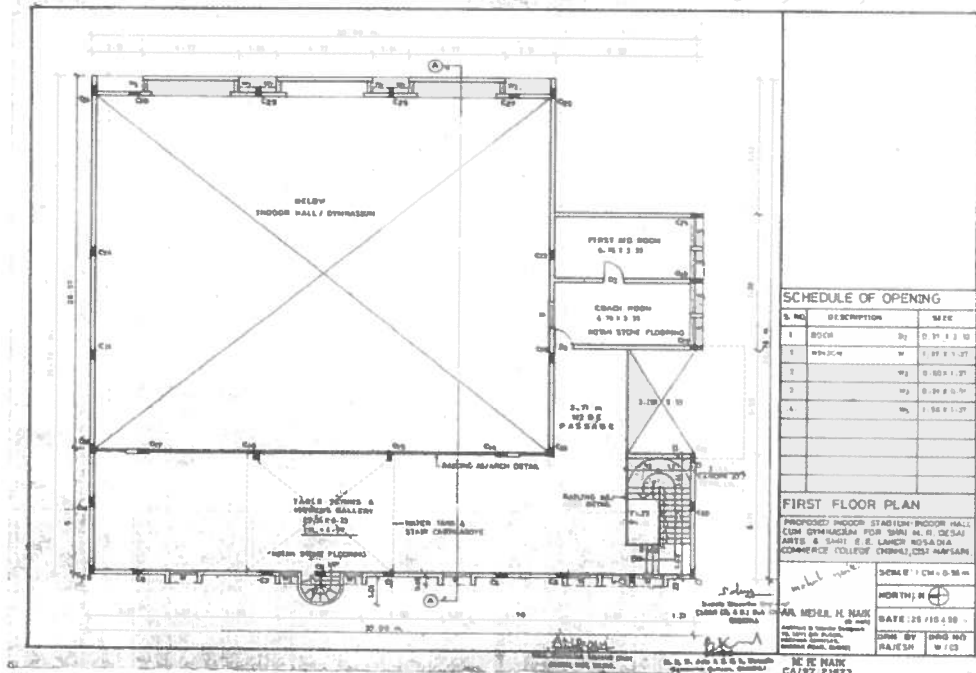
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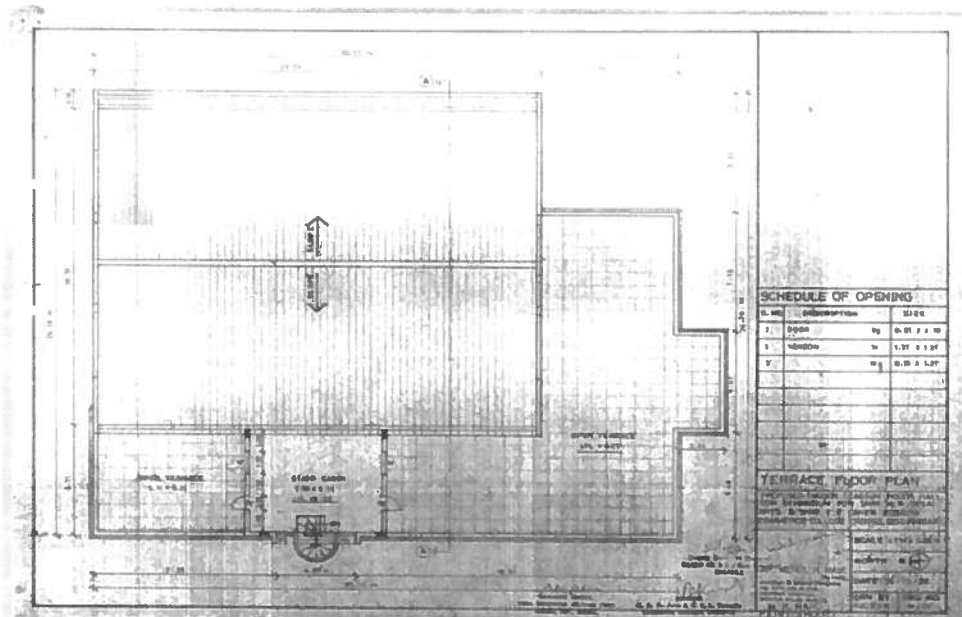
Indoor Sports Complex (Ground Floor) 2 Badminton Court

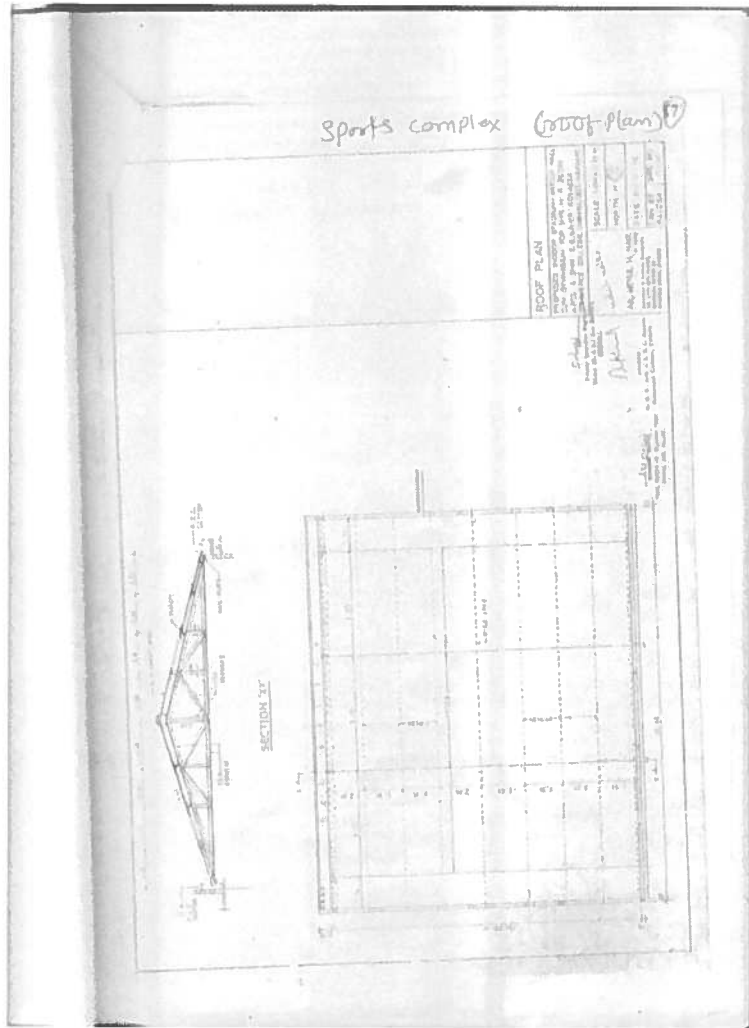


Indoor Sports Complex (First Floor) 3 Pool, TT, chess, Carom Court



Indoor Sports Complex (Terrace Floor) 4





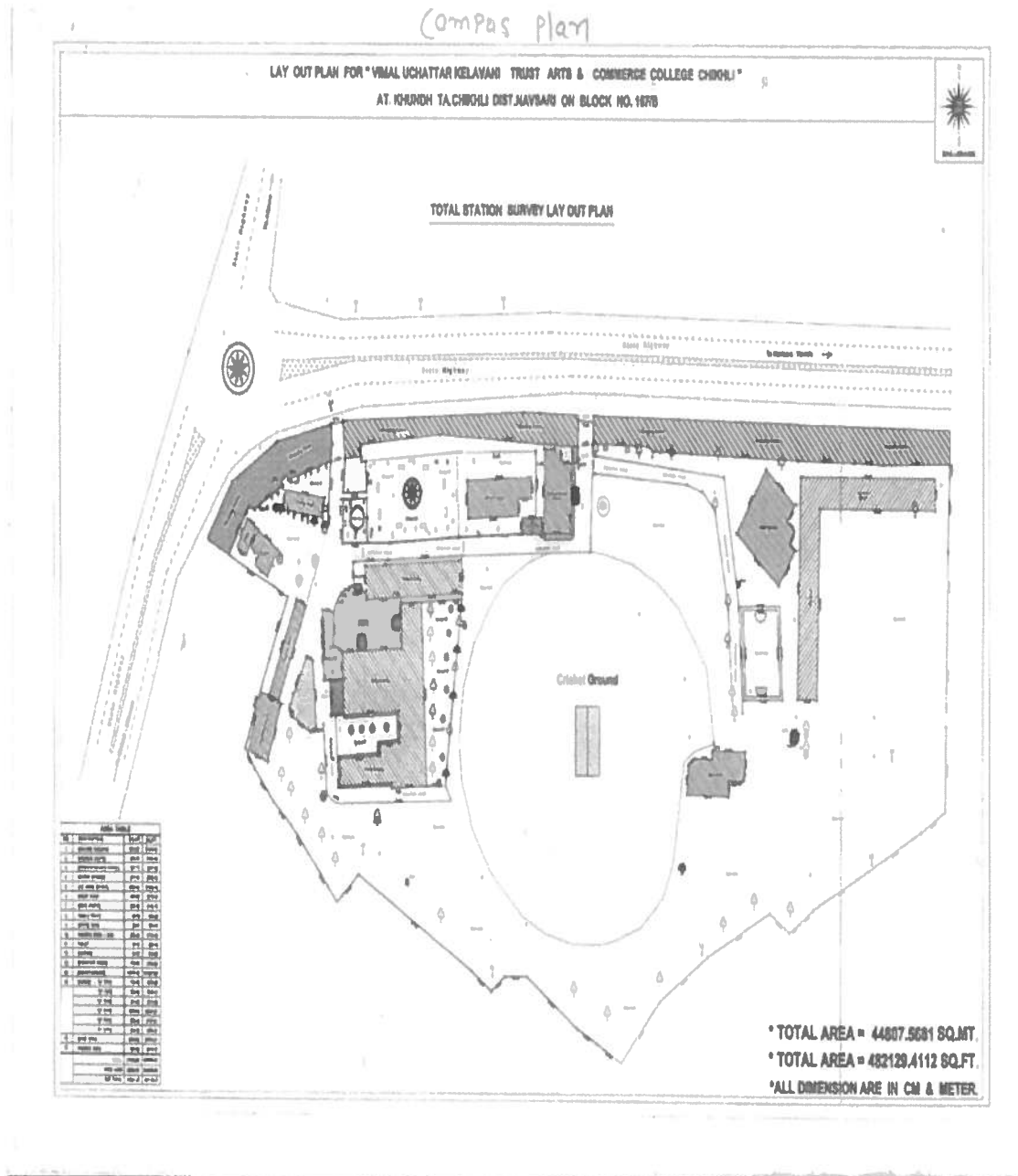
4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed / augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

Specific examples of the facilities developed:

| Year | Particulars | Amount |
|---|---|-------------|
| 2011-12 | * Stationary and contingency material (Paper, Pen, A4 size printing papers, files etc.) | 1,91,248.00 |
| | * R.K. enterprise, R.O. Plant service | 10,500.00 |
| | * Stationary Printing "Devbaal Chhaap Shaala" | 14,790.00 |
| | * Zerox drum toner and other services of photocopier "pulse marketing". | 10,966.00 |
| 2012-13 | * Drainage Lock and repairing "Murlidhar Traders" | 11,540.00 |
| | * Furniture – cupboard "Vaibhav Furniture" | |
| | * Niken L 310 Camera. | 6,200.00 |
| | M/S Angel Photo | 12,100.00 |
| | * Files, Stationary, exam stationary etc. | |
| | * "Devbaal chhaap shaala, Gandhishar kachholi, stationary letter-pad, receipt book etc. printing. | 4,38,065.00 |
| | * Zerox machine toner ink refilling, papers etc. | |
| | * Pedee Electricals voltas AC 5 ton for smart Class-room. | 29,100.00 |
| | | 62,000.00 |
| | * TV and other miscellaneous electric goods | |
| | * Victory Automation Biometric device | 1,15,000.00 |
| | * Microline Tech mike system | 10,000.00 |
| | * Camera system & LED | 33,044.00 |
| * strong room and separat exam section | 42,011.00 | |
| * College campus cricket ground maintenance | 24,000.00 | |

| | | |
|---------|--|-------------|
| | * New wonder engine driven roller for cricket Pitch "Jwalant Engnering." | 50,000.00 |
| | * Exam Answer Books "Girish Stationary". | 4,17,290.00 |
| | * BAOU office and parking extension "Sai Developer". | 60,000.00 |
| | | 1,00,000.00 |
| 2013-14 | * Campus beautification and gardening | 28,000.00 |
| | * Loose Note counting machine | 8,000.00 |
| | * RO Machine & Plant | 54,050.00 |
| | * Repairing of water hut | 42,000.00 |
| | * Printer Computer refilling of ink. | 11,200.00 |
| | * Photo copier muster roll | 7,850.00 |
| | * Drainage cleaning | 10,000.00 |
| | * Electric work & maintainance | 10,604.00 |
| 2014-15 | * Cricket ground maintainance | 10,000.00 |
| | * Colour Printer & power card | 6,900.00 |
| | * Prospectus | 36,000.00 |
| | * Staff washroom repairing | 60,000.00 |
| | * Sprinkler and lawn mover machine stand | 24,330.00 |
| | * Antivirus in computers | 11,950.00 |
| | * Plastic chairs | 2,75,000.00 |
| 2015-16 | * Bench repairing | 10,000.00 |
| | * Bench colouring | 1,50,000.00 |
| | * Gardening | 10,000.00 |
| | * Iron gates and shutters | 1,75,000.00 |
| | * Camera system in class-rooms wide GR of University & Government of Gujarat | 93,000.00 |

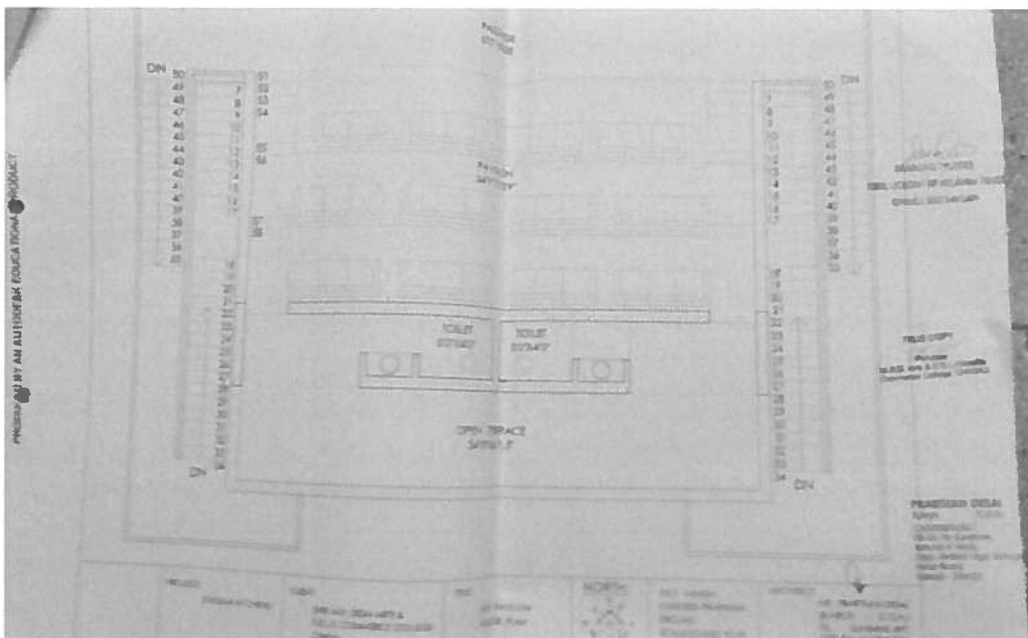
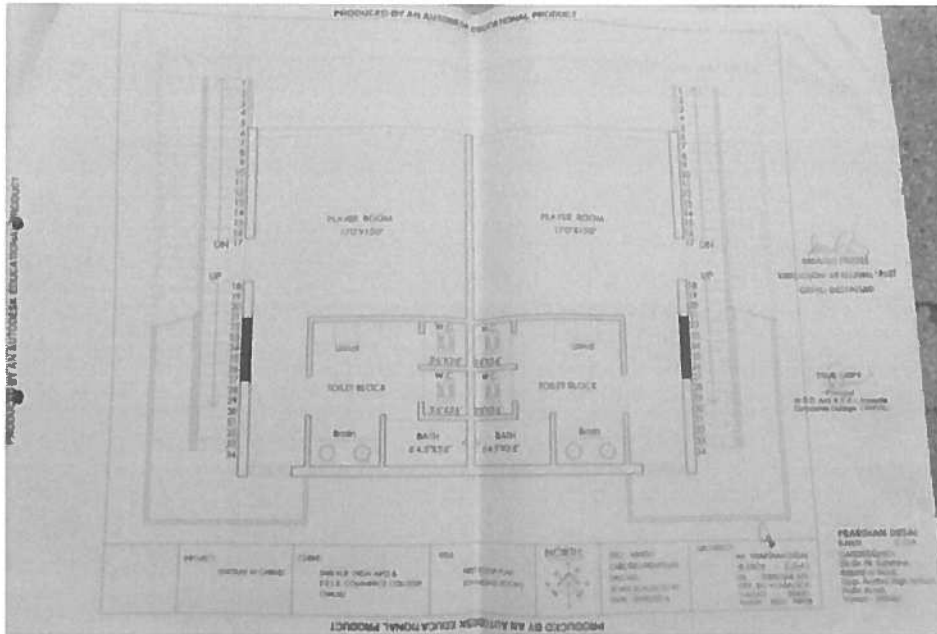
Master plan of the Institute and campus. (shown in 4.1.2)



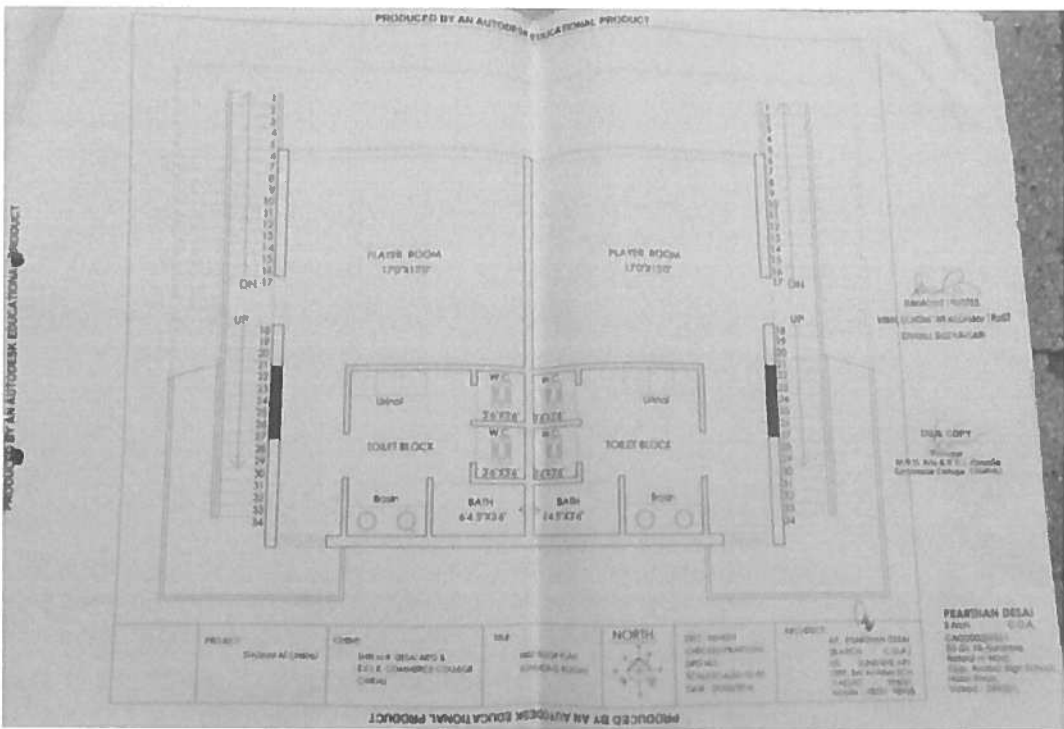
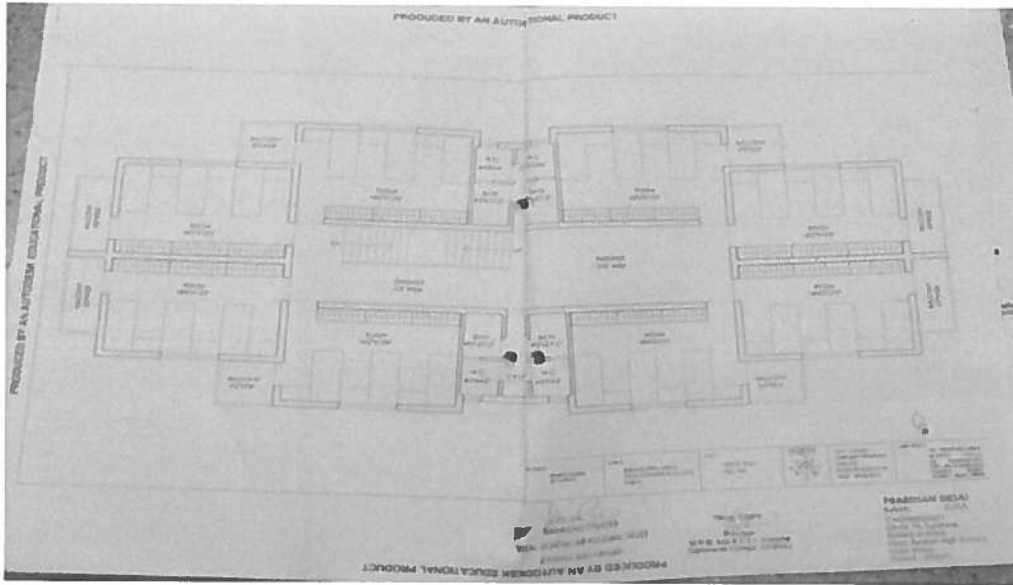
Future plan expansions

- (1) Pavillion
- (2) Auditorium
- (3) Compound wall of the campus.

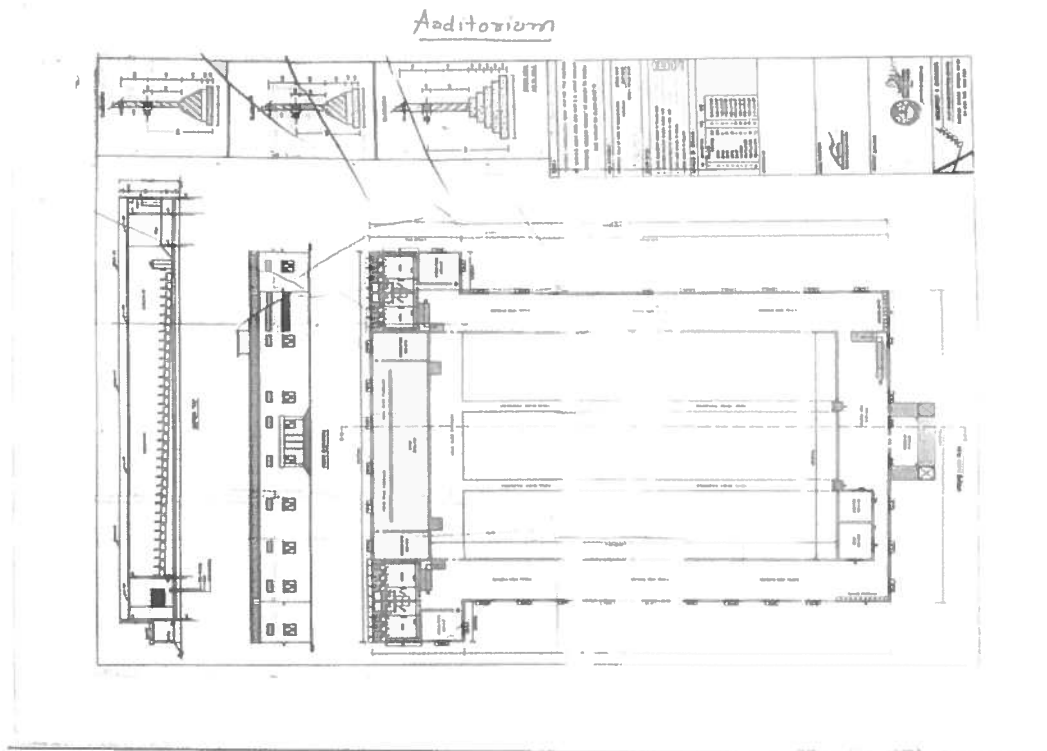
Pavillion Proposed



Sports Hostel



Proposed Auditorium (Future Plan)



We ensure optimum use of the available infrastructure. Few examples are as follows:

- (a) Our management aims at maximum educational facility for the tribals. Management facilitated the students with educational opportunities for Arts and Commerce faculty in the Morning Session. We facilitated ICT / BCA and BSc. Student in the afternoon session. We manage the courses in Morning and afternoon session.
- (b) We give our sports complex for use to aspiring sports lovers of the surrounding Area. We organize free coaching and training campus in our gymkhana.
- (c) Cricket tournaments are held on our cricket ground and we provide our ground for community friendly matches.
- (d) Various meeting of NGO's Clubs block, Co-ordinaters, Cluster Co-ordinaters, BRC blocks, DPO'S, DEO'S, DIET and election Government meetings are held regularly in our Mohankaka's hall.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

If any physically challenged students are enrolled we arrange for that particular class if possible on ground floor. If such students ask for wheel chair or any other requirement we fulfill it. We arrange for separate parking for such student if enrolled.

4.1.5 Give details on the residential facility and various provisions available within Them :

- Hostel facility – Accommodation available (Yes) only for boys
- Recreational facilities, gymnasium yoga centre, etc. (Yes)
- Computer facility including access to internet in hostel
- Facilities for medical emergencies (Yes) (doctor on call)
- Library facilities in the hostels (No)
- Internet and Wi-Fi facility (Yes) (Wi-Fi Project under pipe line)
- Recreational facility-common room with audio-visual equipments (Yes)
- Available residential facility for the staff occupancy.
- Constant supply of safe drinking water (Yes)
- Security (Yes)

Our boy's hostel is currently occupied by the students. But for the girls hostel we have no enrollment as we have government green girl's hostel near by with lodging facilities and government free ships for girls.

We have staff residential rooms in the campus where our clerks and peons and security staff is accommodated.

Our boy's hostel is occupied by students from remote areas we have gymkhana at walking distance from hostel and it is best recreational source for them.

Chikhli is in heart of the surrounding tribal belt. It is business hub and all facilities are available at hand shake distance. We have hospitals and dispensenies of doctors near by so the facility for medical emergency is easily available for hostelities.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Our college is situated in the heart of Chikhli town. We have super speciality hospital near by they provide service during emergency. We have first aid kit in NSS & NCC.

We are in scheme of ground insurance scheme for the employee of the non-government (grant-in-aid) college in Gujarat.

We also have the new India ground insurance of our 1366 enrolled students of 2015-16. (Amount - 7150)

4.1.7 Give details of the common facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium etc.

We have IQAC office and UGC office, we have Documentation room attached to it. We have a separate activity space to perform following enlisted activities throughout the week:

| | |
|-----------|--|
| Monday | <u>Udisha activities</u> (Placement and career guidance) |
| Tuesday | <u>Women empowerment</u> (guest lectures, competitions, health awareness, self protection guidance etc). |
| Wednesday | <u>Khushuma Zindagi</u> (youth awareness program, environment awareness programs etc.) |
| Thursday | <u>Saptadhara</u> (Activities of seven dharas as per guidelines of Government of Gujarat) |
| Friday | <u>Swami Vivekanand Vichar Manch</u> (Motivational programs based on teachings of Vivekanand) |
| Saturday | <u>Yoga Dhyan</u> (Meditation) |

We do not have a canteen on the campus, students come from remote tribal areas they usually stay in green hostel near by or carry their food with them.

4.2 Library as a Learning Resource

4.2.1 Does the library have an advisory committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee? To render the library, student/user friendly?

- Library Advisory Committee

Asst. Prof. N. K. Naik (IQAC Co-Ordinate),

Librarian Chandniben (Execution of suggestion about)

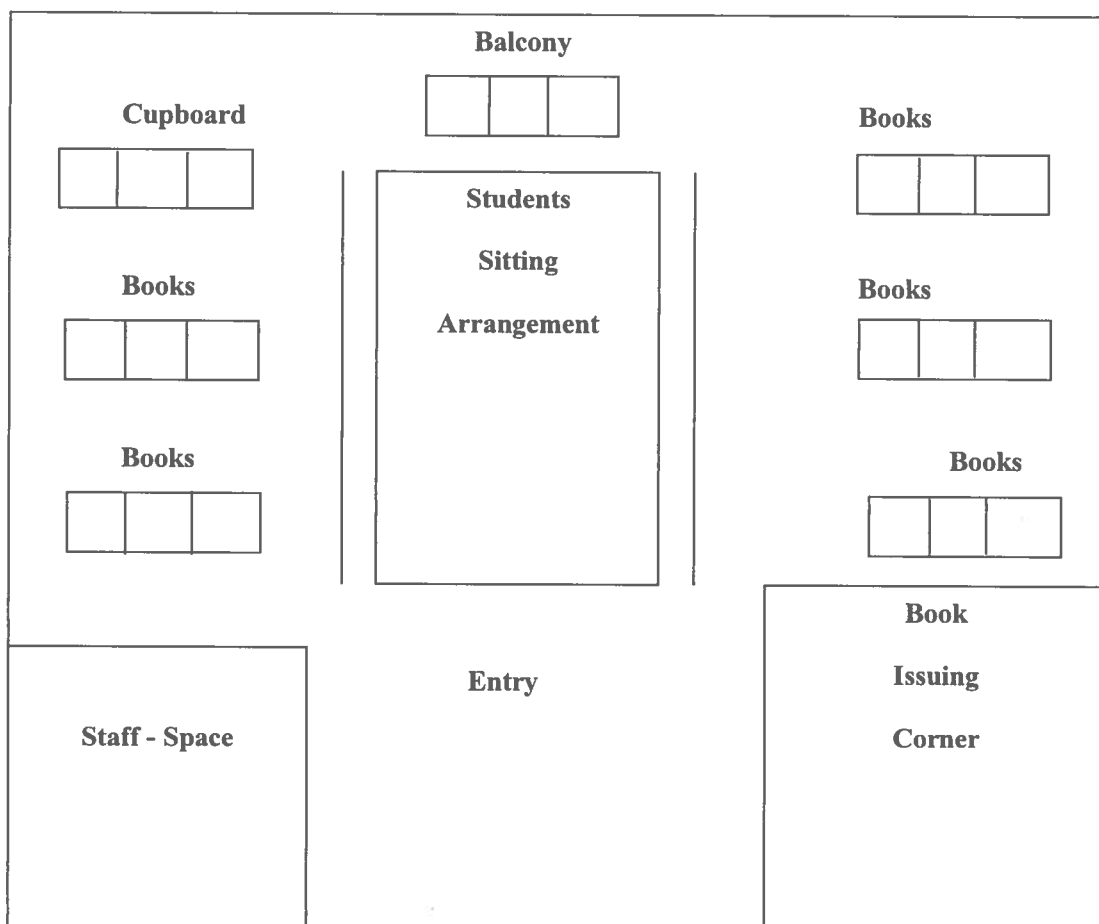
Dr. R. A. Tai (Books and Journals day to day functions)

- Initiatives implemented by the committee
 - To Maintain discipline in the library
 - Suggestion and selection of books
 - To represent to the authority requirements about the infrastructure and facilities in the library.
 - Held Meetings of faculties and H.O.D's take their suggestions and quote the requirements of equipments, journals, book and activities of the library.
 - To prepare annual plans, budgets and activities of the library.
 - To prepare roadmap of future plans of library.
 - To continuously evaluate the library work and Services.
 - Planning and Justifying annual budge.
 - Ensure expertise and training of the library staff.
 - To arrange user- orientation programs regarding library.
 - To invest time to introduce new innovative things for library users.
 - To create reader – friendly environment and to promote reading culture.

4.2.2. Provide details of the following :

- **Total area of the library (in Sq. Mts.)**
- **Total seating capacity**
- **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**
 - Total area of library in sq mts is 188.37 sq. mts.
 - Total seating capacity of our library is 50 minimum.
 - Working hours on working days holidays and before exams are 7:30 a.m. to 3:00 p.m. During vactions working hours are from 8:30 a.m. to 1:30 p.m.

Layout of the library



4.2.3. How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

We have library advisory committee. We held Meetings of H.O.D. from time to time. The heads of the departments select the books keeping in mind the requirement of the students and other faculties. They make suggestions to the librarian and submit order statement with details of price and publication house.

We ensure access, use and security of materials in security of Materials in following way

| NO. | User Service provided | Average per day. |
|-----|---|------------------------|
| 1 | Issue return service | 30 |
| 2 | News paper clipping Service | ½ |
| 3 | Information display and notification Services | ½ |
| 4 | Reference Services | 10 |
| 5 | Photocopy Services | 10 |
| 6 | User Orientation Services | Average per year 05 |
| 7 | Resource sharing Services | 05 |
| 8 | Periodical catalogue Services | 01 |
| 9 | Competitive Exam Services and guidance Services | 15 |
| 10 | Career guidance Services and provisions provided with udisha cell | 05 |

We purchase the mentioned titles and journals by a survey of its utility and popularity made by our faculty and librarian. Some times references are given by the students, by LIC committee of the university or the scholars and the eminent persons who come to visit the institute.

We provide safe, comfortable, well lighted, clean physical facilities with adequate comfortable seating arrangement to ensure the maximum use of above mentioned resources. We provide convenient ambience.

For security of material we timely bind the books and arrange the books safely in cupboards. To preserve the books well we clean the cupboards at regular intervals. We discard and Write off the damaged and non-use books regularly.

List Current Periodicals/Magazine

| No. | Title | Place | Subject | Period | Amt. | Lan. |
|-----|-----------------------------|-------------|----------|------------|------|----------|
| 1 | RBI Bulletin | Mumbai | Banking | Monthly | 1525 | English |
| 2 | Economic & Political Weekly | Mumbai | Economic | Weekly | 1275 | English |
| 3 | Aajkal | New Delhi | Hindi | Monthly | 105 | Hindi |
| 4 | Nutan Bhasa Setu | Ahmedabad | Hindi | Qly/month | 79 | Hindi |
| 5 | Gujarat | Gandhinagar | History | H/Monthely | 53 | Gujarati |
| 6 | Kumar | Ahmedabad | Gujarati | Monthly | 315 | Gujarati |
| 7 | Kavilok | Ahmedabad | Gujarati | B/Monthly | 158 | Gujarati |
| 8 | Kavita | Mumbai | Gujarati | B/Monthly | 210 | Gujarati |
| 9 | Bhumiputra | Baroda | Gujarati | H/Monthely | 150 | Gujarati |
| 10 | Tatvagyn | Mumbai | Sanskrit | Monthly | 53 | Gujarati |
| 11 | Buddhi Prakash | Ahmedabad | Gujarati | Monthly | 210 | Gujarati |
| 12 | Taderthya | Ahmedabad | Gujarati | Monthly | 53 | Gujarati |
| 13 | Yojana | Ahmedabad | Gujarati | Monthly | 105 | Gujarati |
| 14 | Shabdsrushti | Gandhinagar | Gujarati | Monthly | 105 | Gujarati |
| 15 | Eted | Mumbai | Gujarati | Qly/month | 315 | Gujarati |
| 16 | Parab | Ahmedabad | Gujarati | Monthly | 158 | Gujarati |

| | | | | | | |
|----|-----------------------------------|-------------|-------------|-----------|-----|----------|
| 17 | Pratyaksha | Baroda | Gujarati | Qly/month | 368 | Gujarati |
| 18 | Sabadsar | Gandhinagar | Gujarati | Monthly | 158 | Gujarati |
| 19 | Abhidrushti | Ahmedabad | Gujarati | Monthly | 210 | Gujarati |
| 20 | Navchetan | Ahmedabad | General | Monthly | 420 | Gujarati |
| 21 | Employment News | New Delhi | Career | Weekly | 555 | English |
| 22 | Safari | Ahmedabad | Environmnet | Monthly | 390 | Gujarati |
| 23 | Sanctury Cub | Mumbai | Environmnet | Monthly | 305 | English |
| 24 | Rachna Vimarce | Jajpur | Hindi | Monthly | 315 | Hindi |
| 25 | Akhand Anand | Ahmedabad | General | Monthly | 368 | Gujarati |
| 26 | Samipe | Vadodra | Gujarati | Monthly | 315 | Gujarati |
| 27 | Sabhasan Sandesh | Banglor | Sanskrit | Monthly | 116 | Gujarati |
| 28 | Gurjar Rastrvina | Ahmedabad | Hindi | Monthly | 84 | Hindi |
| 29 | Niramay | Ahmedabad | Health | Monthly | 158 | Gujarati |
| 30 | Ved Sandesh | Valsad | Sanskrit | Monthly | 132 | Gujarati |
| 31 | Sarvottam Karkerdi Margdarshan | Bhavnagar | Career | Monthly | 210 | Gujarati |
| 32 | Rojgaridarsan | Rajkot | Career | Monthly | 368 | Gujarati |
| 33 | Navneet Samrapan | Mumbai | General | Monthly | 231 | Gujarati |
| 34 | Khoj | Vadodra | Environmnet | B/Monthly | 210 | Gujarati |
| 35 | Persanality Development | Ahmedabad | General | Monthly | 133 | Gujarati |
| 36 | Nirikshak | Ahmedabad | General | Monthly | 158 | Gujarati |
| 37 | Karmachari Bulletin | Ahmedabad | General | Monthly | 74 | Gujarati |

| | | | | | | |
|----|---------------------------------|-------------|-----------|-----------|------|----------|
| 38 | Nokari Margdarsan | Bhavnagar | Career | Weekly | 158 | Gujarati |
| 39 | Alochna | New Delhi | Hindi | Qly/month | 315 | Hindi |
| 40 | Tathapi | Vadodra | Gujarati | Monthly | 500 | Gujarati |
| 41 | Reader's Digest | New Delhi | General | Monthly | 574 | English |
| 42 | Sport Stars | Chennai | Sport | Weekly | 1225 | English |
| 43 | Ramat Jagat | Gandhinagar | Sport | Monthly | 315 | Gujarati |
| 44 | Competition Success Review | New Delhi | General | Monthly | 925 | English |
| 45 | Rock Pebbles | Orissa | General | Qly/month | 525 | English |
| 46 | The Vedantkesari | Chennai | Sanskrit | Monthly | 105 | English |
| 47 | Abhiyan | Mumbai | General | Weekly | 950 | Gujarati |
| 48 | Chitralkha | Mumbai | General | Weekly | 1250 | Gujarati |
| 49 | Grushobha | New Delhi | General | Monthly | 420 | Gujarati |
| 50 | Aarthat | Surat | Gujarati | Monthly | 210 | Gujarati |
| 51 | Arathsaklan | Ahmedabad | Economic | Monthly | 210 | Gujarati |
| 52 | Daxinayan | Surat | Education | Qly/month | 150 | Gujarati |
| 53 | Devsahaujayam | Vadodara | Sanskrit | Qly/month | 200 | Gujarati |
| 54 | Charak | Ahmedabad | Health | Monthly | 158 | Gujarati |
| 55 | Lates Fact in General Knoweldge | Ahmedabad | General | Monthly | 780 | English |
| 56 | Carrer Challeng | Rajkot | Career | Monthly | 525 | English |
| 57 | Sahaj Stasag | Rajkot | Gujarati | Monthly | 50 | Gujarati |
| 58 | Shree Gitaprachar | Ahmedabad | Sanskrit | Monthly | 158 | Gujarati |

| | | | | | | |
|----|------------------------|-------------|-----------|---------|-----|----------|
| 59 | Kabirvani | Surat | Religion | Monthly | 100 | Hindi |
| 60 | Yug Shakti Gayatri | Mathura | Religion | Monthly | 100 | Gujarati |
| 61 | Olakh | Ahmedabad | General | Monthly | 300 | Gujarati |
| 62 | Samvedan | Surat | Gujarati | Monthly | 50 | Gujarati |
| 63 | Parichay Pustika | Mumbai | General | Monthly | 150 | Gujarati |
| 64 | Jalaram Deep | Vadodra | Religion | Monthly | 150 | Gujarati |
| 65 | Pensionar Sathi | Ahmedabad | Pensioner | Monthly | 150 | Gujarati |
| 66 | Nivrut Sathi | Ahmedabad | Pensioner | Monthly | 150 | Gujarati |
| 67 | Gujrat Rojgar Samachar | Gandhinagar | Career | Weekly | 150 | Gujarati |
| 68 | Sarjak Udgar | Ahmedabad | Gujarati | Monthly | 50 | Gujarati |

List of Current Journals/Periodicals

| <u>No.</u> | <u>Title</u> | <u>Place</u> | <u>Subject</u> | <u>Period</u> | <u>Amount</u> | <u>Language</u> |
|------------|------------------------------|--------------|-----------------|---------------|---------------|-----------------|
| 1 | Indian Journal of Marketing | New Delhi | Marketing | Monthly | 2025 | English |
| 2 | Indian Journal of Management | New Delhi | Management | Monthly | 2025 | English |
| 3 | University News | New Delhi | H/Education | Weekly | 985 | English |
| 4 | HASMA | Ghandhinagar | All Subjects | Monthly | 1525 | English |
| 5 | Indian journal of Librarian | New Delhi | Library Science | Monthly | 60 | English |
| 6 | Forbus Gujarati | Mumbai | Gujarati | Qtly/Mon | 525 | Gujarati |

A Statement Showing Number and Value of Books in the Library in last five years.(college Purchase)

| <u>Sr.No</u> | <u>Subject</u> | <u>UG</u> | | <u>PG</u> | |
|--------------|----------------|-------------|---------------|--------------|---------------|
| | | <u>Book</u> | <u>Amount</u> | <u>Books</u> | <u>Amount</u> |
| 1 | Account | 468 | 81633 | 174 | 23833 |
| 2 | Economics | 764 | 65005 | 56 | 5802 |
| 3 | Banking | 255 | 20477 | - | - |
| 4 | B.A. | 275 | 20477 | - | - |
| 5 | Statistics | 205 | 16157 | - | - |
| 6 | Environment | 200 | 19105 | - | - |
| 7 | Management | 7 | 5027 | 104 | 11966 |
| 8 | Marketing | 5 | 3153 | 20 | 2147 |
| 9 | M.Law | 90 | 9955 | - | - |
| 10 | History | 575 | 42830 | - | - |
| 11 | Gujarati | 471 | 51460 | - | - |
| 12 | Hindi | 414 | 86421 | 16 | 621 |
| 13 | Sanskrit | 393 | 38429 | 44 | 6457 |
| 14 | English | 94 | 18603 | - | - |
| 15 | Psychology | 154 | 15493 | - | - |
| | Total | 4370 | 443917 | 414 | 50826 |

But if the while I think on thee, dear friend, All losses are restored and sorrows end.

A Statement Showing Number and Value of Books (UGC plan) in the Library in last three years.

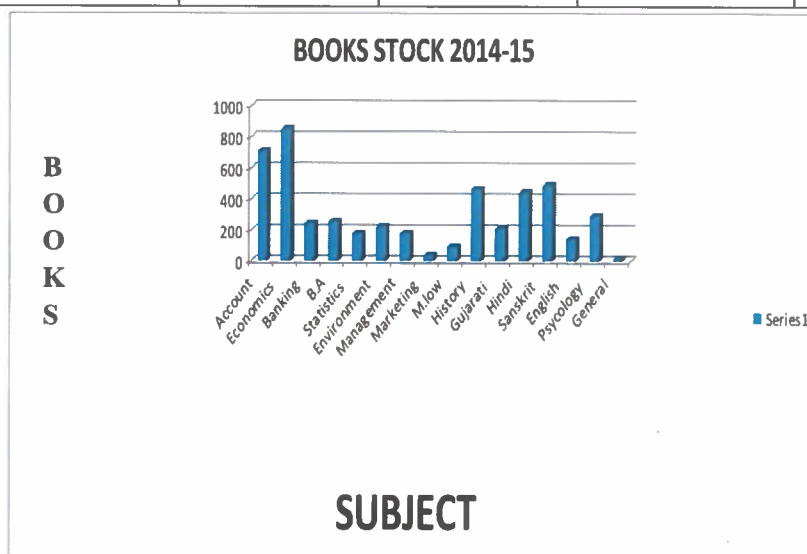
| Sr.No. | Subject | Books | Amount |
|--------|-------------|-------|--------|
| 1 | Account | 95 | 15689 |
| 2 | Economics | 146 | 51405 |
| 3 | Banking | 12 | 1100 |
| 4 | Management | 75 | 54071 |
| 5 | Marketing | 11 | 9175 |
| 6 | Environment | 72 | 8276 |
| 7 | History | 75 | 20406 |
| 8 | Gujarati | 18 | 2176 |
| 9 | Hindi | 261 | 110526 |
| 10 | Sanskrit | 107 | 14616 |
| 11 | English | 88 | 61941 |
| 12 | Psychology | 136 | 10420 |
| 13 | General | 16 | 8160 |
| | Total | 1112 | 367961 |

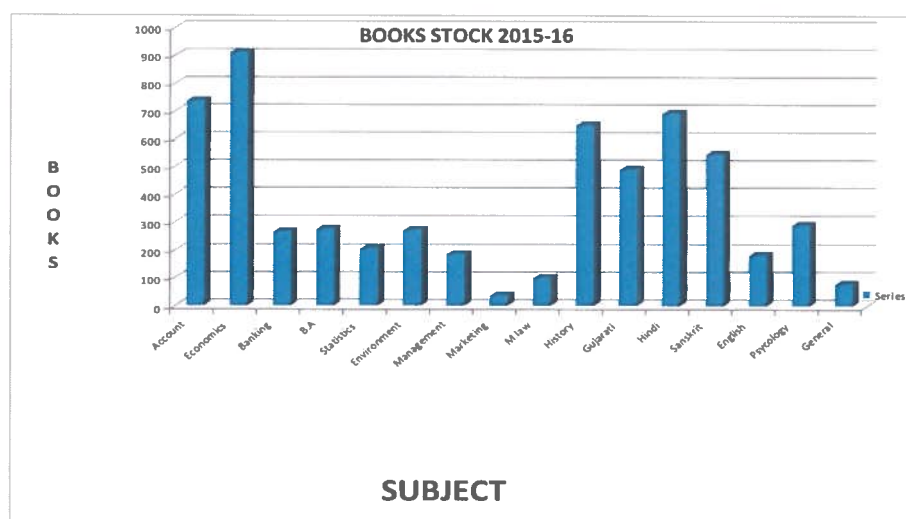
Statistics of Library

| <u>Year</u> | <u>2014/2015</u> | | <u>2015/2016</u> | |
|-------------------------|------------------|--------|------------------|--------|
| | Qty | Amt. | Qty | Amt. |
| Type of Material | | | | |
| Text books | 1521 | 127803 | 725 | 165000 |
| Reference books | 12 | 3500 | 38 | 12000 |
| Others | 13 | 10070 | 62 | 18355 |
| Journals/Periodicals | 6&45 | 9946 | 6&68 | 25438 |
| Total | 1572 | 137749 | 899 | 220793 |
| Encyclopedia/Dictionary | 4 | 5495 | 2 | 1800 |

Books Added During the Last Two Years

| Year | 2014-2015 | | 2015-2016 | |
|-------------|-----------|-------|-----------|--------|
| | Qty | Amt | Qty | Amt |
| Account | 54 | 54393 | 31 | 5909 |
| Economics | 355 | 31075 | 64 | 39810 |
| Banking | 90 | 6715 | 25 | 2125 |
| B.A. | 80 | 9392 | 25 | 2125 |
| Statistics | 90 | 7777 | 25 | 2868 |
| Environment | 40 | 4590 | 51 | 6330 |
| Management | 35 | 5015 | 9 | 16898 |
| M.law | 40 | 4675 | 10 | 1100 |
| History | 20 | 2400 | 170 | 28566 |
| Gujarati | 30 | 2339 | 281 | 34554 |
| Hindi | 9 | 8082 | 253 | 107464 |
| Sanskrit | 18 | 3031 | 59 | 11884 |
| English | 19 | 11832 | 41 | 30051 |
| Psychology | 34 | 9733 | 2 | 1340 |
| General | 13 | 10070 | 62 | 18355 |





4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

We do not have permanent librarian since 2009. Government hasn't done new recruitment inspite of that we have tried our best to facilitate the library with adhoc librarians, library incharge. Our library is equipped with internet, computer, photocopies and other necessary facilities.

4.2.5 Provide details on the following items :

- Average number of walk-ins – 60
- Average number of books issued / returned – 25
- Ratio of library books to students enrolled – 1 : 10
- Average number of books added during last three years
- Average number of login to opac (OPAC) No
- Average number of login to e-resources No

| <u>Details</u> | <u>2012-13</u> | <u>2013-14</u> | <u>2014-15</u> |
|-------------------|----------------|----------------|----------------|
| No of books Added | 1675 | 1203 | 1521 |
| Amount | 1,42,753 | 1,78,866 | 1,27,803 |

4.2.6 Give details of the specialized services provided by the library.

We have good peaceful ambiance in the library with airy, lighted wide reading space students get access to question paper sets of past years, syllabus sets, back volumes of journals etc services are provided by the library.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

- Library staff assists the readers to locate the books.
- Readers are informed about the new arrivals.
- Journals and Magazines are displayed on the recks..
- Library arranges library orientation program for new students.

4.2.8 What are the special facilities offered by the library to the visually/physically Challenged persons? Give details.

We have no such students approaching us so at present we have no special facilities far physically and visually challenged persons.

4.2.9 Does the library get the feedback from its users? If yes, how is analysed and used for improving the library services. (What strategies are deployed by the library to collect feedback from users? How is the feedback analysed and used for further Improvement of the library services?)

The library is having advisory committee to implement the suggestion of the student's staff and the visitors.

Our librarian collects the feedback from the students and passes on to the departments implement the positive and rewarding suggestions.

The feedback focuses on following thrust areas:

- Effective participation of library as learning resource in the teaching – learning program of the college.
- Facilitating students with sufficient library materials both printed as well as audio - visual.
- Promotion of reading culture for holistic development of students.
- Assistance to students for skillful users of library.
- Offering opportunities for experiences in creating and using information for knowledge.
- Supporting students in learning and practicing skills for evaluating and using information.

- Stimulate and guide students in selection and use of books and other reading material.

To promote the use of the Library collection extensively and to promote reading culture library advisory committee focus on following thrust areas:

- Be acquainted with popular book and magazines, the students enjoy most.
- Arrange for reading sessions of popular books and magazines and talks by subject experts.
- Make the library ambiance.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

| <u>Location</u> | <u>Number of computers</u> | <u>Configuration</u> |
|------------------------|----------------------------|---|
| Non-teaching | 08 | Dual core processor, 4 GB Ram 500 GB, HDD DVD Writer 18.5 LCD Monitor USB, Keyboard, Mouse |
| Staff- room | 01 | HP, Dual core processor, 4 GB, 500 GB, HDD 15inch monitor |
| Room no 5 | 01 | Dual core processor, 4 GB Ram, 500 GB HDD DVD writer 15.6 inches LED monitor USB, Keyboard, Mouse |
| Gymkhana | 01 | Dual core processor, 4 GB Ram 500 GB, HDD DVD Writer 18.5 LCD Monitor USB, Keyboard, Mouse |
| Conference room & IQAC | 02 | Same as above |
| Exam section | 01 | Same as above |
| Library | 02 | Same as above |
| Principal | 01 | Same as above |
| Dell Lab | 24 | Athlon processor 1 GB Ram, 320 HDD, DVD Writer, Kinch Monitor, USB, Keyboard Mouse |

- Computer-student 1 : 25
- LAN facility
- Wifi facility – Reliance campus wifi under pipe line
- Licensed software – MS open value, CASA, windows 8.1
- Number of nodes / computers with internet facility - 04

4.3.2 Detail on the computer and internet facility made available to the faculty and Students on the campus and off-campus?

We have dell lab with 24 computers for our students. We have internet facility in the office. Reliance wi-fi facilities will be availed on our campus shortly.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT Infrastructure and associated facilities?

In our institute we have Dell-lab for staff and students. We conduct CCC, C+++, scope and basic computer literary program.

In our BAOU center we offer following computer courses CCC, CIC, CPCS. (Certificate in Computer Concept, Cerstificate in Computing, Certificate in Personal Computer Software)

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (year wise for last four years).

We are provided annual maintenance service from following agencies.

| Sr.No. | Particulars | Approximate Average amount Spent every year |
|--------|--|---|
| 1 | for computer printers, ink, and virus etc-from 'Great Computers' | 60,000 |
| 2 | Electric good and maintain name 'Vishal Electronics' | 50,000 |
| 3 | Water cooler maintainance contract | 18,000 |
| 4 | Drainage maintenance | 40,000 |

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff And students?

Technological innovation is essential for human development. From printing press to the computer, people have devised tools for facilitating learning.

Information and communication technologies have gained groundswell of interest in last few years. Use of ICT has highly changed the face of higher education. The use of ICT in education has become a priority during the last decade. Blanskat Blamire, Kefala have carried out a study regarding advantages and benefits of ICT and its students' outcome and exam results.

But many times the teachers are techno phobic, especially few senior teachers and they avoid the use of ICT, they fail to encourage the young and senior teachers to adopt new methods as they themselves are reluctant to accept the change.

ICT changes the lessons pace. Teachers generally use ITC as they know the fact that student in modern techno gadget society need to develop sufficient potentials and skills that enable them to take full advantage from the new oppurtunities that ICT offer. Technology is not good or bad, the outcome depends on how it is used.

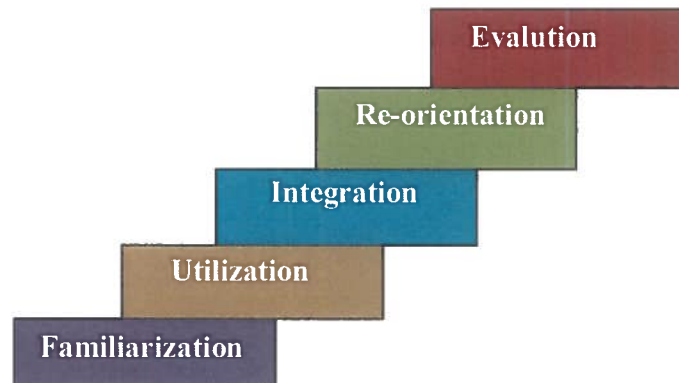
We have projectors in nine class-rooms in our main building. Our smart class-room is used by our teachers and students on regular basis. Students and teachers make power point presentation on various topics of the course and they make teaching- learning more effective and interesting. Seminar and conference halls are in use for PPT presentations during students seminar and workshops and during National and State level conferences, seminars and work shops. ICT and its use made following impacts.

- **Focus for students**
 - ICT - Motivating, engaging the learner
 - ICT - Offers personal approaches to learning
 - ICT - Unleashes creativity in learning
 - ITC - Allows independence in learning
 - ICT - Develops collaborative and team working skills

- **Focus for Teacher**

- ICT – offers new way of teaching the same things.
- ICT – Reduces bureaucratic burden on teachers.
- ICT – Saves time in lesson planning and administration.
- ICT – Offers more comprehensive.

- **Stages of embedding ICT**



The potential of ICT is now exploited to move into new areas and approaches that could not be easily be replicated by more “traditional” means. Teaching-learning begins to be significantly transformed.

4.3.5 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching – learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) By the institutions place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- As Said earlier state – wide telecast of BISAG program is open for the students.
- We have projectors in the class – rooms.
- We have conference hall, seminar hall with LCD projectors students and teachers make use of it to show PPT.
- We have a smart class – room which is operated by students also and teacher acts as facilitator.

4.3.6 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The government of Gujarat has launched state wide educational programs through BISAG. Yearly time – table, is put up on the BISAG website regularly and inform the students about the subject wise programs.

4.4 Maintenance of Campus Facilities

4.4.1 STATEMENT SHOWING THE DETAILS OF EXPENSES

FOR THE YEAR 2011 TO 2015

| Year | Building | Furniture | Equipment | Zerox, Stationary Repairing Maintainance Labour Charge Etc on Campus |
|--------------|--------------------|--------------------|---------------------|---|
| 2011-12 | 23,980.00 | 10,200.00 | 40,975.00 | 3,16,154.00 |
| 2012-13 | 1,24,000.00 | 32,638.00 | 6,95,845.00 | 3,84,486.00 |
| 2013-14 | 28,700.00 | 15,200.00 | 1,09,650.00 | 1,63,376.00 |
| 2014-15 | 60,000.00 | 2,92,920.00 | 2,66,420.00 | 3,05,625.00 |
| TOTAL | 2,36,680.00 | 3,50,958.00 | 11,12,890.00 | 11,69,641.00 |

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

We have regular timely services from various agencies for computer and ICT equipment maintenance, electric work, carpentry work & R.O.water plant. We have two peons employed by us to look after plants and garden in the campus. We have given additional charge of campus development office to our P.T.I. Dr .Jaymal S. Naik. All the above mentioned things are maintained under the head of aminity fees prescribed the university we are affiliated with i.e. Veer Narmad South Gujarat University, Surat. The regular cleaning and Maintenance is done as follows:

| Sr.no. | Name of the Peon | Particulars |
|--------|-----------------------|--|
| 1 | K. M. Varma | Cleaning Main office, Room no. 1,2,11 conference room. Filing of the documents in the office. |
| 2 | R. B. Patel | Cleaning and attending Principal's office, store room no. 27 & 28. |
| 3 | S. R. Chauhan | Cleaning the library and room no. 29, 37, 38 & 'Mohankaka smarak" |
| 4 | R. B. More | Room no. 13 seminar hall, cleaning room no. 31, 32, 33. Cleaning staff room and post, bank transactions. |
| 5 | D. L. Patel | Cleaning BAOU office, cleaning compound front area, Mohankaka hall, cleaning room number 26 & 30. |
| 6 | J. V. Garanya (Adhoc) | Cleaning washrooms, room number 34, 35, 36 and IQAC office. |
| 7 | Y. B. Patel (Adhoc) | Cleaning P.G. section, room number 5, gymkhana and duty of ground man. |
| 8 | S. N. Patel (Adhoc) | Maintain the garden and plants on campus, Cleaning the research wing of new building |
| 9 | B. M. Patel (Adhoc) | Day Watchman |
| 10 | A. S. Panday (Adhoc) | Night Watchman |

Our Senior Clerks Shri C. R. Patel and Jr. Clerks Naginbhai & Sureshbhai monitor this above mentioned schedule. The campus development officer guides them regularly.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

We have agencies who regularly maintain our infrastructure and other facilities for example we have local plumber contractor and carpenter for our miscellaneous work on the campus and day to day maintenance great computers, vishal electronics, R.O. plant system maintenance company regularly visit us on call and provide their services on time.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive Equipment (voltage fluctuations, constant supply of water etc.)?

The college staffs (non-teaching) take care for the upkeep of electrical equipment and their maintenance. The campus development officer guides them regularly.

We believe that education infrastructure includes good learning ambiance and suitable spaces to study.

We agree that class rooms are the most common place in which the structured learning takes place with our students while learning also takes place in variety of different type of spaces like play ground, library, NSS, NCC and other activities, cultural platform, library so on and so forth.

Our infrastructure is simple with sufficient space for students for their holistic development. Our construction methods look to safety of students, suited to natural hazards of our region. Adequate separate sanitary facilities, electricity and internet connectivity. Our college infrastructure has a well – organized clear structure where it is easy to find one’s way around, most of our class – rooms open onto a green outside area. We have a separate sports complex with very attractive lush green play ground.

I would like to end this chapter with a prayer for college student coming to our campus as they shape the campus and in return the campus shapes them.

Prayer for students coming to our college campus

*Dear God,
please be with these students as they may go where
They do not know.
As they seek to grow in knowledge,
We ask that they grow in faith.*

*As they start to conquer the world,
We hope that they conquer their fears.*

*As they strive to find their place,
We pray that they find “YOU”.*

*Please be with them where we cannot,
protect where we cannot be,
And lead them safely home.*

If you can't be star in the sky, at least be a lamp at home.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

In our self finance courses managed by our Vimal Uchchar Kelavani Trust we have equipments and computer configuration as follows:

Equipments

| Description | Total |
|-------------------------------------|--------------|
| Computers | 125 |
| Hub/Switch | 7 |
| Printer | 7 |
| DVD Writer | 2 |
| Scanner | 3 |
| Zerox | 1 |
| Projectors | 6 |
| UPS 10 KVA Microtek On –Line | 1 |
| UPS (3 Hrs battery Back up) | |
| Router Netgear | 1 |
| Currency Counting Machine | 1 |

Computer Configuration

| | PROCESSOR | RAM | HARD DISK | NOS |
|---|----------------------------|------------|------------------|------------|
| Server Computer-1 | Intel Dual Core 3.0 GHz | 4 GB | 500 GB | 01 |
| Computer-2 To Computer- 81 | Intel Dual Core 1.8, 2 GHz | 2.4 GB | 160, 250, 500 GB | 80 |

| | | | | |
|---|-------------------------|------|----------------|------------|
| Computer- 82 To Computer- 86 | Intel Celeron 2.8 GHz | 1 GB | 40 GB | 05 |
| Computer-87 To Computer-98 | Intel Dual Core 3.0 GHz | 4 GB | 500 GB | 12 |
| Computer-99 To Computer-106 | Intel P4 3.2 GHz | 1 GB | 80 GB | 08 |
| Computer-107 To Computer-109 | AMD Sampron 2600+ | 1 GB | 40 GB | 03 |
| | | | Total : | 109 |

| | | | | |
|-------------------------------------|-----------------|------|------------|-----------|
| E – Library & Staff Room | | | | |
| Nodes | Intel Dual Core | ½ GB | 250/150 GB | 10 |
| Total : | | | | 10 |

| | | | | |
|--------------------------|-------------------------|------|--------|------------|
| Class Room | | | | |
| Nodes | AMD Sampron 2.7 GHZ | 2 GB | 300 GB | 04 |
| Nodes | Intel Dual Core 1.8 GHZ | 1 GB | 160 GB | 02 |
| Total : | | | | 06 |
| Total Computers : | | | | 125 |

The Essence of Spiritual Struggle

समाने वृक्षे पुरुषो निमग्नोऽ -
नीशया शोचति मुह्यमानः ।
जुष्टं यदा पश्यत्यन्यमीश -
मग्न्य महिमानमिति वीतशोकः ॥

Seated on the same tree, the individualised being is deluded and grieves over his helplessness. But when he beholds the other - the worshipful Lord - as also His glory, he becomes free from all grief.

Mundaka Upanishad

Man catches a glimpse, then again he forgets and goes on eating the sweet and bitter fruits of life; perhaps after a time he catches another glimpse, and the lower bird goes nearer and nearer to the higher bird as blows after blows are received. If he be fortunate to receive hard knocks, then he comes nearer and nearer to his companion, the other bird, his life, his friend; and as he approaches him, he finds that the light from the higher bird is playing round his own plumage; and as he comes nearer and nearer, lo ! the transformation is going on. The nearer and nearer he comes, he finds himself melting away, as it were, until he has entirely disappeared... He then becomes fearless, perfectly satisfied, calmly serene.

-Swami Vivekananda, cw, 3: 236

CRITERION V:

STUDENTS SUPPORT AND PROGRESSION

Students' progression is not about what teacher's and educator's cover, it's all about what students discover. It is in our students where we need to bring in discipline, morality, good attitude and behavior if it is to make some difference in the future of our Nation.

As the student is hearing what the teacher says, he/she is also watching how the teacher behaves on various occasions. The students are at impressionable age and so what you say and how you say is also going to make an impression. So if the teacher is going to just pay attention to the lesson plan and ignore the progression and holistic development of the student, he/she will be doing a disservice to his/her calling.

We emphasize extra curricular, co-curricular, NSS, NCC, Sports, Udisha, Saptadhara, Red Cross, etc activities for the holistic development of our students. Sometimes it can be difficult for the students to see how the extra time and dedication will benefit them. From strengthening the mind to promoting better time management skills, it helps them to succeed in much more than just their academic endeavors. Extra activities can build the confidence and explore the hidden potentialities of our pupils to enumerate a few outcomes, they are as follows:

A. A Stronger Mind :

Academic exercises such as profound study and problem solving strengthen the mind, but the extra curricular activities will take the strengthening of student's progression even further for example, sports, activities train our students in team building and maintaining patience and resilience during hard times.

B. Building of Professional Skills :

Extra curricular and the co-curricular activities are helpful in building professional skills that a classroom alone cannot always foster, for example NSS campus and activities help the students to learn essential skills in leadership, management and delegation. Such activities can arm students with many of the skills future employers will be looking for.

C. Developing Social Skills :

Extra activities are not only about imparting stronger professional skills and supplementing education. Such programs add to socializing process and joy at work of the students. Students meet people from different social groups and share their ideas with them.

D. Time Management Training:

The students engaged in academic pursuits, need to balance time with other extracurricular activities. In this act they learn to plan out time dedicated to each activity. An extracurricular activity might have the effect of refreshing the mind of the students after academic daily schedules. It allows the students to return to academics with a refreshed mind.

E. Exploring the areas of interests:

Extracurricular activities allow students to pursue interest outside of a standardized academic context. Students can also use these activities to explore interests they have never encountered. Example the Saptadhara activities can expose students to a diverse range of interests in students.

There are few outcomes of extra curricular activities and their contribution to student progression. By participating in such activities students explore their physical, creative, social political and career interest with like-minded people. Trying something different from academics will bring them in contact with people they didn't know, who share their interest and curiosity. Lots of college youth programs bring people together with those who are different as a way to break down the barriers between people.

The most basic reason for motivating students to join different creative activities is that it gives them something better to do than staring at a wall, wandering in the hall, or napping all afternoon. While engaged in activities students learn to taken commitments. It shows that they are getting away from just thinking about themselves and constituting to something else. This is important in their holistic development.

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? if 'yes', What is the information provided to students through this document and how does the institution ensure its commitment and accountability?

A. We publish Prospectus with following table of contents.

- 1 About the college
- 2 Staff list.
- 3 Rules Admission / eligibility.
- 4 Brief introduction of activities like sports, NSS, NCC, BISAG, Saptadhara etc.
- 5 Infrastructure and available resources of the college.
- 6 About the college library.
- 7 Exam and attendance rules.
- 8 About discipline and anti ragging Committee.
- 9 About BAOU study center.
- 10 Bus pass bonofide and admission form.

B. We publish 'VIMAL' annually with following contents.

- 1 From the editors' desk.
- 2 From the chairman's desk.
- 3 From the principal's desk.
- 4 Details of special achievements of the college.
- 5 Poems and articles by the students.
- 6 Glimpses of annual gathering and prize distribution function.
- 7 Photographs and details of student council.

- 8 Activities and academic Endeavour's of departments.
- 9 Activities of NSS, NCC, cultural Sports, Spatadhara – Udisha, Red-cross etc.
- 10 Results and academic achievement of students.
- 11 Annual audited statement of student council account.

C. We also publish a prayer booklet for students 'Vidyarthi Pathay'

5.1.2 Specify the type, number and amount institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

**Shri M.R.Desai Arts & Shri E.E. laher Kosadia Commerce College, Chikhli.
Dist. Navsari.**

Details of Scholarship

| Year | scholarships | | | | | | | Amounts (in Rupees) | | | | |
|---------|-----------------|------|-----|----------|-------|-----------|----------|---------------------|----------|----------|-------|-----------|
| | given to number | | | | | | | | | | | |
| | of students | | | | | | | | | | | |
| | SC | ST | OBC | Handicap | | Food bill | SC | ST | OBC | Handicap | | Food bill |
| | | | | Boys | Girls | | | | | Boys | Girls | |
| 2011-12 | 46 | 1142 | 230 | - | - | 10 | 2,58,970 | 59,07,064 | 6,03,195 | - | - | 31,950 |
| | - | - | - | 1 | 2 | - | - | - | - | 2,500 | 5,000 | - |
| 2012-13 | 50 | 1088 | 214 | - | - | 15 | 2,59,885 | 65,70,641 | 4,00,240 | - | - | 58,080 |
| | - | - | - | 1 | 2 | - | - | - | - | 2,500 | 5,000 | - |
| 2013-14 | 35 | 1124 | 207 | - | - | 13 | 2,47,700 | 78,13,190 | 5,53,160 | - | - | 64,480 |

| | | | | | | | | | | | | |
|---------|----|-----|-----|---|----|----|----------|-----------|----------|-------|-------|----------|
| | - | - | - | 1 | 2 | - | - | - | - | 2,500 | 5,000 | - |
| 2014-15 | 39 | 933 | 178 | - | - | 11 | 2,69,050 | 64,98,780 | 4,44,660 | - | - | 1,03,219 |
| | - | - | - | 1 | 2 | - | - | - | - | - | 2,500 | 0 |
| 2015-16 | 29 | 916 | 137 | - | - | 7 | 2,10,990 | 65,52,800 | 3,43,370 | - | - | 62,682 |
| | - | - | - | 0 | 10 | - | - | - | - | 2,500 | 5,500 | - |

D. Scholarship availed by students of self finance courses on our campus

Managed by our Trust

| Year | scholarships given to number of students | | | Amounts (in Rupees) | | |
|---------|---|-----|-----|---------------------|---------|--------|
| | SC | ST | OBC | SC | ST | OBC |
| 2010-11 | 18 | 33 | 57 | 435310 | 888320 | 79390 |
| 2011-12 | 20 | 24 | 61 | 449710 | 647130 | 252140 |
| 2012-13 | 18 | 60 | 69 | 391820 | 1765360 | 155080 |
| 2013-14 | 13 | 91 | 65 | 317970 | 2421040 | 188400 |
| 2014-15 | 5 | 135 | 76 | 119640 | 3702760 | 220400 |

In 11th five year plan of UGC we availed financial assistance for SC, ST students under following schemes:

- (1) Conveyance allowance to students.
- (2) Assistance to colleges with higher proportion of SC/ST/OBC Details are mentioned further:-

2. MS-05

College with relatively Higher proportion of SC/ST/OBC

100 Students x 1200/- (400 x 3 monts) July, Agust. Sept)

STATE BANK

| Sr.No. | Name | Calss | Acc. No. | Amount |
|--------|-------------------------------|-------|-------------|---------|
| 1 | Patel Priyankaben Rajeshbhai | FYBA | 32429796778 | 1200.00 |
| 2 | Patel Jagrutiben Manharbhai | " | 32438656682 | 1200.00 |
| 3 | Patel Snehalkumari Manilal | " | 32438702880 | 1200.00 |
| 4 | Patel Tanvi Uattmbhai | " | 32438857347 | 1200.00 |
| 5 | Patel Jyotshnaben Arvindbhai | " | 32429119683 | 1200.00 |
| 6 | Patel Rohitkumar Kantubhai | " | 32417856756 | 1200.00 |
| 7 | Patel Manishaben Dineshbhai | " | 32429187665 | 1200.00 |
| 8 | Ganvit Nitaben Bansibhai | " | 31244099331 | 1200.00 |
| 9 | Patel Niraliben Champakbhai | " | 32429967940 | 1200.00 |
| 10 | Ahir Hiral Chhibubhai | " | 32429951894 | 1200.00 |
| 11 | Patel Ankitkumar Mahendrabhai | " | 31918534293 | 1200.00 |
| 12 | Patel Karsihma Dhansukh | " | 30498890999 | 1200.00 |
| 13 | Patel Vinaben Ramanbhai | " | 32429883094 | 1200.00 |
| 14 | Patel Sejalben Mangubhai | " | 32429058436 | 1200.00 |
| 15 | Patel Darshanben Ishvarbhai | " | 32335229193 | 1200.00 |
| 16 | Patel Viralkumar Mangubhai | " | 32435269574 | 1200.00 |

| | | | | |
|----|---------------------------------|---|-------------|---------|
| 17 | HalpatiHinaben Ishvarbhai | ” | 32435269574 | 1200.00 |
| 18 | Patel Sanjaykumar Sureshbhai | ” | 32421078278 | 1200.00 |
| 19 | Ahir Dipikaben Natubhai | ” | 32435700240 | 1200.00 |
| 20 | Gavli Lilaben Sonubhai | ” | 32429758697 | 1200.00 |
| 21 | Patel Yashikaben Natubhai | ” | 32429781773 | 1200.00 |
| 22 | Patel Diptiben Vasantbhai | ” | 32429228842 | 1200.00 |
| 23 | Bhandari Jashvi Javantilal | ” | 32455857903 | 1200.00 |
| 24 | Patel Mitalben Dipakbhai | ” | 32429195586 | 1200.00 |
| 25 | Patel Hetalben Rameshbhai | ” | 32429191604 | 1200.00 |
| 26 | Patel Priyankakumari Sureshbhai | ” | 32429225171 | 1200.00 |
| 27 | Patel Nehakumari Sumanbhai | ” | 31356687156 | 1200.00 |
| 28 | Patel Darshanaben Sureshbhai | ” | 31358435774 | 1200.00 |
| 29 | Patel Bhaveshbhai Laxmanbhai | ” | 32435425478 | 1200.00 |
| 30 | Patel Nilamben Dalpatbhai | ” | 32429473167 | 1200.00 |
| 31 | Patel Jatinbhai Pravinbhai | ” | 30957941844 | 1200.00 |
| 32 | Patel Chaitalikumari Vinubhai | ” | 31317629951 | 1200.00 |
| 33 | Patel Partrixakumari Dipakbhai | ” | 32435418813 | 1200.00 |
| 34 | Patel Vaishaliben Rameshbhai | ” | 31462249905 | 1200.00 |
| 35 | Patel Kirtikaben Amratbhai | ” | 31674715886 | 1200.00 |
| 36 | Patel Bhvin Ishvar | ” | 32454856933 | 1200.00 |
| 37 | Patel Jignes Amrtabhai | ” | 32045095744 | 1200.00 |

| | | | | |
|----|--------------------------------|---|-------------|---------|
| 38 | Patel Rinkal Jayeshbhai | ” | 32429876315 | 1200.00 |
| 39 | Patel Jignesh Arvindbhai | ” | 32428900555 | 1200.00 |
| 40 | Patel Mayurkumar Dhirubhai | ” | 32157283276 | 1200.00 |
| 41 | Patel Gaurang Amratbhai | ” | 31540221912 | 1200.00 |
| 42 | Halpati Chhyaben Jshvarbhai | ” | 32434559004 | 1200.00 |
| 43 | Patel Priyanka jashvant | ” | 30498890886 | 1200.00 |
| 44 | Patel Manishaben Harkishanbhai | ” | 32435385240 | 1200.00 |
| 45 | Patel Ashviniben Kanubhai | ” | 32429677955 | 1200.00 |
| 46 | Patel Parimal Naginbhai | ” | 32084845444 | 1200.00 |
| 47 | Patel Kailashben Arjunbhai | ” | 32429198098 | 1200.00 |
| 48 | Patel Vijaykumar Ravjibhai | ” | 32429775306 | 1200.00 |
| 49 | Halpati Manishabea Ramanbhai | ” | 32429797874 | 1200.00 |
| 50 | Patel Meghnaben Natubhai | ” | 32429189888 | 1200.00 |
| 51 | Patel Reshmaben Amrutbhai | ” | 31132070727 | 1200.00 |
| 52 | Patel Tejalben Babubhai | ” | 32429213267 | 1200.00 |
| 53 | patel Vaishaliben Dinesbhai | ” | 32429964144 | 1200.00 |
| 54 | Patel Jayaben Natubhai | ” | 30802807689 | 1200.00 |
| 55 | Patel Rimpalben Ratilal | ” | 32429782563 | 1200.00 |
| 56 | Patel Hetalben Sumanbhai | ” | 32435415517 | 1200.00 |
| 57 | Patel Dixitaben Arvindbhai | ” | 32429683798 | 1200.00 |
| 58 | Patel Bipikaben Ratenbhai | ” | 32429819889 | 1200.00 |

| | | | | |
|----|----------------------------------|---|-------------|---------|
| 59 | Patel Sandhyaben Shankarbhai | ” | 30580347254 | 1200.00 |
| 60 | Patel Mitaliben Rameshbhai | ” | 31597958869 | 1200.00 |
| 61 | Patel Anvixaben Naginben | ” | 30802807566 | 1200.00 |
| 62 | Bhimesn Amitaben Chimanbhai | ” | 30493250738 | 1200.00 |
| 63 | Ahir Sangitaben Sakharambhai | ” | 32429775838 | 1200.00 |
| 64 | Patel Kaushikaben Dineshbhai | ” | 32429962668 | 1200.00 |
| 65 | Garasiya Urvashiben Ratilal | ” | 31491384869 | 1200.00 |
| 66 | Patel Hiral Rajeshbhai | ” | 32429060716 | 1200.00 |
| 67 | Patel Pritiiben Sureshbhai | ” | 32435274313 | 1200.00 |
| 68 | Ganvit Pravinakumari Shankarbhai | ” | 32428973669 | 1200.00 |
| 69 | Patel Urvashiben Bhikhubhai | ” | 32429697508 | 1200.00 |
| 70 | Patel Hetalkumari Dinkarbhai | ” | 32429476282 | 1200.00 |
| 71 | Patel Nitinaben Gamanbhai | ” | 32429966505 | 1200.00 |
| 72 | Patel Kajalben Iahvarbhai | ” | 32429881825 | 1200.00 |
| 73 | Patel Urvashiben Mukeshbhai | ” | 31616153175 | 1200.00 |
| 74 | Patel Bhavanaben Nareshbhai | ” | 30382296475 | 1200.00 |
| 75 | Patel Sonalben Thakorabhai | ” | 30881797869 | 1200.00 |
| 76 | Tivari Keshvprasad Gulabchandra | ” | 32438700123 | 1200.00 |
| 77 | Patel Gauriben Ramanbhai | ” | 30802807656 | 1200.00 |
| 78 | Ganvit Radhaben Govindbhai | ” | 30497645359 | 1200.00 |
| 79 | Patel Chhayaben Ramanbhai | ” | 30235548388 | 1200.00 |

| | | | | |
|----|--------------------------------|--------|-------------|---------|
| 80 | Patel Hetalben Harishbhai | ” | 32435256281 | 1200.00 |
| 81 | Barot Bhavinikumari Maheshbhai | ” | 32434571973 | 1200.00 |
| 82 | Gayakwad Umeshbhai Jatrambhai | ” | 32457631337 | 1200.00 |
| 83 | Malvish Sanjaybhai Somabhai | ” | 32457623687 | 1200.00 |
| 84 | Pavar Nareshbhai Avshubhai | ” | 32436088949 | 1200.00 |
| 85 | Patel Snehalkumar Arunbhai | ” | 32429109006 | 1200.00 |
| 86 | Patel Bhaviniben Ishwarbhai | ” | 32454856933 | 1200.00 |
| 87 | Patel Jigneshbhai Uttambhai | ” | 32429772418 | 1200.00 |
| 88 | Patel Rajeshbhai Khandubhai | ” | 31458633759 | 1200.00 |
| 89 | Gamit Niravkumar Rameshbhai | ” | 32429770908 | 1200.00 |
| 90 | Patel Milinbhai Nareshbhai | ” | 32470420771 | 1200.00 |
| 91 | Patel Sejalben Vashiyabhai | ” | 32438688650 | 1200.00 |
| 92 | Patel Vrushikaben Bhikhubhai | ” | 32463550686 | 1200.00 |
| 93 | Patel Hirenkumar Balubhai | ” | 32429880809 | 1200.00 |
| 94 | Patel Mitalben Bhikhubhai | ” | 32463549728 | 1200.00 |
| 95 | Jogare Pankajbhai Chandubhai | FYBCom | 32442280395 | 1200.00 |
| 96 | Patel Sadhnaben Maheshbhai | FYBCom | 31913407464 | 1200.00 |
| 97 | Tailor Mitesh Rajnikant | SYBCom | 31458641353 | 1200.00 |
| 98 | Ahir Bhavikkumar Dineshbhai | FYBA | 32465609696 | 1200.00 |

| | | | | |
|-----|----------------------------|------|------------------|------------------|
| 99 | Patel Gauriben Sanmukhbhai | FYBA | 31955119668 | 1200.00 |
| 100 | Bhoya Shaktiben Rajeshbhai | SYBA | 32433178257 | 1200.00 |
| | | | Total.... | 120000.00 |

5.1.3 What percentage of students receive financial assistance from state government, central Government and other national agencies?

As Mentioned in 5.1.2 our students receive freship, scholarships and food bill amount from state government. Under 11th plan merged scheme number 5 and 4 we received grants under colleges with relatively higher proportion of SC/ST/OBC, and conveyance allowance to deserving students (for colleges located in remote/border/hilly and tribal areas.) List of beneficiaries under this scheme is as follows.

2. MS-04

College Located in rural /remote /border /hill / triba /areas

Conveyance allowance to students 180000/-

180 Students x 1000/- (500 x 2 monts) July, Agust.)

BANK OF BARODA

SBI CHEQUE NO. 10868678010

| Sr.No. | Name | Calss | Acc. No. | Amount |
|--------|--------------------------------|--------|----------------|---------|
| 1 | Mistry Tejaskumar Rameshbhai | TYBCom | 2430100025542 | 1000.00 |
| 2 | Mistry Rezashkumar Rameshbhai | ” | 2430100025087 | 1000.00 |
| 3 | Panchal Divyakumari Nareshbhai | ” | 2530100006370 | 1000.00 |
| 4 | Bhandari Nirali Dipakbhai | ” | 2430100025869 | 1000.00 |
| 5 | Lad Milan Prakashbhai | ” | 14320100002193 | 1000.00 |
| 6 | Lad Pritiben Gopalbhai | ” | 8480100016092 | 1000.00 |

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|----|---------------------------------|------|----------------|---------|
| 7 | Ahir Sangitakumai Somabhai | TYBA | 2430100025036 | 1000.00 |
| 8 | Ahir Hirenkumar Chhnabhai | " | 2430100025220 | 1000.00 |
| 9 | Ahir Jigishaben Bhikhubhai | " | 2430100024881 | 1000.00 |
| 10 | Ahir Mayuriben Parhubhai | " | 2430100025913 | 1000.00 |
| 11 | Ahir Tejalben Jayantibhai | " | 2430100024876 | 1000.00 |
| 12 | Patel Damyantiben Chandubhai | " | 2470100005302 | 1000.00 |
| 13 | Patel Darshanaben Babubhai | " | 2430100024862 | 1000.00 |
| 14 | Patel Nehaben Chhganbhai | " | 2430100024861 | 1000.00 |
| 15 | Patel Jinalkumari Dhirubhai | " | 14320100001355 | 1000.00 |
| 16 | Ahir Nutankumari Ranchhodbhai | " | 8780100017379 | 1000.00 |
| 17 | Lad Urvashiben Khandubhai | " | 2430100024960 | 1000.00 |
| 18 | Patel Chaitali Ajitbhai | " | 2430100024958 | 1000.00 |
| 19 | Patel Keyuriben Nareshbhai | " | 2430100025896 | 1000.00 |
| 20 | Patel Mitalben Babubhai | " | 2430100026004 | 1000.00 |
| 21 | Chariwala Nilofarbanu Abbasbhai | " | 2430100025010 | 1000.00 |
| 22 | Patel Divyeshbhai Vinodbhai | " | 2430100025011 | 1000.00 |
| 23 | Patel Bhavesh Ashokbhai | " | 8480100019493 | 1000.00 |
| 24 | Tandel Konikaben Rajeshbhai | " | 9940100008057 | 1000.00 |
| 25 | Ahir Manishaben Rajubhai | " | 1432010000138 | 1000.00 |
| 26 | Patel Ravi Narendrabhai | " | 2430100025890 | 1000.00 |
| 27 | Patel Tejalben Arvindbhai | " | 2430100025960 | 1000.00 |

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|----|------------------------------|---|------------------|-----------------|
| 28 | Ahir Tejalkumari Phakeerbhai | ” | 2430100019646 | 1000.00 |
| 29 | Patel Nehaben Bharatbhai | ” | 11510100002618 | 1000.00 |
| 30 | Patel Kalpanaben Ramanbhai | ” | 2430100025920 | 1000.00 |
| 31 | Patel Nilamben Shankarbhai | ” | 2430100025938 | 1000.00 |
| 32 | Ahir Hetalkumai Suresbhai | ” | 2430100026005 | 1000.00 |
| 33 | Ahir Krutikaben Ramanbhai | ” | 14320100001348 | 1000.00 |
| 34 | Patel Hetviben Mohanbhai | ” | 2430100025917 | 1000.00 |
| 35 | Patel Kaminiben Nanubhai | ” | 2430100025933 | 1000.00 |
| 36 | Patel Nehaben Bhikhubhai | ” | 14320100001357 | 1000.00 |
| 37 | Patel Ankurkumar Dineshbhais | ” | 2430100026253 | 1000.00 |
| | | | Total.... | 37000.00 |

2. MS-04

College Located in rural /remote /border /hill / tribal /areas

Conveyance allowance to students 180000/-

180 Students x 1000/- (500 x 2 monts) July, Agust.)

DENA BANK

SBI CHEQUE NO. 10868678010

| Sr.No. | Name | Calss | Acc. No. | Amount |
|---------------|-------------------------------|--------------|-----------------|---------------|
| 1 | Patel Jigneshbhai Jaytibhai | SYBCom | 26110024386 | 1000.00 |
| 2 | Rathod Dhvani Vijaybhai | ” | 26110024396 | 1000.00 |
| 3 | Solanki Viralkumar Harishbhai | SYBA | 26110027112 | 1000.00 |

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|----|------------------------------|---|-------------|---------|
| 4 | Solanki Krupalben vashanji | ” | 26110027149 | 1000.00 |
| 5 | Patel Jaysreeben Chhibubhai | ” | 26110027116 | 1000.00 |
| 6 | Patel Ushaben Mangubhai | ” | 26110027285 | 1000.00 |
| 7 | Patel Nilaben Panabhai | ” | 26110027152 | 1000.00 |
| 8 | Patel Pinal Nanubhai | ” | 26110027410 | 1000.00 |
| 9 | Patel Sonalben Nanubhai | ” | 26110027325 | 1000.00 |
| 10 | Patel Sanjaykumar Babubhai | ” | 26110027440 | 1000.00 |
| 11 | Patel Poonamben Babubhai | ” | 26110027119 | 1000.00 |
| 12 | Patel Daxaben Gulabbhai | ” | 26110027361 | 1000.00 |
| 13 | Patel Jigneshbhai Rameshbhai | ” | 26110027090 | 1000.00 |
| 14 | Patel Tejalben Manubhai | ” | 26110027442 | 1000.00 |
| 15 | Bhoya Sejalben Narottambhai | ” | 26110027474 | 1000.00 |
| 16 | Patel Chetnaben Bhikhubhai | ” | 26110027448 | 1000.00 |
| 17 | Patel Sanjaybhai Dalubhai | ” | 26110028621 | 1000.00 |
| 18 | Patel Bhavikkumari Dhirubhai | ” | 26110027580 | 1000.00 |
| 19 | Patel Surekhaben Dahyabhai | ” | 26110027813 | 1000.00 |
| 20 | Patel Hetalkumari Devjibhai | ” | 26110027108 | 1000.00 |
| 21 | Patel Sejalben Ishvarbhai | ” | 26110027319 | 1000.00 |
| 22 | Patel Sonalben Makanbhai | ” | 26110027333 | 1000.00 |
| 23 | Patel Hetalkumari Parbhubhai | ” | 26110027207 | 1000.00 |
| 24 | Patel Truptiben Shankarbhai | ” | 26110027307 | 1000.00 |

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|----|---------------------------------|---|-------------|---------|
| 25 | Patel Jyotsnaben Dhitubhai | ” | 26110027232 | 1000.00 |
| 26 | Patel Falguniben Anilbhai | ” | 26110027214 | 1000.00 |
| 27 | Patel Hetalkumari Dhirubhai | ” | 26110027202 | 1000.00 |
| 28 | Kunbi Nilaben Thakorbbhai | ” | 26110027142 | 1000.00 |
| 29 | Patel Jigishaben Dinubhai | ” | 26110027141 | 1000.00 |
| 30 | Patel Dixitaben Jagdishbhai | ” | 26110027526 | 1000.00 |
| 31 | Gamit Bhavnaben Ratilal | ” | 26110027426 | 1000.00 |
| 32 | Deshmukh Naynaben Chhanabhai | ” | 26110027089 | 1000.00 |
| 33 | Patel Nilesvari Navnitbhai | ” | 26110027147 | 1000.00 |
| 34 | Patel Reshmaben Bhagubhai | ” | 26110027304 | 1000.00 |
| 35 | Patel Renane Hasmukhbhai | ” | 26110027273 | 1000.00 |
| 36 | Patel Vibhulikumari Amratbhai | ” | 26110027600 | 1000.00 |
| 37 | Patel Dipikaben Kalanbhai | ” | 26110027607 | 1000.00 |
| 38 | Patel Harshaben Ishvarbhai | ” | 26110027438 | 1000.00 |
| 39 | Patel Kalpanakumari Shankarbhai | ” | 26110027324 | 1000.00 |
| 40 | Patel Vaishaliben Sureshbhai | ” | 26110027555 | 1000.00 |
| 41 | Patel Uarvashiben Gamanbhai | ” | 26110027568 | 1000.00 |
| 42 | Patel Amishakumari Kanubhai | ” | 26110027221 | 1000.00 |
| 43 | Patel Naynaben Hasmukhbhai | ” | 26110027215 | 1000.00 |
| 44 | Patel Anitakumari Arvindbhai | ” | 26110027114 | 1000.00 |
| 45 | Patel Bipinkumar Hasmukhbhai | ” | 26110027198 | 1000.00 |

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|----|------------------------------|------|-------------|---------|
| 46 | Patel Chetanaben Harsadbhai | ” | 26110027506 | 1000.00 |
| 47 | Patel Tanujaben Dineshbhai | ” | 26110027121 | 1000.00 |
| 48 | Bhoya Sonalben Narottambhai | ” | 26110027413 | 1000.00 |
| 49 | Patel Dipikaben Arbvindbhai | ” | 26110027394 | 1000.00 |
| 50 | Patel Rasmitaben Mohanbhai | ” | 26110027395 | 1000.00 |
| 51 | Patel Chetanbhai Babubhai | ” | 26110027531 | 1000.00 |
| 52 | Patel Nimeshaben Jagubhai | ” | 26110027248 | 1000.00 |
| 53 | Patel Dipikaben Remeshbhai | ” | 26110027216 | 1000.00 |
| 54 | Patel Divyesh Manubhai | ” | 26110027435 | 1000.00 |
| 55 | Patel Rekhaben Vallbbhai | ” | 26110027202 | 1000.00 |
| 56 | Patel Sejalben Ishvarbhai | ” | 26110027222 | 1000.00 |
| 57 | Mahla Kalpanaben Rameshbhai | ” | 26110027736 | 1000.00 |
| 58 | Rathod Dimpalben Sureshbhai | TYBA | 26110025724 | 1000.00 |
| 59 | Rathod Jinalben Bharatbhai | ” | 26110002536 | 1000.00 |
| 60 | Rathod Minaxiben Bhikhubhai | ” | 26110025490 | 1000.00 |
| 61 | Patel Monika Chandubhai | ” | 26110025465 | 1000.00 |
| 62 | Patel Priyankaben Arvindbhai | ” | 26110027269 | 1000.00 |
| 63 | Patel Kaushikkumar Vinodbhai | ” | 26110025591 | 1000.00 |
| 64 | Patel Bhumikaben Hasmukhbhai | ” | 26110025736 | 1000.00 |
| 65 | Patel Dharmeshkumar babubhai | ” | 26110025454 | 1000.00 |
| 66 | Patel Filipbhai Babubhai | ” | 26110025733 | 1000.00 |

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|----|---------------------------------|---|-------------|---------|
| 67 | Patel Manishaben Maknbhai | ” | 26110025645 | 1000.00 |
| 68 | Patel Parulben Motibhai | ” | 26110025832 | 1000.00 |
| 69 | Pawar Hetalkumari Arvindbhai | ” | 26110026019 | 1000.00 |
| 70 | Patel Renukaben Amratbhai | ” | 26110025732 | 1000.00 |
| 71 | Patel Tusharkumar Vinodbhai | ” | 26110025811 | 1000.00 |
| 72 | Dalvi Daxaben Rushibhai | ” | 26110025815 | 1000.00 |
| 73 | Dhangariya Jaymatiben Jashubhai | ” | 26110025817 | 1000.00 |
| 74 | Mahla Ravindra Kantilal | ” | 26110025727 | 1000.00 |
| 75 | Patel Ankitakumari Pravinbhai | ” | 26110025872 | 1000.00 |
| 76 | Patel Bhavnaben Vanmalibhai | ” | 26110025779 | 1000.00 |
| 77 | Patel Bindiyaaben Amrutbhai | ” | 26110025775 | 1000.00 |
| 78 | Patel Darshanaben Jayantibhai | ” | 26110027536 | 1000.00 |
| 79 | Patel Divyakumari Sureshchandra | ” | 26110025615 | 1000.00 |
| 80 | Patel Jyotiben Harsukhbhai | ” | 26110025535 | 1000.00 |
| 81 | Patel Jyotiben Govndbhai | ” | 26110025617 | 1000.00 |
| 82 | Patel Kalpeshbhai Rambhai | ” | 26110025657 | 1000.00 |
| 83 | Patel Kinnariben Amratbhai | ” | 2611002559 | 1000.00 |
| 84 | Patel Mansihakumari Dineshbhai | ” | 26110025638 | 1000.00 |
| 85 | Patel Mitalkumari Gulabbhai | ” | 26110025538 | 1000.00 |
| 86 | Patel Pankajbhai rameshbhai | ” | 26110025470 | 1000.00 |
| 87 | Patel Rajnikant Dilipbhai | ” | 26110025877 | 1000.00 |

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|-----|-------------------------------|---|-------------|---------|
| 88 | Patel Rakeshbhai Ramanbhai | ” | 26110025635 | 1000.00 |
| 89 | Patel Shilpaben Sardbhai | ” | 26110025647 | 1000.00 |
| 90 | Patel Sonalben Maheshbhai | ” | 26110025566 | 1000.00 |
| 91 | Patel Tejalkumari Uttambhai | ” | 26110025760 | 1000.00 |
| 92 | Patel Vaishaliben Khandubhai | ” | 26110025551 | 1000.00 |
| 93 | Patel Vimalkumar Khandubhai | ” | 26110025583 | 1000.00 |
| 94 | Patel Premilaben Narshibhai | ” | 26110025433 | 1000.00 |
| 95 | Patel Varshaben Ambubhai | ” | 26110025718 | 1000.00 |
| 96 | Halpati Laxmita Nanubhai | ” | 26110025758 | 1000.00 |
| 97 | Halpati Vaishali Rameshbhai | ” | 26110025786 | 1000.00 |
| 98 | Patel Ankita Mukeshbhai | ” | 26110025780 | 1000.00 |
| 99 | Patel Priyankaben Dilipbhai | ” | 26110025680 | 1000.00 |
| 100 | Patel Rekhaben Manubhai | ” | 26110025696 | 1000.00 |
| 101 | Patel Sarojkumari Manubhai | ” | 26110025648 | 1000.00 |
| 102 | Patel Sejalben Rameshbhai | ” | 26110025649 | 1000.00 |
| 103 | Patel Sardaben Bhimabhai | ” | 26110025422 | 1000.00 |
| 104 | Patel Vimalaben Rameshbhai | ” | 26110025646 | 1000.00 |
| 105 | Gamit Sudhaben Ukabhai | ” | 26110025444 | 1000.00 |
| 106 | Patel Ankitaben Pravinchandra | ” | 26110025827 | 1000.00 |
| 107 | Patel Bumikaben Ajaybhai | ” | 26110025513 | 1000.00 |
| 108 | Patel Harendrakumar Ambubhai | ” | 26110025734 | 1000.00 |

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|-----|-------------------------------|------|-------------|---------|
| 109 | Patel Mahesvari Dhansukhbhai | ” | 26110025423 | 1000.00 |
| 110 | Patel Mitalkumari Amulnbhai | ” | 26110026263 | 1000.00 |
| 111 | Patel Premila Dhirubhai | ” | 26110025743 | 1000.00 |
| 112 | Patel Pritiben Dipakbhai | ” | 26110025504 | 1000.00 |
| 113 | Patel Vimal Ratilal | ” | 26110025421 | 1000.00 |
| 114 | Patel Viralbhai kantilal | ” | 26110025654 | 1000.00 |
| 115 | Patel Sonalben Dipakbhai | ” | 26110025766 | 1000.00 |
| 116 | Patel Vijay Dipakbhai | ” | 26110025714 | 1000.00 |
| 117 | Patel Ajaykumar Arvindbhai | ” | 26110025663 | 1000.00 |
| 118 | Patel Amishaben Chhnabhai | ” | 26110025749 | 1000.00 |
| 119 | Patel Bhavesh Rameshbhai | ” | 26110025761 | 1000.00 |
| 120 | Patel Hemantkumar Llajibhai | ” | 26110025763 | 1000.00 |
| 121 | Patel Nilaben Dhirubhai | ” | 26110025585 | 1000.00 |
| 122 | Patel Sanjaykumar Bhikhubhai | ” | 26110002290 | 1000.00 |
| 123 | Patel Vijaybhai Maganbhai | ” | 26110002294 | 1000.00 |
| 124 | Patel Dimpalben Pravinchandra | ” | 26110025777 | 1000.00 |
| 125 | Chaudhari Sangitaben Somabhai | ” | 26110025819 | 1000.00 |
| 126 | Patel Hasmita Rajeshbhai | ” | 26110025545 | 1000.00 |
| 127 | Patel Jina Nileshbhai | ” | 26110025578 | 1000.00 |
| 128 | Patel Amit Bhikhubhai | ” | 26110002295 | 1000.00 |
| 129 | Patel Sushilaben Rameshbhai | SYBA | 26110027144 | 1000.00 |

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|-----|------------------------------|--------|------------------|-----------|
| 130 | Patel Damayantiben Ratilal | ” | 26110027786 | 1000.00 |
| 131 | Patel Sonalben Vallabbhai | ” | 26110027286 | 1000.00 |
| 132 | Patel Hinaben Lalljibhai | ” | 26110027727 | 1000.00 |
| 133 | Patel Chetankumar Bhikhubhai | ” | 26110027821 | 1000.00 |
| 134 | Patel Amitkumar Natubhai | ” | 26110027851 | 1000.00 |
| 135 | Bhoya Hemangini Ishvarbhai | ” | 26110027628 | 1000.00 |
| 136 | Patel Priyanka Babubhai | TYBA | 26110025536 | 1000.00 |
| 137 | Patel Bindiya Vanmalibhai | ” | 26110025684 | 1000.00 |
| 138 | Kukutiya Taraben Sureshbhai | ” | 4210024425 | 1000.00 |
| 139 | Rathod Artiben Rameshbhai | SYBCom | 26110027810 | 1000.00 |
| | | | Total.... | 139000.00 |

2. MS-04

College with relatively

Higher proportion of SC/ST/OBC

4 Students (4 x 1000 = 4000)

STATE BANK

| Sr.No. | Name | Class | Acc. No. | Amount |
|---------------|--------------------------------|--------------|-----------------|---------------|
| 1 | Patel Ashaben Jayantilal | SYBA | 305373302260 | 1000.00 |
| 2 | Patel Jaydip Chimanbhai | TYBA | 32422167259 | 1000.00 |
| 3 | Patel Nidhikumari Hitendrabhai | TYBA | 32023947334 | 1000.00 |
| 4 | Ahir Niraliben Sumanbhai | SYBA | 31852504611 | 1000.00 |

5.1.4 What are the Specific Support Services / facilities available for.

- ✓ **Students from SC/ST, OBC and economically weaker sections.**
 - ✓ **Students with physical disabilities.**
 - ✓ **Overseas students.**
 - ✓ **Students to participate in various competitions/National and International.**
 - ✓ **Medical assistance to students: health centre, health insurance etc.**
 - ✓ **Organizing coaching classes for competitive exams.**
 - ✓ **Skill development (Spoken English, Computer literacy, etc.)**
 - ✓ **Support for “ Learners”**
 - ✓ **Exposures of students to other institution of higher Learning / corporate/ business house etc.**
 - ✓ **Publication of student magazines.**
-
- Students from SC/ST, OBC and economically weaker sections are availed government freeships and scholarship.
 - Students with physical disabilities are provided with special assistance and care by our faculties and staff in providing them with facilities like parking, library and studies.
 - No overseas students are enrolled.
 - We motivate our students to take part in various competition rights from the enrollment. We inform them about such activities by our prospectus. We circulate and put of various notices and we orientation sessions. We ask our senior students to share their experiences with new students.
 - We have student insurance and group insurance. We have first aid services in NSS. We have facility of doctor on call.
 - ‘SPIPA’ organizes regular coaching for competitive exams on our campus. Students from our campus as well as from the remote colleges of surrounding tribal belt participate in these sessions. Grants received from UGC under 11th plan were utilized under the head of coaching for competitive exams.
 - Experts from “Saurabh Desai Institute” regularly come to our campus for coaching and awareness of competitive exams. Our library provides reading material for preparation of competitive exams.

- We have dell lab and scope unit. Our BAOU study center offers various certificate courses for skill development.
- Slow learners are identified and teaching is arranged under the fund availed for schemes of remedial coaching from UGC. Our faculty individually caters to the students at regular intervals.
- Our students are taken for visit to Agriculture University, Floriculture farms, Dairy industry, co-operative society, Banks, Insurance Company, Forest Department, Botanical garden etc. eg group of 56 students along with two of our faculties visited Gujarat Global Summit 2012.
- We publish our college Magazine “Vimal” since inception of our college and we have preserved all the volumes of our college magazine. We also publish Vidyarthi Pathay.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Entrepreneurship is the ability to create and build something from practically nothing. It is initiating doing, achieving and building an enterprise or organization rather than just watching, analyzing or describing one. It is to know – how to find marshal and control resources (often owned by others) and to make sure you don't run out of money when you need it most. Finally it is willingness to take calculated risks, both personal and financial, then do everything possible to get the odds in your favour, says Jeffry Timons.

It is my personal belief that to encourage entrepreneurial skills we need EDP in curriculum itself. (Entrepreneurship development program) EDP should be along with formal education so students become entrepreneur by choice and not by force.

- Sharda Foundation established by our trust is actively involved in developing entrepreneurial skills in our students.
- Nearly 150 students are registered for entrepreneurship in sharda foundation others also are its beneficiaries without registration.
- Student entrepreneurship skills are developed by activities of sharda foundation. They regularly organize blood donation camps, free health check-up camps for women and children.
- Our “Mohanlal Desai cricket academy” also plays a vital role in developing entrepreneurship among our students. State level cricket tournament is organized

every year by us on our college ground our students are part of organization committee due to their active involvement they develop quality of leadership and socialization.

- Students visited Gujarat global summit (Dt. 09/01/2013) to explore the new horizons of education and entrepreneurship.
- Entrepreneurship workshop was organized from 11/07/2012 to 14/07/2012. Students visited horticulture and floriculture sights namely Agriculture University Navsari and Rutvik Roses farm Amalsad. They had field trip to Aspee College of horticulture and forestry, Navsari.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities etc.

- Additional academic support, flexibility in examinations.
- Special dietary requirements, sport uniform and materials
- Any other.

Creativity is as important now in education as literacy and we should treat it with same status. Education is a vast concept, which surpasses the four walls of the class-room. It goes without saying that aim of education is to foster the holistic development of the students. To fulfill this objective there is prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities beyond that. They actually complement the curricular activities and groom the students in the 'art of living and working together'.

We believe that the aesthetic development like character building, spiritual and moral development, physical growth and much more' is enhanced and backed up by co-curricular activities. By promoting co-curricular extra-curricular activities we intend to render values like-

1. Educational values
2. Psychological values
3. Development of social values
4. Development of civic values
5. Physical development values
6. Recreational values
7. Cultural values etc.

Our General Strategies and Policies That Make a Happier, Healthier and A More Cohesive College

Role of Co-Curricular activities in a student's life cannot be put into words easily. But while we employ strategies we keep following considerations in mind.

- **Development of Holistic Personality :**

We design activities that help to enhance the holistic personality of the students to strongly face the jagged road of the future. Experiences and appreciation gained through these activities assist students in their lives.

- **Strengthened Self Confidence.**

The goal of our co-curricular activities is to give better fitness to students and inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit and team spirit. The hidden motive behind all these is to develop self-confidence and to learn to trust the team.

- **To build up Specialized Skills:**

We intend to give young minds an opportunity to develop their specialized skills. Competitions that are organized can create a competitive environment and help them work towards the objective of achieving a better society.

- **Improved Academic Performance :**

Studies have shown that students pursuing their hobbies achieved better results in their studies. Their academics performance goes way up as they learn to balance their co-curricular activities with their academic pursuits. They also better understand on how to manage their time efficiently and also increases their interest in the academics. Such activities like participation in debates, drama, music, sports, etc. help in achieving the bigger purpose of achieving better education.

- **Greater Opportunities :**

In this competitive era, percentages act as game changers during admissions into various courses. Students pursuing any co-curricular activities of their choice are given preference over those who are not involved in any such things. These things make a major difference when students are considered for the most popular courses.

- **Sense of Responsibility :**

When students are given some responsibility or a task to handle like one day nature camp or for that matter managing the student notice board, their efficiency to handle such situations becomes much better. Our experience has shown that this fosters the sense of responsibility and accountability.

- **Exposure to New Activities :**

In our institute students are introduced to a whole new horizon of activities like NSS, NCC, Saptadhara, Udisha, sports etc in their college life that gives them a better insight and allows them to choose what they enjoy and what they wish to learn. It broadens new horizons for them. These activities stimulate playing, painting, acting, dancing, singing and speaking skills in students.



There is a huge plethora of options that a student can choose from. Take a little glance at some options that one can choose from.

The rewards of co-curricular activities have been researched pretty well and it is now ascertain that students who participate in these activities show higher academic results, stronger relationships in social arena and are more likely to lead a healthy and active lifestyle. Students also feel a sense of belonging to the college and have higher self-esteem by participating in structured activities like sports, music, dance, performing arts, etc. in

addition to this, students are motivated and it leads to a happier, healthier and a more cohesive college.

Few of the institutional strategies are as follows:

- For National / State / University players fees are paid by the college from gymkhana and student union fund.
- Awards and trophies are given during annual function to distinguished students in sports, cultural and for other co-curricular activities.
- College as well as our Vimal Uchchar Kelavni Trust gives sports kits to sports stars of our college.
- Our P. E. department visit the surrounding schools every year to enroll good athletics and players from surrounding tribal schools. We enroll them, train them, motivate them and open their minds to unexplored horizons.
- We conduct counseling for our sports students and inform them about short term courses and certificate course which creates better job opportunities for them in police force, army, navy, post, railway, income-tax department etc.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such UGC-CSIR- NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/GMAT/ Central/State services, Defense, Civil services, etc.

Under UGC merged scheme of career guidance in 11th plan we conducted various classes for competitive exams. After that also we continued in this direction with generous support of Late shri Saurabh Desai Charitable Trust and SPIPA unit of Government of Gujarat.

| UNIVERSITY GRANTS COMMISSION-WRO-PUNE | | | | |
|---|---|--|----------|-------------|
| 14 Merged Schemes under XI th Plan – 2012-13 | | | | |
| | | | Students | Expenditure |
| 1 | Classes taken by 'Career Clinic' Valsad | Career Counseling Seminars for SC/ST/OBC | 185 | 50460 |
| 2 | Classes taken by 'Career Management Institute, Valsad | Equal Opportunity for SC/ST/OBC/Minority | 160 | 45960 |
| 3 | Classes taken by 'Career Management Institute, Valsad | Coaching Classes for Entry in Services | 75 | 41760 |
| 4 | Classes taken by 'Career Management Institute, Valsad | Coaching Classes for NET/SET Exam | 60 | 43560 |

Details of the schedule are as follows:

| Career Counseling Seminars for SC / ST / OBC and Minorities | | | | | | |
|---|--------------|-----------------|--------------|-----|-----|-------|
| TIME 11.00 TO 1.00 (For S. Y. B. A. / B. Com. Students) | | | | | | |
| DATE | FACULTY | SUBJECT | Remuneration | TA | HA | TOTAL |
| 16 th July 2012 | Krupal Dixit | Various Careers | 1500 | 280 | 135 | 1915 |
| 17 th July 2012 | Krupal Dixit | Various Careers | 1500 | 280 | 135 | 1915 |
| 18 th July 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 19 th July 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 20 th July 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 21 st July 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 23 rd July 2012 | Krupal Dixit | Aptitude Test | 1500 | 280 | 135 | 1915 |
| 24 th July 2012 | Krupal Dixit | Aptitude Test | 1500 | 280 | 135 | 1915 |
| 25 th July 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 26 th July 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 27 th July 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 28 th July 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 30 th July 2012 | Krupal Dixit | Aptitude Test | 1500 | 280 | 135 | 1915 |
| 31 st July 2012 | Krupal Dixit | Aptitude Test | 1500 | 280 | 135 | 1915 |
| 1 st August 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 2 nd August 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |

| | | | | | | |
|---|--------------|---------------|------|-----|-----|--------------|
| 3 rd August 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 4 th August 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 6 th August 2012 | Krupal Dixit | Aptitude Test | 1500 | 280 | 135 | 1915 |
| 7 th August 2012 | Krupal Dixit | Aptitude Test | 1500 | 280 | 135 | 1915 |
| 8 th August 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 9 th August 2012 | Prabhat sir | English | 1500 | 280 | 135 | 1915 |
| 10 th August 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| 11 th August 2012 | Keyur Sir | Reasoning | 1500 | 280 | 135 | 1915 |
| Total Amount for All Batch | | | | | | 45960 |
| Competitive exams study material provided to students | | | | 30 | 150 | 4500 |
| Total Amount for one Batch | | | | | | 50460 |

| Equal opportunity and Positive Discrimination for SC/ST/OBC and Minorities | | | | | | |
|---|---------------|--------------------|------|-----|-----|------|
| TIME 11.00 TO 1.00 (For S. Y. B. A. / B. Com. Students) | | | | | | |
| 16 th July 2012 | Jignesh Patel | Team Building | 1500 | 280 | 135 | 1915 |
| 17 th July 2012 | Jignesh Patel | Leadership | 1500 | 280 | 135 | 1915 |
| 18 th July 2012 | Depesh Sir | Dare to Dream | 1500 | 280 | 135 | 1915 |
| 19 th July 2012 | Depesh Sir | Dream high work | 1500 | 280 | 135 | 1915 |
| 20 th July 2012 | Jignesh Patel | Group efforts | 1500 | 280 | 135 | 1915 |
| 21 st July 2012 | Jignesh Patel | Be the best | 1500 | 280 | 135 | 1915 |
| 23 rd July 2012 | Pritesh sir | Communication | 1500 | 280 | 135 | 1915 |
| 24 th July 2012 | Pritesh sir | Group Discussion | 1500 | 280 | 135 | 1915 |
| 25 th July 2012 | Depesh Sir | Vision development | 1500 | 280 | 135 | 1915 |
| 26 th July 2012 | Depesh Sir | Visualisation | 1500 | 280 | 135 | 1915 |
| 27 th July 2012 | Paresh Patel | Challenges | 1500 | 280 | 135 | 1915 |

Minds are like parachutes-they only function when open.

| | | | | | | |
|-----------------------------------|--------------|----------------------------|------|-----|-----|-------|
| 28 th July 2012 | Paresh Patel | Caree Guidance | 1500 | 280 | 135 | 1915 |
| 30 th July 2012 | Mita Sheth | Goal Setting | 1500 | 280 | 135 | 1915 |
| 31 st July 2012 | Mita Sheth | Goal Settitude | 1500 | 280 | 135 | 1915 |
| 1 st August 2012 | Nita Purohit | Positive Attitude | 1500 | 280 | 135 | 1915 |
| 2 nd August 2012 | Nita Purohit | Positive Attitude | 1500 | 280 | 135 | 1915 |
| 3 rd August 2012 | Hitesh Patel | Creativity | 1500 | 280 | 135 | 1915 |
| 4 th August 2012 | Hitesh Patel | Creativity | 1500 | 280 | 135 | 1915 |
| 6 th August 2012 | Keyur Shah | Education | 1500 | 280 | 135 | 1915 |
| 7 th August 2012 | Keyur Shah | orientation | 1500 | 280 | 135 | 1915 |
| 8 th August 2012 | Depesh Sir | Be the best | 1500 | 280 | 135 | 1915 |
| 9 th August 2012 | Depesh Sir | Dreams | 1500 | 280 | 135 | 1915 |
| 10 th August 2012 | Mita Sheth | Management change | 1500 | 280 | 135 | 1915 |
| 11 th August-2012 | Mita Sheth | Be the master of your life | 1500 | 280 | 135 | 1915 |
| Total Amount for All Batch | | | | | | 45960 |

| Coaching Classes Entry in Services for SC / ST / OBC and Minorities | | | | | | |
|--|----------------|----------------|---------------------|-----------|-----------|--------------|
| TIME 10.00 TO 12.00 (For T. Y. B. Com. Students) | | | | | | |
| <u>DATE</u> | <u>FACULTY</u> | <u>SUBJECT</u> | <u>Remuneration</u> | <u>TA</u> | <u>HA</u> | <u>TOTAL</u> |
| 16 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 17 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 18 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 19 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 20 th July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 21 st July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 23 rd July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 24 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 25 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 26 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 27 th July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 28 th July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 30 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |

| | | | | | | |
|---|-------------|-----------|------|-----|-----|-------|
| 31 st July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 1 st August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 2 nd August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 3 rd August 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 4 th August 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 6 th August 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 7 th August 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 8 th August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 9 th August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 10 th August 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 11 th August 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| Total Amount for All Batch | | | | | | 33960 |
| Competitive exams study material provided to students | | | | 26 | 300 | 7800 |
| Total Amount for one Batch | | | | | | 41760 |

| Coaching Classes for NET / SET For SC / ST / OBC and Minorities | | | | | | |
|--|----------------|----------------|---------------------|-----------|-----------|--------------|
| TIME 12.00 TO 2.00 (For B. A. Students) | | | | | | |
| <u>DATE</u> | <u>FACULTY</u> | <u>SUBJECT</u> | <u>Remuneration</u> | <u>TA</u> | <u>HA</u> | <u>TOTAL</u> |
| 16 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 17 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 18 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 19 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 20 th July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 21 st July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 23 rd July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 24 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |

If you are never scared, embarrassed of hurt, it means you never take chances.

| | | | | | | |
|--|-------------|-----------|------|-----|-----|-------|
| 25 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 26 th July 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 27 th July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 28 th July 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 30 th July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 31 st July 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 1 st August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 2 nd August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 3 rd August 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 4 th August 2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 6 th August 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 7 th August 2012 | Dipesh Sir | Maths | 1000 | 280 | 135 | 1415 |
| 8 th August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 9 th August 2012 | Chintan Sir | Reasoning | 1000 | 280 | 135 | 1415 |
| 10 th August-2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| 11 th August-2012 | Sonali Mam | English | 1000 | 280 | 135 | 1415 |
| Total Amount for All Batch | | | | | | 33960 |
| Competitive exam study material provided to students | | | | 32 | 300 | 9600 |
| Total Amount for one Batch | | | | | | 43560 |

2013 -14

- UPSC, GPSC, IAS and other activities conducted and workshop help free of cost by Dr.Saurabh Desai Charitable Trust, Bardoli. Thrice in year July, September and February.
- Prant officer Rajesh Tanna gave guest lecture and information about competitive exams – 12/02/2013.

Some people think holding on makes them strong, sometimes its letting go.

2014 -15

- Desai Charitable trust, Palsana organized seminar for GPSC and UPSC exams for students to 03/07/2016.

2015 -16

- On 20/02/2016 “Saurabh Desai Institute of advanced studies” organized seminar speaker Ankit parmar & Reena Desai.
- SPIPA – Sardar Patel Institute of Public Administration started training our students with their introductory program in our institute from 13/07/2016.

5.1.8 What types of counseling services are available to the students (academic, personal, career, psycho-social etc?)

We have Udisha Unit headed by Asst. Prof Chetanbhai Patel. Our other faculties join hands with the udisa activities and provide counseling. We organizes counseling sessions for students with the banks like ICIC, Axis etc. They approach us every year and show readiness to interact with our students. We regularly place notices in library and student notice boards. Rojgaar Samachar and employment news are available in our library we inform about the same to our students in our library orientation program.

Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, details on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interview by different employers (list the employers and the programmes.)

Our Udisha cell identifies the job opportunities and guide the students on regular basis. We have introduced our students to following employers, who approached our institution.

- ICICI Bank
- Axis Bank
- MSME, Small scale industry Silvassa.
- Employment bureau, Navsari
- BPO (TCS) program help by KCG Gandhinagar
- Swarnim Gujarat (Government) ‘Bharti Mela’
- Bilakhia group of companies Vapi.

- Rutvik Roses Amalsad.
- Udh yog Bhavan Gandhinagar.

5.1.9 Does the institutions have a student grievance and redressed during the last four years.

The students approach the redressal cell functioning in IQAC. They approach about their difficulties in financial, library, administrative services, academic and other relevant matters. The composition of the student grievance redressed call is as follows.

- Principal – Chairman
- IQAC – Co-ordinator
- Convener of the women call
- General secretary of student union
- Campus Development Officer

Grievances and redressed during last three years.

- Updating and furnishing the gymkhana with more indoor games facilities
- CCTV cameras in class-rooms and entire campus
- Repairing and coloring the benches
- Availability of more texts books in library as per demand
- Fencing the ground, closing the entry to ground for the outsiders
- Renovating the toilets of students and staff
- Developing P.G. study unit and research unit
- Improvement of the drinking water facilities for students.
- Purchasing water-sprinklers, and heavy roller for better cricket ground facilities.

5.1.10 What are the institutional provisions for resolving issues pertaining to Sexual Harassment?

We have “Sexual harassment prevention committee”. We have CCTV camera in most of the class rooms. Our management have arranged for residential quarters in the campus for class-IV, employees they always keep watch on campus and its visitors. We have security appointed by the management for day time and night hours.

5.1.11 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

We do have anti – ragging committee in our college as per the guidelines of UGC and the state government. But no case of ragging has been reported in last four years or even earlier.

5.1.12 Enumerate the welfare schemes made available to students by the institution.

- Regular followships of scholarship availed to our SC/ST, OBC students.
- Direct transfer of freships and scholarship in the accounts of the beneficiaries.
- Food bill amount bills regularly submitted to government so that students get in benefit timely.
- We facilitate our students with extra classes if they miss the classes while participating and practicing for cultural, sports or other activities to represent the college.
- We facilitate the participants and winners of different events in our annual gathering.
- When required as per the circumstances we pay the fees of the students representing as in sports, we make provisions from student union or gymkhana account.
- Health and hygiene awareness programs for students are arranged by NSS and Red-cross.
- Library makes special provisions for books for reedy students.

5.1.13 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

We have alumini association Assistant professor D. S. Rathod manages it, alumnini as he is the alunmini of the college employed with the college.

Meeting of alumini are held once a year and progress of the institution is discussed. Suggestions are made for the progress and better functioning of the institution.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (For the last four batches) highlight the trends observed.

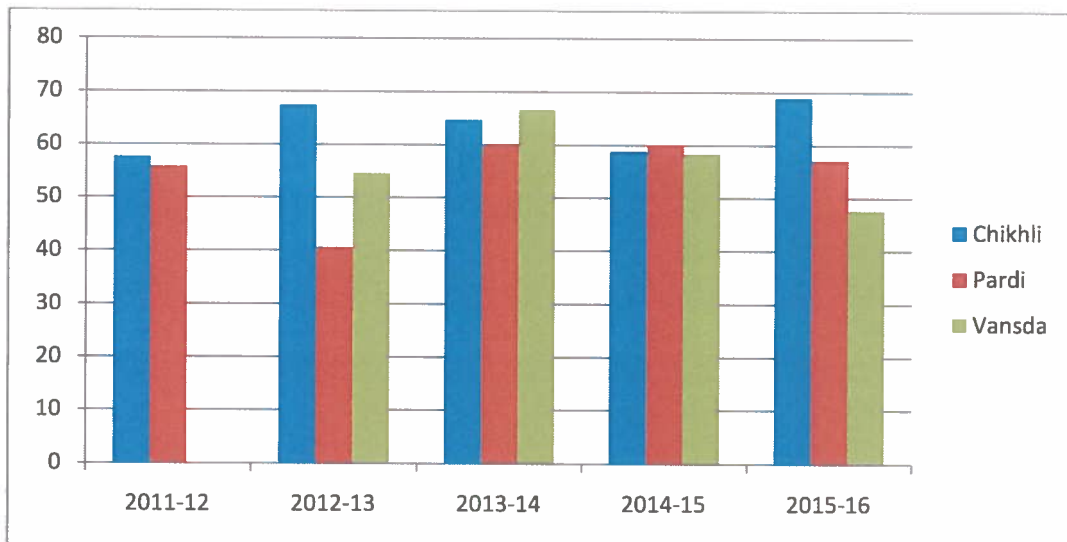
| Student Progression | Percentage approximately |
|---|--------------------------|
| UG to PG | 60 % |
| PG to Mphil | 5 % |
| PG to Phd | 2 % |
| Employed campus selection and other then campus recruitment | 15-20 % |

Provide details of the programme wise pass percentage and completion rate the last four years (cohort wise / batch wise as stipulated by the university)? Furnish programmer- wise details in comparison with that of the previous performance of the same institution and that of the college of the affiliating university within the city / district.

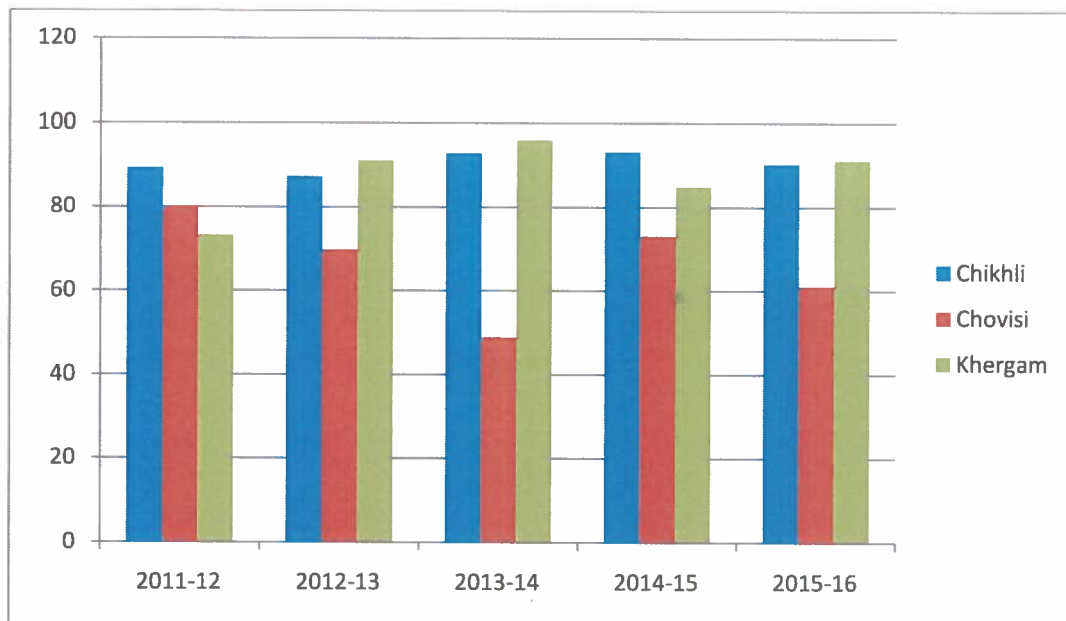
SHRI M.R.DESAI ARTS& SHRI EELK COMM. COLLEGE CHIKHLI List of Total Students in College Year 2011-12 TO 2016-17

| NO | CLASS | ADMITTED | | | | | ENROLL | | | | | LEFT | | | | | TOTAL | | | | |
|----|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| 1 | FYBA | 863 | 444 | 332 | 799 | 294 | 801 | 386 | 293 | 256 | 283 | 62 | 58 | 39 | 43 | 51 | 801 | 386 | 293 | 256 | 283 |
| 2 | SYBA | 314 | 605 | 368 | 283 | 230 | 307 | 581 | 356 | 276 | 217 | 7 | 24 | 12 | 7 | 13 | 307 | 581 | 356 | 276 | 217 |
| 3 | TYBA | 156 | 231 | 537 | 324 | 249 | 148 | 228 | 521 | 319 | 247 | 8 | 3 | 16 | 5 | 7 | 148 | 228 | 521 | 319 | 247 |
| 4 | FYBCOM | 123 | 126 | 144 | 215 | 189 | 110 | 114 | 131 | 198 | 177 | 13 | 12 | 13 | 17 | 17 | 110 | 114 | 131 | 188 | 172 |
| 5 | SYBCOM | 93 | 52 | 64 | 102 | 116 | 89 | 51 | 63 | 89 | 118 | 4 | 1 | 1 | 3 | 7 | 89 | 51 | 63 | 99 | 114 |
| 6 | TYBCOM | 36 | 44 | 56 | 55 | 76 | 36 | 43 | 51 | 54 | 75 | 0 | 1 | 3 | 1 | 1 | 36 | 43 | 51 | 54 | 75 |
| 7 | MA(H)-1 | 43 | 45 | 31 | 36 | 27 | 42 | 41 | 30 | 35 | 28 | 1 | 4 | 1 | 1 | 1 | 42 | 41 | 30 | 35 | 28 |
| | MA(H)-2 | 60 | 40 | 39 | 29 | 34 | 59 | 37 | 40 | 29 | 31 | 1 | 3 | 0 | 0 | 1 | 59 | 37 | 40 | 29 | 31 |
| 8 | MA(S)-1 | 36 | 47 | 55 | 55 | 61 | 34 | 46 | 55 | 54 | 60 | 2 | 1 | 0 | 1 | 1 | 34 | 46 | 55 | 54 | 60 |
| | MA(S)-2 | 42 | 34 | 46 | 52 | 55 | 41 | 33 | 45 | 50 | 55 | 1 | 1 | 1 | 2 | 0 | 41 | 33 | 45 | 50 | 55 |
| 9 | MCom-1 | 48 | 58 | 54 | 65 | 72 | 45 | 58 | 53 | 64 | 67 | 3 | 0 | 1 | 1 | 5 | 45 | 58 | 53 | 64 | 67 |
| | MCom-2 | 0 | 44 | 53 | 51 | 62 | 0 | 43 | 53 | 49 | 62 | 0 | 1 | 0 | 2 | 0 | 0 | 43 | 53 | 49 | 62 |

B.Com. (pass percentage comparison)



B.A. (pass percentage comparison)



5.2.3 How dose the institution facilitate student progression to higher level of education and/or towards employment?

Parents, educators and concecened citizens around the world are asking question about how best to prepare our youth for successful adulthood. Our vocational guidance, career counseling unit functioning through Udisha Unit guide students progression to higher level of education and employment.

2012 -13

- Kanan International, Baroda organized a seminar on study abroad and preparation for IELTS, TOFEL etc. 13/02/2012
- ICIC bank conducted placement interviews 22/10/2012 for training and placement of our students. Five students were selected.
- For self – employment guidance and seminar cum field trip was organized to Agriculture University, Navsari. Student were guided in floriculture & Horticulture self employment opportunities.
- Career week was celebrated in college form 23/07/2012 to 28/07/2012 in alliance with employment office, Navsari district.

2013-14

- On 22/02/2014 small scale industry – seminar was organized with small scale industry, government of India unit silvassa.
- Career & competitive exams guidance was provided by chikhli prant officer Shri Rajesh Tanna.

2014 -15

- On 14/02/2015 Principal Dr. Sanjaybhai Patel from Khergam Government college gave a talk on preparation and cracking competitive exams like NET, SLET, GPSC, UPSC etc.

2015 -16

- “Learner’s Academy”, Valsad organized seminar on 10/01/2016 regarding career guidance and competitive exams.
- Institute of advanced studies, Saurabh Desai charitable Trust organized a seminar for cracking competitive exams under the guidance of Anrix Parmar and Reena Desai.
- On 18/04/2016 Interactive session was held by Dr. Gajendra Patel (Canada) Onexploring hidden human potentials.
- Udhyog Bhavan, Gandhinagar.
- Saurabh Desai Charitable Trust, Amadpore, Navsari.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

- Personal, academic and social counseling is offered by our faculty R.B.Naik .
- Our PE takes special care along with our Sr. clerk Minaxiben Naik that students are provided with concession passes of bus timely. So that commuting becomes easier for them.
- Our Sr. Faculty of English and NSS program officer Minuben Desai gives bilingual explanations and discussions. She regularly guides our students when they have to any transactions in English.
- We cater to the academic and other related issues on time. Our head of the departments regularly interact with the students.
- Our exam section provides special counseling to the students who approach them during examinations.

5.3 Student Participation and Activities.

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

As said earlier we have student council, saptadhara and udisa unit programs cultural Sports events and other extra-carricular activities going on throughout the year.

| Month | Activity |
|-----------|--|
| June | <ul style="list-style-type: none">• Rang Kala activities of saptadhara.• Library orientation |
| July | <ul style="list-style-type: none">• Student orientation |
| August | <ul style="list-style-type: none">• Natyadhara activity educational trip.• Literary & debate activities |
| September | <ul style="list-style-type: none">• Samudayik sevadhara activities• Planning forum activities• Udisa activities• Teachers day celebration• Book exhibition |
| October | <ul style="list-style-type: none">• Sarjanatmak abhivvyakti dhara activities• Red cross activities |
| November | <ul style="list-style-type: none">• NSS annual camp |

| | |
|----------|---|
| | <ul style="list-style-type: none"> • Geet – sageet – nrutya dhara activities |
| December | <ul style="list-style-type: none"> • Sports activities |
| January | <ul style="list-style-type: none"> • Sports activities |
| February | <ul style="list-style-type: none"> • Gyandhara activities |
| March | <ul style="list-style-type: none"> • Annual gathering prize distribution function |
| April | <ul style="list-style-type: none"> • University exams |
| May | <ul style="list-style-type: none"> • Mohanlal Cricket Academy Tournament • Sports Summer Camp • NCC-CATC comp-alternate year • Sharda foundation activities |
| June | <ul style="list-style-type: none"> • Admission reselling & Admission process • BAOU exams. |

NSS, NCC, indoor sports activities, inter-college competitions, holistic development hub activities, yoga activities etc go on through out the year and our campus reaming throbbing with such activities.

To find the person you can truly trust, look no further than the nearest mirror.

Cultural activities (2012 -16)

| Year | Particulars | Participation |
|-------------|--|--|
| 2012-13 | Inter college essay competition at Arts & Commerce college Amroli, Surat. | <ul style="list-style-type: none"> • Third prize, • Kum.Tejal Ahir (SYBA) |
| 2012-13 | District level, Swarnim Gujarat Slogan competition, at Government college Khergam (23/12/2012) | <ul style="list-style-type: none"> • First Prize • Patel Kinjal A. (TYBA) |
| 2012-13 | <ul style="list-style-type: none"> • Painting competition, Youth Festival, Veer Narmad South Gujarat University, Surat. • Handicraft competition | <ul style="list-style-type: none"> • Second Prize • Patel Ravi N. (FYBA) • First Prize • Patel Bhavin A (SYBA) |
| 2012-13 | Inter college Swarnim Gujarat quiz competition. J.Z. shah arts and commerce college, Amroli, Surat. | <ul style="list-style-type: none"> • Fifth Position • MistryTejasR. (SYBCOM) |
| 2013-14 | <ul style="list-style-type: none"> • Painting competition, Youth Festival Veer Narmad South Gujarat University, Surat. • Handicraft competition | <ul style="list-style-type: none"> • Second Prize • Patel Ravi N. • Third Prize • Patel Bhavin A. |
| 2013-14 | Inter college “Aids Awareness Poster competition” H.R.Shah Arts and commerce Mahila college, Navsari. | <ul style="list-style-type: none"> • Second Prize • Patel Ravi N. |
| 2013-14 | College cultural teams participation in district level flag hoisting celebration. | <ul style="list-style-type: none"> • Consolation prize to the team for cultural event |
| 2014-15 | Inter college “Sanskrit Slokgaan Competition”, Arts & commerce college Amroli. | <ul style="list-style-type: none"> • First Prize • Patel Ravi N. |

| | | |
|---------|--|---|
| 2014-15 | Inter college "Poetry recitation competition" – " Kavya Pathaan" at Arts & commerce college, Dharampur | <ul style="list-style-type: none"> • Third Prize • Kum. Namrata h. Lagad. |
| 2014-15 | Painting competition, Youth Festival Veer Narmad South Gujarat University, Surat. | <ul style="list-style-type: none"> • Third Prize • Patel Ravi N. |
| 2015-16 | State level Elocution Competition | <ul style="list-style-type: none"> • Fourth Position • Shah Jinal A. |
| 2015-16 | Taluka Level Elocution Competition organized by JCI | <ul style="list-style-type: none"> • First Prize • Shah Jinal A. |
| 2015-16 | Taluka level elocution competition organized by Nehru yuva Kendra. | <ul style="list-style-type: none"> • First Prize • Patel Tanuja B. |
| 2016-17 | For securing highest CGPA amongst the candidates who have offered SANSKRIT(PRIN.) at the B.A.Degree Examination, April 2016. | <ul style="list-style-type: none"> • Shri Chhaganlal Maneklal Tijoriwala & Smt.Champaben Chhaganlal Tijoriwala Paritoshik • Patel Kajalben B. |
| 2016-17 | For securing highest GA in English (Comp.) at the B.A.Degree Examination, April 2016. | <ul style="list-style-type: none"> • Swargastha Prof. Arvindbhai Thakordas Jariwala Prize • Patel Dharmishthaben T. |

Range of Sports Activities available in our college.

- (i) Lush green cricket ground with two turf wickets.
- (ii) Basketball court.
- (iii) Kho-Kho, Kabaddi, Volley ball grounds.
- (iv) Football, Hockey, Athletics, Archery.
- (v) Indoor sports facilities like Badminton court , Table Tennis, Chess, Carom,
- (vi) Gymnasium.

Yearly calendar of sports and other activities is given by the university. We follow this calendar for practice and participation.

Special Provisions made for Sarita Gayakwad.

- (i) We provide training to Sarita for all India Inter University Competition. We give physical fitness training like running, exercise, circuit & weight training, Mental Training, testing of her timing regularly etc.
- (ii) She received training from all India level coaches as she was selected in 2013-14, 2014-15 'Gujarat Government Excellence Training'.
- (iii) She received training at Nadiad Sports Academy (SAG) from 2015-16.
- (iv) She is in India Camp at Patiyala Punjab NIS Center from 2016-17.
- (v) She is selected for World University Athletics Championship, which will be organizing in Canada in the month of August.
- (vi) She is a Member of Board of Sports, Veer narmad South Gujarat University- Surat for 3 Years (2016-17 to 2018-19)

GYMKHANA REPORT (2010-2016)

Participation of College in sports during last Seven years

| Sr. No. | Sports | Year | Number of events participated |
|---------|---|---------|-------------------------------|
| 01 | Badminton (M&W), Kho-Kho(W), Cricket (M), Vollyball(M), Cross Country Race (M&W), Kabaddi(M), Athletics(M&W), Khel Mahakumbh, Saptadhara Competition, Navsari District Inter College Cricket Tour. | 2016-17 | 10 |
| 02 | Cricket, Athletics(M&W), Vollyball(M), Badminton (M&W), Kho-Kho(W), Kabaddi(M), Cycling(M&W), Cross Country Race (M&W), Hockey (M) And Khel Mahakumbh | 2015-16 | 10 |
| 03 | Cricket, Athletics(M&W), Vollyball(M), Badminton (M&W), Kho-Kho(W), Kabaddi(M), Cycling(M&W), Cross Country Race (M&W) Archery (M&W), Rifal-Pistol Shooting(M&W), Hockey (M), And Khel Mahakumbh | 2014-15 | 12 |
| 04 | Cricket, Athletics(M&W), Vollyball(M), Badminton (M&W), Kho-Kho(W), Kabaddi(M), Cycling(M&W), Cross Country Race (M&W) Archery (M&W), Rifal-Pistol shooting(M&W), Chess(M&W), Table-Tennis(M), And Khel Mahakumbh, Saptadhara Competition | 2013-14 | 14 |
| 05 | Cricket, Athletics(M&W), Vollyball(M), Badminton (M&W), Kho-Kho(M&W), Kabaddi(M), Cycling(M&W), | 2012-13 | 22 |

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|----|--|---------|----|
| | Cross Country Race (M&W) Archery (M&W), Rifal-Pistol shooting (M&W), Chess (M&W), Table-Tennis (M&W), Cricket (W) And Khel Mahakumbh, Saptadhara Competition | | |
| 06 | Cricket, Athletics (M&W), Volleyball (M), Badminton (M&W), Kho-Kho (M&W), Kabaddi (M), Cycling (M&W), Cross Country Race (M&W) Archery (M&W), Rifal-Pistol shooting (M&W), Chess (M&W), Table-Tennis (M&W), And Khel Mahakumbh, Saptadhara Competition | 2011-12 | 22 |
| 07 | Cricket, Kabaddi (M), Kho-Kho (W), Athletics (M&W), Volleyball (M) | 2010-11 | 06 |

Special Achievements: SARITA L. GAYAKWAD (Selected for India Camp for SAF Games)

| Sr.No. | Name of the Event | Organizing Agency | Medals | Year |
|--------|-------------------|---|---------------------------|---------|
| 01 | 400 Mt.Run | All India Inter University Athletics Championship. Org. By: Anna University, Chennai (Koimbtur) Timing: 54.85 | GOLD | 2016-17 |
| 02 | 400 Mt.Hurdles | All India Inter University Athletics Championship. Org. By: Anna University, Chennai (Koimbtur) | BRONZE | 2016-17 |
| 03 | 400 Mt. HURDLES | National Open Athletic Championship At Lakhnow-(U.P.) | Silver Medal | 2016-17 |
| 04 | 400 Mt. | National Open Athletic Championship At Lakhnow-(U.P.) | Bronze Medal | 2016-17 |
| 05 | ATHLETICS | 44 th Vnsguni. Athletic Meet | INDIVIDUA CHAMPION | 2016-17 |
| 06 | 400 Mt.Run | All India Inter University Athletics | Silver | 2015-16 |

Own not the most but the best.

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|----|--|--|---------------------|---------|
| | | University, Patiyala | | |
| 07 | 400 Mt.Run | Rajiv Gandhi Khel Abhiyan National Level women's Athletic Championship. Org. By: Ministry of Youth Welfare & Sports and Govt. of Jammu-Kashmir | Silver | 2015-16 |
| 08 | 200 M , 400 M, 400 M Hurdles, 4 X 400 M Relay | Khel Mahakumbh State level Competition Org.by: Government of Gujarat | 4 Gold | 2015-16 |
| 09 | 4X100 Mt. Relay Run | Khel Mahakumbh State level Competition Org.by: Government of Gujarat | 1 Silver | 2015-16 |
| 10 | Athletics | 43 rd Veer Narmad South Gujarat Uni. Athletic Meet | Individual Champion | 2015-16 |
| 11 | 400 Mt.Run | All India Inter University Athletics ChampionShip. Org. By: R.G.Uni.Karnataka | Bronze | 2014-15 |
| 12 | 400 Mt.Run | Rajiv Gandhi Khel Abhiyan National Level women's Athletic Championship. Org. By: Ministry of Youth Welfare & Sports and Govt. of Karnataka | Silver | 2014-15 |
| 13 | 200 Mt.,400 Mt.,4X100 Mt. relay, 4X400 Mt. relay Run | Khel Mahakumbh State level Competition 2014-15 Org.by: Government of Gujarat | 4 Gold | 2014-15 |
| 14 | 100 Mt. Run | Khel Mahakumbh State level Competition 2014-15 Org.by: Government of Gujarat | 1 Silver | 2014-15 |
| 15 | 200 Mt.,400 Mt.Run | Khel Mahakumbh State level Competition 2013-14 Org.by: Government of Gujarat | 2 Gold | 2013-14 |

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|----|-----------------------------|--|------------------------|---------|
| 16 | 200,400,4X100 (Relay)MT. | Gujarat State open Athletics Meet Org. By: Gujarat State amateur Athletic asso. | 3 Gold | 2013-14 |
| 17 | Athletics | Gujarat State open Athletics Meet Org. By: Gujarat State amateur Athletic asso. | Individual Champion | 2013-14 |
| 18 | Athletics | 40th Veer Narmad South Gujarat Uni. Athletic Meet | Individual Champion | 2012-13 |
| 19 | 100,200M. | Gujarat state saptdhara athletics meet (final) Ahmedabad | 2 Gold | 2012-13 |

LIST OF UNIVERSITY PLAYERS PARTICIPATED AT ALL INDIA LEVEL

| SR. NO. | NAME OF THE PLAYERS | GAME | PARTICIPATION | YEAR |
|---------|----------------------|---------------|------------------------------|---------|
| 01 | Bhoya Hemangi I. | Kho-Kho(W) | Mumbai Uni. Mumbai | 2011-12 |
| 02 | Gayakwad Sarita L. | Athletics | Uni.Of Kalyani,Kalyani | 2012-13 |
| 03 | Bhoya Hemangi I. | Kho-Kho(W) | Guj.Veedyapeeth,Ahmedabad | 2013-14 |
| 04 | Gayakwad Sarita L. | Kho-Kho(W) | Guj.Veedyapeeth,Ahmedabad | 2013-14 |
| 05 | Gayakwad Sarita L. | Cross-Country | Uni.Of Rajasthan,Udaipur | 2013-14 |
| 06 | Gayakwad Sarita L. | Athletics | Punjabi Uni.,Patiyala | 2013-14 |
| 07 | Sardar Balbirsing P. | Hockey (M) | Barktulla Uni. Bhopal | 2014-15 |
| 08 | Pathan Fayaz I. | Volleyball(M) | Mohanlal Sukhadia Udaipur | 2014-15 |
| 09 | Gayakwad Sarita L. | Athletics | R.G.Uni. Of Helth ,Karnataka | 2014-15 |
| 10 | Gayakwad Sarita L. | Kho-Kho(W) | J.R.N.Rajashthan Udaipur | 2014-15 |
| 11 | Patel Priyanka B. | Kho-Kho(W) | J.R.N.Rajashthan Udaipur | 2014-15 |
| 12 | Gayakwad Sarita L. | Athletics | Punjabi Uni. Patiyala | 2015-16 |

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|----|----------------------|---------------|------------------------------|---------|
| 13 | Patel Priyanka B. | Kho-Kho(W) | University Of Mumbai | 2015-16 |
| 14 | Kachrola Nikita | Badminton (W) | University Of Mumbai | 2016-17 |
| 15 | Patel Priyanka B. | Kho-Kho(W) | University Of Ajmer | 2016-17 |
| 16 | Gayakwad Sarita L. | Athletics | Punjabi Uni. Patiyala | 2016-17 |
| 17 | Desai Dhrumil | Cricket | Barktulla University, Bhopal | 2016-17 |
| 18 | Inamulhasan H. Mulla | Athletics | Punjabi Uni. Patiyala | 2016-17 |

Medal Tally of University/College in Inter-university/Inter-college events and above for last Six years:

LIST OF MEDAL WINNERS

| SR. NO. | NAME OF THE PLAYERS | GAME | PARTICIPATION | PLACE/ MEDAL | YEAR |
|---------|---------------------|---------------|--|--------------|---------|
| 01 | Bagul Ravindra S. | High Jump | VNSGUni. 39 th Athletic Meet | Bronze Medal | 2011-12 |
| 02 | Bhoya Hemangi I. | 200mt. | VNSGUni. 39 th Athletic Meet | Bronze Medal | 2011-12 |
| 03 | Bhoya Hemangi I. | 800mt. | State Level Saptadhara Athletics Competition (South Zone) | Silver Medal | 2011-12 |
| 04 | Bagul Ravindra S. | High Jump | State Level Saptadhara Athletics Competition (Zonal Level) | Silver Medal | 2011-12 |
| 05 | Bhoya Hemangi I. | 800mt., | State Level Saptadhara Athletics Competition (Zonal Level) | Silver Medal | 2011-12 |
| 06 | Bagul Ravindra S. | High Jump | State Level Khel Mahakumbh (District) | Gold Medal | 2011-12 |
| 07 | Bhoya Hemangi I. | 200mt., | State Level Khel Mahakumbh (District) | Gold Medal | 2011-12 |
| 08 | Bhoya Hemangi I. | 400mt.,800mt. | State Level Khel Mahakumbh (District) | Silver Medal | 2011-12 |

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|----|--------------------|-----------------------------------|--|---------------------|---------|
| 09 | Patel Sam S. | Archery | VNSGUni. Inter College Tour. | Bronze Medal | 2011-12 |
| 10 | Gayakwad Sarita L. | 100mt. | State Level Khel Mahakumbh (Final) | Gold Medal | 2012-13 |
| 11 | Gayakwad Sarita L. | 100,200 mt. | Gujarat State Saptdhara Athletics Meet Ahmedabad | 2 Gold Medal | 2012-13 |
| 12 | Gayakwad Sarita L. | Discuss Throw | Gujarat State Saptdhara Athletics Meet Ahmedabad | Silver Medal | 2012-13 |
| 13 | Gayakwad Sarita L. | Athletics | VNSGUni.40 th Athletic Meet | Individual Champion | 2012-13 |
| 14 | Gayakwad Sarita L. | 100,200,400, 800 mt. | VNSGUni. 40 th Athletic Meet | Gold Medal | 2012-13 |
| 15 | Gayakwad Sarita L. | 100mt. Hurdels | VNSGUni. 40 th Athletic Meet | Gold Medal | 2012-13 |
| 16 | Gayakwad Sarita L. | High Jump, Discuss Throw,Shot Put | VNSGUni. 40 th Athletic Meet | Gold Medal | 2012-13 |
| 17 | Gayakwad Sarita L. | Long Jump | VNSGUni. 40 th Athletic Meet | Silver Medal | 2012-13 |
| 18 | Patel Priyanka B. | 1500 mt. | VNSGUni. 40 th Athletic Meet | Gold Medal | 2012-13 |
| 19 | Bagul Ravindra S. | High Jump | VNSGUni. 40 th Athletic Meet | Bronze Medal | 2012-13 |
| 20 | Gayakwad Sarita L. | 200,400 mt. | State Level Khel Mahakumbh (Final) | 2 Gold Medal | 2013-14 |
| 21 | Gayakwad Sarita L. | 200,400,4x100 (Relay) mt. | Gujarat State Open Athletics Meet Org. By :Gujarat State Amateur Athletic Asso. | 3 Gold Medals | 2013-14 |
| 22 | Sharma Dhaval P. | Taekwondo | VNSGUni. Inter College Tour. | Silver Medal | 2013-14 |
| 23 | Maurya Karshij S. | Taekwondo | VNSGUni. Inter College Tour. | Bronze Medal | 2013-14 |
| 24 | Sharma Dhaval P. | Tripple Jump | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 25 | Bhoya Hemangi I. | 400,800 mt. | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 26 | Bhoya Hemangi I. | 100 Mt Hurdles | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 27 | Bhoya Hemangi I. | 4x100 mt. Relay | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |

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|----|----------------------|-------------------------------------|---|----------------|---------|
| 28 | Kurkutiya Nirma N. | 3000 mt. | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 29 | Kurkutiya Nirma N. | 4x100 mt. Relay | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 30 | Deshmukh Heena P. | 200 mt. | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 31 | Deshmukh Heena P. | 4x100 mt. Relay | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 32 | Pawar Shital S. | 4x100 mt. Relay | VNSGUni. 41 th Athletic Meet | Bronze Medal | 2013-14 |
| 33 | Gayakwad Sarita L. | 200,400 mt. | State Level Khel Mahakumbh (Final) | 2 Gold Medal | 2013-14 |
| 34 | Kurkutiya Nirma R. | 1500,5000, 4x400 mt. (Relay) | State Level Khel Mahakumbh (District) | 3 Gold Medal | 2013-14 |
| 35 | Kurkutiya Nirma R. | 4x100 mt. (Relay) | State Level Khel Mahakumbh (District) | Silver Medal | 2013-14 |
| 36 | Padvi Kalpana P. | Discuss Throw, Triple Jump | State Level Khel Mahakumbh (District) | Gold Medal | 2013-14 |
| 37 | Gayakwad Sarita L. | 100,200.,400, mt. 4x100 mt. (Relay) | State Level Khel Mahakumbh (District) | 4 Gold Medal | 2013-14 |
| 38 | Gayakwad Sarita L. | 4x400m(Relay) | State Level Khel Mahakumbh (District) | Silver Medal | 2013-14 |
| 39 | Deshmukh Heena I. | 800m,4x100 mt. (Relay) | State Level Khel Mahakumbh (District) | 2 Gold Medal | 2013-14 |
| 40 | Deshmukh Heena I. | 4x400 mt. (Relay) | State Level Khel Mahakumbh (District) | Silver Medal | 2013-14 |
| 41 | Patel Jignesh D. | 400 mt.,4x100 mt. (Relay) | State Level Khel Mahakumbh (District) | 2 Gold Medal | 2013-14 |
| 42 | Bhoya Hemangini I. | 200 mt. | State Level Khel Mahakumbh (District) | Bronze Medal | 2013-14 |
| 43 | Mahetar Mo. Afzal A. | 4x400 mt. (Relay) | State Level Khel Mahakumbh (District) | Gold Medal | 2013-14 |
| 44 | Mahetar Mo. Afzal A. | 100 mt.,4x100 mt. (Relay) | State Level Khel Mahakumbh (District) | 2 Silver Medal | 2013-14 |
| 45 | Ganvit Pravina M. | 5000 mt.,4x400 mt. (Relay) | State Level Khel Mahakumbh (District) | 2 Silver Medal | 2013-14 |

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|----|--------------------|---------------------------------|--|---------------------|---------|
| 46 | Pavar Shital S. | 1500 mt., High Jump | State Level Khel Mahakumbh (District) | 2 Silver Medal | 2013-14 |
| 47 | Gayakwad Sarita L. | 400 mt. | All India Inter University Athletics Championship. Org. By: R.G.Uni.Karnataka | Bronze Medal | 2014-15 |
| 48 | Gayakwad Sarita L. | 400 mt. | Rajiv Gandhi Khel Abhiyan National Level Women's Athletic Championship. Org. By: Ministry Of Youth Welfare & Sports And Govt. Of Karnataka | Silver | 2014-15 |
| 49 | Gayakwad Sarita L. | 200,400 mt. 4x100,4x400m(Relay) | State Level Khel Mahakumbh (Final) | 4 Gold Medal | 2014-15 |
| 50 | Gayakwad Sarita L. | 100 mt. | State Level Khel Mahakumbh (Final) | 1 Silver Medal | 2014-15 |
| 51 | Gayakwad Sarita L. | 200,400 mt.,110 mt.Hurdles | VNSGUni. 42th Athletic Meet | Gold Medal | 2014-15 |
| 52 | Gayakwad Sarita L. | 4x100.,4x400 mt.,Relay | VNSGUni. 42th Athletic Meet | Silver Medal | 2014-15 |
| 53 | Mulla Inamul H. | Triple Jump | VNSGUni. 42th Athletic Meet | Bronze Medal | 2014-15 |
| 54 | Padvi Kalpana P. | Discuss Throw | VNSGUni. 42th Athletic Meet | Bronze Medal | 2014-15 |
| 55 | Deshmukh Heena P. | 4x100,4x400, mt.Relay | VNSGUni. 42th Athletic Meet | Silver Medal | 2014-15 |
| 56 | Patel Priyanka B. | 4x400, mt.Relay | VNSGUni. 42th Athletic Meet | Silver Medal | 2014-15 |
| 57 | Ganvit Pravina | 4x100,4x400, mt.Relay | VNSGUni. 42th Athletic Meet | Silver Medal | 2014-15 |
| 58 | Pawar Shital S. | 4x100 mt.Relay | VNSGUni. 42th Athletic Meet | Silver Medal | 2014-15 |
| 59 | Gayakwad Sarita L | 200,400 Mt. | Rajiv Gandhi Khel Abhiyan National Level Women's Athletic Championship. Org. By: Ministry Of Youth Welfare & Sports And Govt. Of Jammu Kashmir | 2 Silver | 2015-16 |
| 60 | Gayakwad Sarita L. | 400 Mt. | All India Inter University Athletics Championship. Org. By: Punjabi Uni., Patiyala | Silver Medal | 2015-16 |
| 61 | Gayakwad Sarita L. | Athletics | VNSGUni.43 rd Athletic Meet | Individual Champion | 2015-16 |

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|----|----------------------|--|--|------------------------|---------|
| 62 | Gayakwad Sarita L. | 200m.,400,M, 400m Hurdles, 4x400m.Relay | State Level Khel Mahakumbh (Final) | 4 Gold Medal | 2015-16 |
| 63 | Gayakwad Sarita L. | 4x100m.Relay | State Level Khel Mahakumbh (Final) | 1 Silver Medal | 2015-16 |
| 64 | Gayakwad Sarita L. | 100m,200m.,40 0,M,110m.Hurdl es, Shotput | VNSGUni. 43th Athletic Meet | 5 Gold Medal | 2015-16 |
| 65 | Gayakwad Sarita L. | 4x100m Relay 4x400mrelay Discusstrow Javalin Throw Long Jump | VNSGUni. 43th Athletic Meet | 5 Silver Medal | 2015-16 |
| 66 | Patel Vipul R. | 110 Hurdles | VNSGUni. 43th Athletic Meet | Silver Medal | 2015-16 |
| 67 | Patel Priyanka B. | 4x100m Relay 4x400mrelay | VNSGUni. 43th Athletic Meet | Silver Medal | 2015-16 |
| 68 | Patel Priyanka B. | 100m | VNSGUni. 43th Athletic Meet | Bronze Medal | 2015-16 |
| 69 | Pawar Shital S. | 4x100m Relay 4x400mrelay | VNSGUni. 43th Athletic Meet | Silver Medal | 2015-16 |
| 70 | Pawar Shital S. | 1500m | VNSGUni. 43th Athletic Meet | Bronze Medal | 2015-16 |
| 71 | Patel Kajal R. | 4x100m Relay 4x400mrelay | VNSGUni. 43th Athletic Meet | Silver Medal | 2015-16 |
| 72 | Padavi Kalpana P. | Triple Jump | VNSGUni. 43th Athletic Meet | Silver Medal | 2015-16 |
| 73 | Bhovar Yogesh R. | 4x100m Relay | VNSGUni. 43th Athletic Meet | Bronze Medal | 2015-16 |
| 74 | Mulla Inamul H. | 4x100m Relay | VNSGUni. 43th Athletic Meet | Bronze Medal | 2015-16 |
| 75 | Patel Hardik U. | 4x100m Relay | VNSGUni. 43th Athletic Meet | Bronze Medal | 2015-16 |
| 76 | Sharma Dhaval P. | 4x100m Relay | VNSGUni. 43th Athletic Meet | Bronze Medal | 2015-16 |
| 77 | Gautam Amita D. | Cycling(W) | VNSGUni. Inter College Competition | Bronze Medal | 2015-16 |
| 78 | Khemar Ankisha S. | Cycling(W) | VNSGUni. Inter College Competition | Bronze Medal | 2015-16 |
| 79 | Chaudhri Priyanka S. | Cycling(W) | VNSGUni. Inter College Competition | Bronze Medal | 2015-16 |
| 80 | Ravat Naim R. | Cricket | VNSGUni. Inter College Competition | 117 Runs In Inning | 2015-16 |
| 81 | Mullah Mohammad. | Cricket | VNSGUni Inter College Competition | 5 Wickets In Inning | 2015-16 |
| | | | All India Inter University Athletics Championship. Org. | | |

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|-----|-------------------------|-----------------------|--|------------------------|---------|
| 82 | Gayakwad Sarita L. | 400 Mt. | By: Anna Uni., Chennai (Koimbtur) | Gold Medal (54.85) | 2016-17 |
| 83 | Gayakwad Sarita L. | 400 Mt. Hurdles | All India Inter University Athletics Championship. Org. By: Anna Uni., Chennai (Koimbtur) | Bronze Medal | 2016-17 |
| 84 | Gayakwad Sarita L. | 400 Mt. Hurdles | National Open Athletic Championship At Lakhnow-(U.P.) | Silver Medal | 2016-17 |
| 85 | Gayakwad Sarita L. | 400 Mt. | National Open Athletic Championship At Lakhnow-(U.P.) | Bronze Medal | 2016-17 |
| 86 | Gayakwad Sarita L. | Athletics | VNSGUni.44 th Athletic Meet | Individual Champion | 2016-17 |
| 87 | Patel Priyanka B. | 100 Mt. Run (W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 88 | Patel Priyanka B. | 200 Mt. Run (W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 89 | Yogesh R. Bhoavar | 200 Mt. Run (M) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 90 | Sarita L. Gayakwad | 100 Mt. Hurdles(W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 91 | Sarita L. Gayakwad | 400 Mt. Hurdles(W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 92 | Sarita L. Gayakwad | 400 Mt. Run (W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 93 | Sarita L. Gayakwad | Shot Put (W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 94 | Sarita L. Gayakwad | High Jump (W) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 95 | Dhaval P. Sharma | Javelin Throw (M) | VNSGUni. 44th Athletic Meet | Gold Medal | 2016-17 |
| 96 | Inamulhasan H. Mulla | 100 Mt. Run (M) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 97 | Vipul R. Patel | 100 Mt. Hurdles(M) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 98 | Priyanka B. Patel | 100 Mt. Hurdles(W) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 99 | Priyanka B. Patel | 400 Mt. Hurdles(W) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 100 | Priyanka B. Patel | 400 Mt. Run (W) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |

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|-----|----------------------|--------------------|-----------------------------|--------------|---------|
| 101 | Shantidas K. Raut | 1500 Mt. Run | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 102 | Kajal R. Patel | Long Jump (W) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 103 | Sarita L. Gayakwad | Discuss Throw (W) | VNSGUni. 44th Athletic Meet | Silver Medal | 2016-17 |
| 104 | Vipul R. Patel | 400 Mt. Hurdles(M) | VNSGUni. 44th Athletic Meet | Bronze Medal | 2016-17 |
| 105 | Alay M. Naik | Javelin Throw (M) | VNSGUni. 44th Athletic Meet | Bronze Medal | 2016-17 |
| 106 | Inamulhasan H. Mulla | 4x400 Relay (M) | VNSGUni. 44th Athletic Meet | Bronze Medal | 2016-17 |
| | Yogesh R. Bhoavar | | | | 2016-17 |
| | Shantidas K. Raut | | | | 2016-17 |
| | Anand R. Fadvaliya | | | | 2016-17 |
| 107 | Priyanka B. Patel | 4x100 Relay (W) | VNSGUni. 44th Athletic Meet | Bronze Medal | 2016-17 |
| | Kajal R. Patel | | | | 2016-17 |
| | Nileshvari S. Pate | | | | 2016-17 |
| | Vaibhavi B. Patel | | | | 2016-17 |
| 108 | Priyanka B. Patel | 4x400 Relay (W) | VNSGUni. 44th Athletic Meet | Bronze Medal | 2016-17 |
| | Kajal R. Patel | | | | 2016-17 |
| | Nileshvari S. Pate | | | | 2016-17 |
| | Vaibhavi B. Patel | | | | 2016-17 |

RESULTS: (Team Games):

CHAMPION: Veer Narmad South Gujarat University Inter College 40th Athletic Meet 2012-13
(Approximately 106 Colleges and 1067 athletes participated in this event)

CHAMPION: Veer Narmad South Gujarat University Inter College 44th Athletic Meet 2016-17
(Approximately 116 Colleges and 1200 athletes participated in this event)

| Sr.No. | Name of the Game | Venue/Organizer | Result | Year |
|--------|------------------|---|------------------|---------|
| 01 | Cricket | M.R.D Arts & E.E.L.K. Comm. College, Chikhli | Quarter Final | 2011-12 |
| 02 | Kabaddi (M) | Shah N.H. Commerce College ,Valsad | Quarter Final | 2011-12 |
| 03 | Athletic Meet | Veer Narmad South Gujarat University Surat M.K.College Of Comm., Bharuch | Champion | 2012-13 |
| 04 | Cricket | Navsari District Inter College Orange Cup | Runners-Up | 2012-13 |
| 05 | Cricket | Shah N.H. Commerce College Valsad | Quarter Final | 2012-13 |
| 06 | Badminton (W) | R.M.Commerce College, Rajpipla | Semi Final | 2012-13 |
| 07 | Badminton (M) | R.M.Commerce College, Rajpipla | Quarter Final | 2012-13 |
| 08 | Kho-Kho (W) | Shri C.P.Degree College Of Phy. Edu., Rajpipla | Semi Final | 2013-14 |
| 09 | Kabaddi (M) | S.S.Agrawal College Navsari | Semi Final | 2013-14 |
| 10 | Badminton (M) | Narmada College Of Comm. & Sci, Zadeshwar | Semi Final | 2013-14 |
| 11 | Cricket | M.R.D Arts & E.E.L.K. Comm. College, Chikhli | Quarter Final | 2013-14 |

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|----|----------------------|---|------------------------------|---------|
| 12 | Kho-Kho (M) | Shri C.P.Degree College Of Phy. Edu., Rajpipla | Quarter Final | 2013-14 |
| 13 | Volleyball | M.R.D Arts & E.E.L.K. Comm. College, Chikhli | “D” Zone Champion | 2014-15 |
| 14 | Kho-Kho (W) | P.H.Umrao College Of Arts & Comm. Kim | Runners-Up | 2014-15 |
| 15 | Badminton (M) | Narmada College Of Comm. & Sci, Zadeshwar | Semi Final | 2014-15 |
| 16 | Cycling (W) | V.S.Patel College Of Arts & Sci. Bilimora | Bronze Medal | 2015-16 |
| 17 | Badminton (M) | Narmada College Of Comm. & Sci, Zadeshwar | Semi Final | 2015-16 |
| 18 | Cricket | Navsari District Inter College Hariyani Cup 2016 | Champion | 2015-16 |
| 19 | Volleyball | Shah N.H. Commerce College Valsad | Quarter Final | 2015-16 |
| 20 | Athletic Meet | Veer Narmad South Gujarat University Surat | Champion | 2016-17 |
| 21 | Badminton (W) | B.K.M. Sci. College, Valsad | Semi Final | 2016-17 |
| 22 | Badminton (M) | Narmada College Of Comm. & Sci, Zadeshwar | Quarter Final | 2016-17 |

Events Organized By the College

| Sr.No. | Name of The Tournament | Participant | Year |
|--------|---|-------------|---------|
| 1 | V.N.S.G.Uni. Surat Inter College “D” Zone Cricket Tournament | 32 Colleges | 2011-12 |
| 2 | KCG: Saptadhara (Vyayam-Yog, Khelkud Dhara) District Level | 15 Colleges | 2011-12 |

| | | | |
|---|---|-------------|---------|
| | Badminton (M&W), Long Jump, High Jump, Triple Jump | | |
| 3 | V.N.S.G.Uni. Surat Inter Zone Cricket Tournament | 8 Colleges | 2012-13 |
| 4 | V.N.S.G.Uni. Surat Inter College “D” Zone Cricket Tournament | 34 Colleges | 2013-14 |
| 5 | V.N.S.G.Uni. Surat Cricket (W) Team Selection Trial | 20 Colleges | 2014-15 |
| 6 | V.N.S.G.Uni. Surat Inter College “D” Zone Volleyball Tournament | 12 Colleges | 2014-15 |
| 7 | V.N.S.G.Uni. Surat Inter College “B-D” Zone Kabaddi Tournament | 20 Colleges | 2016-17 |

5.3.2 Furnish the details of major student achievements in co-curricular, curricular and cultural activities at different levels: university / State / Zonal / International, etc. for the previous four years.

As said in 5.3.1 our students participated in various district, zone and state level co-curricular, extra – curricular and cultural activities. Most of our students are from interior villages of tribal areas, some are from semi-rural areas our faculty motivate them for participation in different activities for their all round holistic development.

Our students participated in district level and state level Swarnim Gujarat competitions and university youth festivals. Following student’s performance is note worthy.

- Patel Ravi N. winner of prizes at different levels in painting competition at university youth festival from 2012-2015.
- Patel Bhavin A. winner of prizes at different levels in handicraft competition at unirsersity youth festival from 2012-2015
- Shah Jinal A. winner at Taluka level and State level elocution 2015 & 2016.

Special achievements in sports in last four years of Sarita L. Gayakwad as follows are as follows:

| Sr.No. | Name of the Event | Organizing Agency | Medals | Year |
|--------|---|---|--|---------|
| 01 | 400 Mt.Run | All India Inter University Athletics ChampionShip. Org. By: Anna University, Chennai (Koimbtur) Timing: 54.85 | GOLD | 2016-17 |
| 02 | 400 Mt.Hurdles | All India Inter University Athletics ChampionShip. Org. By: Anna University, Chennai (Koimbtur) | BRONZE | 2016-17 |
| 03 | 400 Mt. HURDLES | National Open Athletic Championship At Lakhnow-(U.P.) | Silver Medal | 2016-17 |
| 04 | 400 Mt. | National Open Athletic Championship At Lakhnow-(U.P.) | Bronze Medal | 2016-17 |
| 05 | ATHLETICS | 44 th Vnsguni. Athletic Meet | INDIVIDU AL CHAMPI ON | 2016-17 |
| 06 | 400 Mt.Run | All India Inter University Athletics ChampionShip. Org. By: Punjabi University, Patiyala | Silver | 2015-16 |
| 07 | 400 Mt.Run | Rajiv Gandhi Khel Abhiyan National Level women's Athletic Championship. Org. By: Ministry of Youth Welfare & Sports and Govt. of Jammu-Kashmir | Silver | 2015-16 |
| 08 | 200 M , 400 M, 400 M Hurdles, 4 X 400 M Relay | Khel Mahakumbh State level Competition Org.by: Government of Gujarat | 4 Gold | 2015-16 |

| | | | | |
|----|--|---|------------------------|---------|
| 09 | 4X100 Mt. Relay Run | Khel Mahakumbh State level Competition Org.by: Government of Gujarat | 1 Silver | 2015-16 |
| 10 | Athletics | 43 rd Veer Narmad South Gujarat Uni. Athletic Meet | Individual Champion | 2015-16 |
| 11 | 400 Mt.Run | All India Inter University Athletics ChampionShip. Org. By: R.G.Uni.Karnataka | Bronze | 2014-15 |
| 12 | 400 Mt.Run | Rajiv Gandhi Khel Abhiyan National Level women's Athletic Championship. Org. By: Ministry of Youth Welfare & Sports and Govt. of Karnataka | Silver | 2014-15 |
| 13 | 200 Mt.,400 Mt.,4X100 Mt. relay, 4X400 Mt. relay Run | Khel Mahakumbh State level Competition 2014-15 Org.by: Government of Gujarat | 4 Gold | 2014-15 |
| 14 | 100 Mt. Run | Khel Mahakumbh State level Competition 2014-15 Org.by: Government of Gujarat | 1 Silver | 2014-15 |
| 15 | 200 Mt.,400 Mt.Run | Khel Mahakumbh State level Competition 2013-14 Org.by: Government of Gujarat | 2 Gold | 2013-14 |
| 16 | 200,400,4X100 (Relay)MT. | Gujarat State open Athletics Meet Org. By: Gujarat State amateur Athletic asso. | 3 Gold | 2013-14 |
| 17 | Athletics | Gujarat State open Athletics Meet Org. By: Gujarat State amateur Athletic asso. | Individual Champion | 2013-14 |
| 18 | Athletics | 40 th Veer Narmad South Gujarat Uni. Athletic Meet | Individual Champion | 2012-13 |
| 19 | 100,200M. | Gujarat state saptdhara athletics meet (final) Ahmedabad | 2 Gold | 2012-13 |

LIST OF UNIVERSITY PLAYERS PARTICIPATED AT ALL INDIA LEVEL

| SR.NO. | NAME OF THE PLAYERS | GAME | PARTICIPATION | YEAR |
|--------|----------------------|---------------|------------------------------|---------|
| 01 | Bhoya Hemangi I. | Kho-Kho(W) | Mumbai Uni. Mumbai | 2011-12 |
| 02 | Gayakwad Sarita L. | Athletics | Uni.Of Kalyani,Kalyani | 2012-13 |
| 03 | Bhoya Hemangi I. | Kho-Kho(W) | Guj.Veedyapeeth,Ahmedabad | 2013-14 |
| 04 | Gayakwad Sarita L. | Kho-Kho(W) | Guj.Veedyapeeth,Ahmedabad | 2013-14 |
| 05 | Gayakwad Sarita L. | Cross-Country | Uni.Of Rajasthan,Udaipur | 2013-14 |
| 06 | Gayakwad Sarita L. | Athletics | Punjabi Uni.,Patiyala | 2013-14 |
| 07 | Sardar Balbirsing P. | Hockey (M) | Barktulla Uni. Bhopal | 2014-15 |
| 08 | Pathan Fayaz I. | Volleyball(M) | Mohanlal Sukhadia Udaipur | 2014-15 |
| 09 | Gayakwad Sarita L. | Athletics | R.G.Uni. Of Helth ,Karnataka | 2014-15 |
| 10 | Gayakwad Sarita L. | Kho-Kho(W) | J.R.N.Rajashthan Udaipur | 2014-15 |
| 11 | Patel Priyanka B. | Kho-Kho(W) | J.R.N.Rajashthan Udaipur | 2014-15 |
| 12 | Gayakwad Sarita L. | Athletics | Punjabi Uni. Patiyala | 2015-16 |
| 13 | Patel Priyanka B. | Kho-Kho(W) | University Of Mumbai | 2015-16 |
| 14 | Kachrola Nikita | Badminton (W) | University Of Mumbai | 2016-17 |
| 15 | Patel Priyanka B. | Kho-Kho(W) | University Of Ajmer | 2016-17 |
| 16 | Gayakwad Sarita L. | Athletics | Punjabi Uni. Patiyala | 2016-17 |
| 17 | Desai Dhрумil | Cricket | Barktulla University, Bhopal | 2016-17 |
| 18 | Inamulhasan H. Mulla | Athletics | Punjabi Uni. Patiyala | 2016-17 |

RESULTS: (Team Games): Veer Narmad South Gujarat University, Surat

INTER COLLEGE TOURNAMENTS

**CHAMPION: Veer Narmad South Gujarat University Inter College 40th Athletic Meet 2012-13
(Approximately 106 Colleges and 1067 athletes participated in this event)**

**CHAMPION: Veer Narmad South Gujarat University Inter College 44th Athletic Meet 2016-17
(Approximately 116 Colleges and 1200 athletes participated in this event)**

| Sr.No. | Name of the Game | Venue/Organizer | Result | Year |
|--------|------------------|---|----------------------|---------|
| 01 | Athletic Meet | Veer Narmad South Gujarat University Surat,M.K.College Of Comm., Bharuch | Champion | 2012-13 |
| 02 | Cricket | Navsari District Inter College Orange Cup | Runners-Up | 2012-13 |
| 03 | Volleyball | M.R.D Arts & E.E.L.K. Comm. College, Chikhli Bharuch | “D” Zone Champion | 2014-15 |
| 04 | Kho-Kho (W) | P.H.Umrao College Of Arts & Comm. Kim. | Runners-Up | 2014-15 |
| 05 | Cricket | Navsari District Inter College Hariyani Cup 2016 | Champion | 2015-16 |
| 06 | Athletic Meet | Veer Narmad South Gujarat University Surat | Champion | 2016-17 |

5.3.3 How does the college seek and use and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Our IQAC and the administrative Unit collect informal feedback from the employers, students and alumni it is helpful for better functioning and improvement of our institution. We come to know our SWOT and this helps us to improve for betterment.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.

Parents and educators want young people to be prepared to provide service to others, recognizing that doing well is just important as doing things well. We involve and encourage our students in intellectual and creative exercises like contributing to our college magazines, displaying their articles, drawings the creative abilities on display boards etc.

Our students contribute to our annual magazine “Vimal”. We select few from the whole lot of submissions and include it in our magazine vimal.

We motivate the students to bring their creative writings and paintings. Our heads of different departments and our library in charge place the creative pieces on the wall boards.

We have made a small endeavour “Khusnuma Zindagi” our enthusiastic faculty Dr. Riaz A. Tai, trains students and encourages our students to contribute to it with zest.

Student Contribution

Summary of content of “Vimal” our College Magazine from 2009 – 16

| Year | Poems | Name of student & Class |
|-----------|--|-------------------------|
| 2009 - 10 | (i) Zindagi (Life) | Shasikant Ahir – TYBA |
| | (ii) Rehu che (Want to Stay/be) | Purvi Patel – FYBA |
| | (iii) Manas (Human being) | Jigna Lad – TYBCom |
| | (iv) Paisa (Money) | Jigna Lad – TYBCom |
| | (v) Two poems | Anjana Patel – TYBA |
| | (vi) Tame (You) | Nilesh Solanki – TYBA |
| | (vii) Astha (Faith) | Kinjal Patel – FYBA |
| | Poems | |
| | (i) (Crisis of Values) “Manav Mulyoni katokati” | Tandel Jignesh – TYBA |
| | (ii) “Gandhiji na jivan na prerak prasago” (Inspiring Incidents of | Meena Gayakwad – TYBA |

| | | |
|--|---|----------------------------------|
| | Gandhiji's Life) | |
| | (iii) "Pariyavarana Parivartan" (Environmental Changes) | Avinash Patel – TYBCom |
| | (iv) "Vanaspati Jagat" (World of Plants) | Vibhuti C Patel – M.A.(Sanskrit) |
| | (v) "Uchcha Shiksan" (Higher Education) | Jinal Thakkar – TYBCom |
| | (vi) "Manvi ni Karuna" (Compassion and Human Beings) | Kinjal Patel – FYBA |
| | (vii) " Vidyarthi ni Naitikta ne Gadanara Paribalo" "The Attributes that Shape the Moral of the Students" | Marufakhatun A. Pathan – TYBA |
| | (ix) "Atankwad" (Terrorism) | Neha V. soni – FYBCom |

| Year | Poems | Name of student & Class |
|---------|---|-------------------------|
| 2012-13 | (i) "Gujarat Gauvraav Gaan" | Vibhuti Patel – SYBA |
| | (ii) "Dikri" (Daughter) | Gayatri Tandel – M.Com |
| | Prose | |
| | (i) "Aadhunik Samaay ma Shiksan ane Naitik Mulyo" (Education and Ethics in Contemporary Times) | Tejas Mistry – TYBCom |
| | (ii) "Kalidas Sahitya ane Bhartiya Samskruti" (Writing of Kalidas and Indian Culture) | Vina N. Patel – MA |
| | (iii) माता भूमिः पुत्रो अहम पृथिव्याः | Ravi N. Patel – SYBA |
| | Poems | |

| | | |
|------------------------|--|---------------------------|
| 2013 – 14 2014 – 15 | (i) “Gurumahima” | Patel Vibhuti – SYBA |
| | (ii) “Zakal” (Dew drops) | Sejal Patel – TYBA |
| | (iii) Mari college (My college) | Tajna patel – TYBA |
| | (iv) “Ame tau Arthashastri” (We are the Economists) | Nasreenbanu Quresi – TYBA |
| | Prose | |
| | (i) “Vinayan Pravah ma Semester Paddhati na labhalabh” (Merits and demerits of Semester System for Arts Faculty) | Ahir Tejal P – TYBA |
| | (ii) “Janak Janki nau Pranay” (Love Story of Janak Janki) | Patel Vibhuti A. – TYBA |
| | (iii) “Jivan kala nau Granth Gita” (Art of living-Gita) | Ravi N. Patel – TYBA |
| | (iv) “Vanchan Zindagi ni Purnata” (Reading the Ultimate Fulfillment of Life) | Mistry Tejas R. – M.Com |
| | (v) “Bhartiya Sanskriti” (Indian Culture) | Patel Veena N. – MA |

| Year | Poems | Name of student & Class |
|---------|---------------------------|-------------------------------|
| 2015-16 | (i) “Taalash” (In Search) | Pooja R. Rajput – BA Sem – II |
| | (ii) “Raah” (Path) | Devang Trivedi – MA |
| | (iii) “Rang” (Colour) | Devang Trivedi – MA |

| | | |
|--|---|----------------------|
| | (iv) "Spaarsh" (Touch) | Kamal Patel – BA III |
| | Prose | |
| | (i) "Nari Sashaktikaran" (Women Empowerment) | MCom – IV |
| | (ii) "College Kaal na Smarano" (Memories of College Life) | B A – VI |
| | (iii) "Desh bhakti evam rashtra nirmaan" (Patriotism and nation Buildind) | MA – IV |
| | (iii) "Safal jivan ke mantra " (Key to Succesful life) | MA – II |

Our college publication expresses our college culture and student's concern. Even if a student is not a intensive writer, being involved with the college publication is the integral part of the college experience.

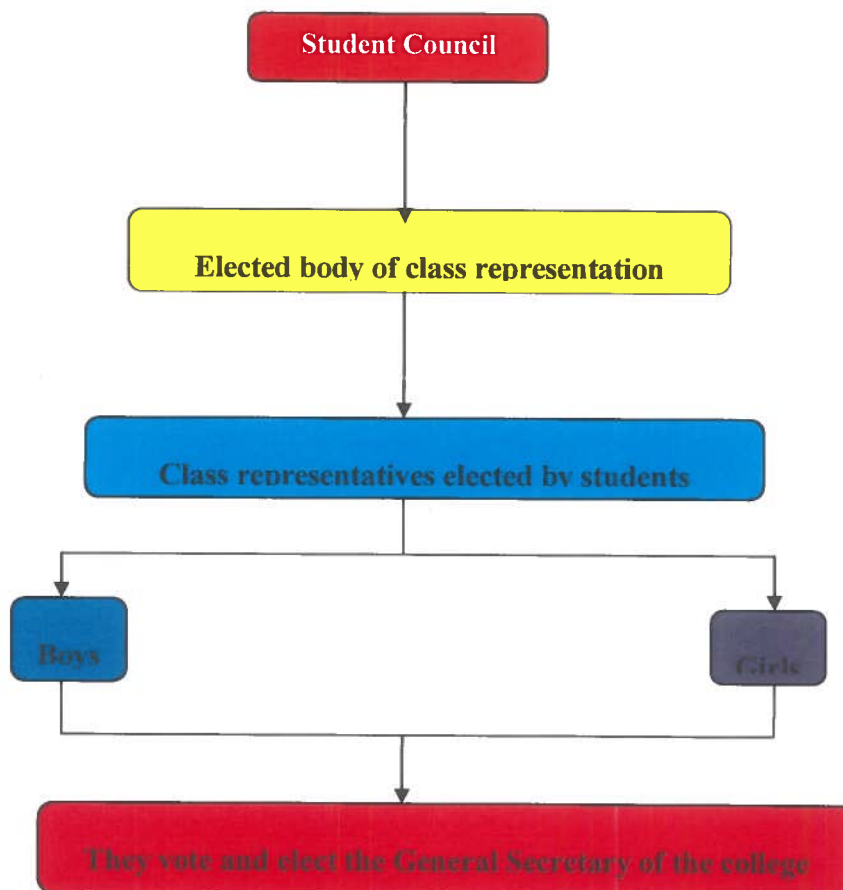
Our college Magazine allows our students to echo and build their writing, speaking, and reporting skills.

In this digital age with multiple of avenues of communication it many times seems that college magazine is not that important. But still there are many reasons why in the college magazine student participation is important. Students in any era need the freedom to express themselves in a manner that is respectful, thoughtful, and accepted. College magazine give student voice. It also allows teachers and administration to monitor the content to ensure appropriateness and relevance. It is a place where students reflect their opinions, ideas and ideals.

The main importance of student's voice in magazine is because it gives a feeling to students that they can enter the dialogue become participants, rather them spectators. Spectators only complain and harbor grudges, participants are more apt to listen to both sides, to be positive contributors and to care.

5.3.5 Does the college have a student council or any similar body? Give details on its selection, constitution, activities and funding.

College is having a student union council. The council's elections, its activities and funding is as per the student union constitution and norms of the Veer Narmad South Gujarat University.



University declares the period of election in the academic calendar. University affiliated College held the elections in the stipulated time period. Students vote from their respective divisions under the supervision of election on duty faculty of the college.

After the election of class representatives and ladies representatives is over the elected candidates vote for the General Secretary and the majority wins.

The principal and senior member (vice – chairman student council) guides the activities of student council throughout the year.

Student Union Committees -2015 – 16

Principal Presides as chairman of all committees

| Ser.No. | Name of the committee | Chairperson |
|---------|-------------------------------|--------------------------|
| 1 | Gymkhana Committee | Dr. J. S. Naik |
| 2 | Cultural Committee | Asst. Prof. N. K. Naik |
| 3 | Literary and Dibate Committee | Asst. Prof. D. P. Patel |
| 4 | Educational Tour Committee | Asst. Prof. M. R. Desai |
| 5 | Planning Forum | Asst. Prof. V. M. Desai |
| 6 | Magazine Committee | Asst. Prof. R. B. Naik |
| 7 | Finance Committee | Asst. Prof. D. S. Rathod |

There is one student secretary and student representatives in each committee.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The details of student representatives are there in each committee mentioned in 5.3.5. The Student representatives of year 2015 – 16 of each committee are as follows:

| Ser.No. | Name of the committee | Student representative |
|---------|-------------------------------|------------------------|
| 1 | Gymkhana Committee | Patel Ankit |
| 2 | Cultural Committee | Patel Harsh |
| 3 | Literary and Dibate Committee | Vansiya Dimpal |
| 4 | Educational Tour Committee | Patel Ravi |
| 5 | Planning Forum | Patel Snehal |
| 6 | Magazine Committee | Lad Mitesh |
| 7 | Finance Committee | Sharma Jinal |

5.3.7 How dose the institution network and collaborate with the Alumni and former of the Institution.

We associate our alumini's through Alumni association and Alumni meet. The former faculty members are invited during the events and functions in the college. They participate actively during academic events like National Conferences and Seminar. Prof. Jatin Pandya actively participated in National Conference in Sanskrit. Other faculty like Asst Prof S. B. Patel, A. M. Naik, Dr. J. U. Patel and Dr. G. B. Patel often visit the academic events on the campus. Prin Dr. B. D. Naik also visits the college during annual functions, seminars and conferences.

Any other relevant information regarding student support and progression which the college would like to include.

We salute Sarita Gayakwad for her glorious success and we cherish her journey at Shir M. R. D. Arts and E. E. L. K. Commerce College, Chikhli.

**SHRI M.R.D. ARTS & SHRI E.E.L.K. COMMERCE
COLLEGE, CHIKHLI**

SARITA L. GAYAKWAD



"Vanful"

She is a Adivasi Girl, from very poor family & remote village of Dang District.

:: Address ::

**Karadiamba, Post : Chinchli,
Taluka : Ahwa, Dist. : Dang**

SARITA GAYAKWAD



She is selected for India Camp at Patiyala Punjab for Asian and Olympic games 2016-17

SARITA GAYAKWAD WITH P.T.USHA



ALL INDIA INTER UNIVERSITY ATHLETIC MEET 2016-17

ORG. BY: ANNA UNIVERSITY CHENNAI (KOIMBTUR)

GOLD MEDAL: 400 MT. RUN TIMING : 54.85
BRONZE MEDAL: 400 MT. HURDLES TIMING :1.00.85



Selected for World University Athletic Championship in Canada Which will be organise in the month of August

**Silver Medal In 400 Mt. Track Run At All India Inter University Athletics Championship 2015-16
(Organized By: Punjabi Uni. Patiyala)**



Congratulations!



Sarita a tribal girl from the Dang District and Nadiad Athletics academy student secured silver medal in 76th All India Inter university meet Patiala with the performance of 56.30 sec in 400mtr.
Selected for Indian Camp for SAF Games

**Silver Medal In 400 Mt. Track Run At All India Inter
University Athletics Championship 2014-15
(Organized By: R.G.Uni. Of Helth ,Karnataka)**



**Silver Medal In 400 Mt. TRACK RUN AT RGKA(Rajiv Gandhi Khel Abhiyan)
NATIONAL LEVEL WOMEN'S ATHLETICS CHAMPIONSHIP 2015-16
(Organized BY: Ministry Of Sports & Youth Welfare & Govt. Of Jammu Kashmir)**

With Gafur Bilakhia: Industrialist



**With Darshan Desai : Secretary, Vimal
Uchcharat Kelavani Trust**



**Silver Medal In 400 Mt. Track Run At RGKA(Rajiv Gandhi Khel Abhiyan) National Level Women's Athletics Championship 2014-15
(Organized By: Ministry Of Sports & Youth Welfare & Govt. Of Karnataka)**



VEER NARMAD SOUTH GUJARAT UNIVERSITY
40TH ATHLETIC MEET 2012-13
CHAMPION
SHRI M.R.D. ARTS & E.E.L.K. COMMERCE
COLLEGE CHIKHLI
SARITA L. GAYAKWAD: INDIVIDUAL CHAMPION



VEER NARMAD SOUTH GUJARAT UNIVERSITY
44TH ATHLETIC MEET 2016-17
CHAMPION
SHRI M.R.D. ARTS & E.E.L.K. COMMERCE
COLLEGE CHIKHLI
SARITA L. GAYAKWAD: INDIVIDUAL CHAMPION



SARITA: The Fire Of Forest & Fastest Women Athlete of The University



Glimplises Of Sarita



To know is good, to live is better and to be is perfect.

Look Upon others as Divine

त्वं स्त्री त्वं पुमानसि त्वं कुमार उत वा कुमारी ।
त्वं जीर्णो दण्डेन वंचसि त्वं जातो भवसि विश्वतोमुखः ॥

Thou art the woman, Thou art the man, Thou art the youth and the maiden too. Thou art the old man who totters along, leaning on the staff. Thou art born with faces turned in all directions.

- Shvetashvatara Upanishad

If you cannot see God in the human face, how can you see him in the clouds, or in images made of dull, dead matter, or in mere fictitious stories of our brain? I shall call you religious from the day you begin to see God in men and women... Whatever comes to you is but the Lord, the Eternal, the Blessed One, appearing to us in various forms, as our father, and mother, and friend, and child - they are own soul playing with us.

- Swami Vivekananda, cw, 2: 326

CRITERION VI:

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc?

The aim of good institution and its management is to provide services to the society in an appropriate, efficient, equitable and sustainable manner. The best plans, policies and practice are destined to fail, if they are not backed by proper administration.

Management and leadership are important for delivery of good educational services. Although the two are similar in some respect, they may involve different type of outlook, skills and behaviours. Good management and governance strive to be good leaders, need Management Skills to be effective.

Our leadership has a vision of what can be achieved; we communicate the same to our team and involve strategies for realizing the vision. We motivate our team and negotiate for resources and other support to achieve our goals

Our vision

1. Educating to integrate economic, social, political and spiritual wellness and holistic development in improving quality of life for tribal and non-tribal people of our area.
2. To provide meaningful and relevant opportunities to the people of tribal belt.
3. To make quality education available to maximum people of the tribal belt.

Our mission

1. Transforming lives of tribals through learning.
2. To empower the deprived remote and sparsely located tribal belt by educating them.
3. To impart education without distinction of caste, creed and community.
4. To promote ICT and start new need based programs in era of globalization.
5. To aim at holistic development of students to make them responsible citizens of Nation.

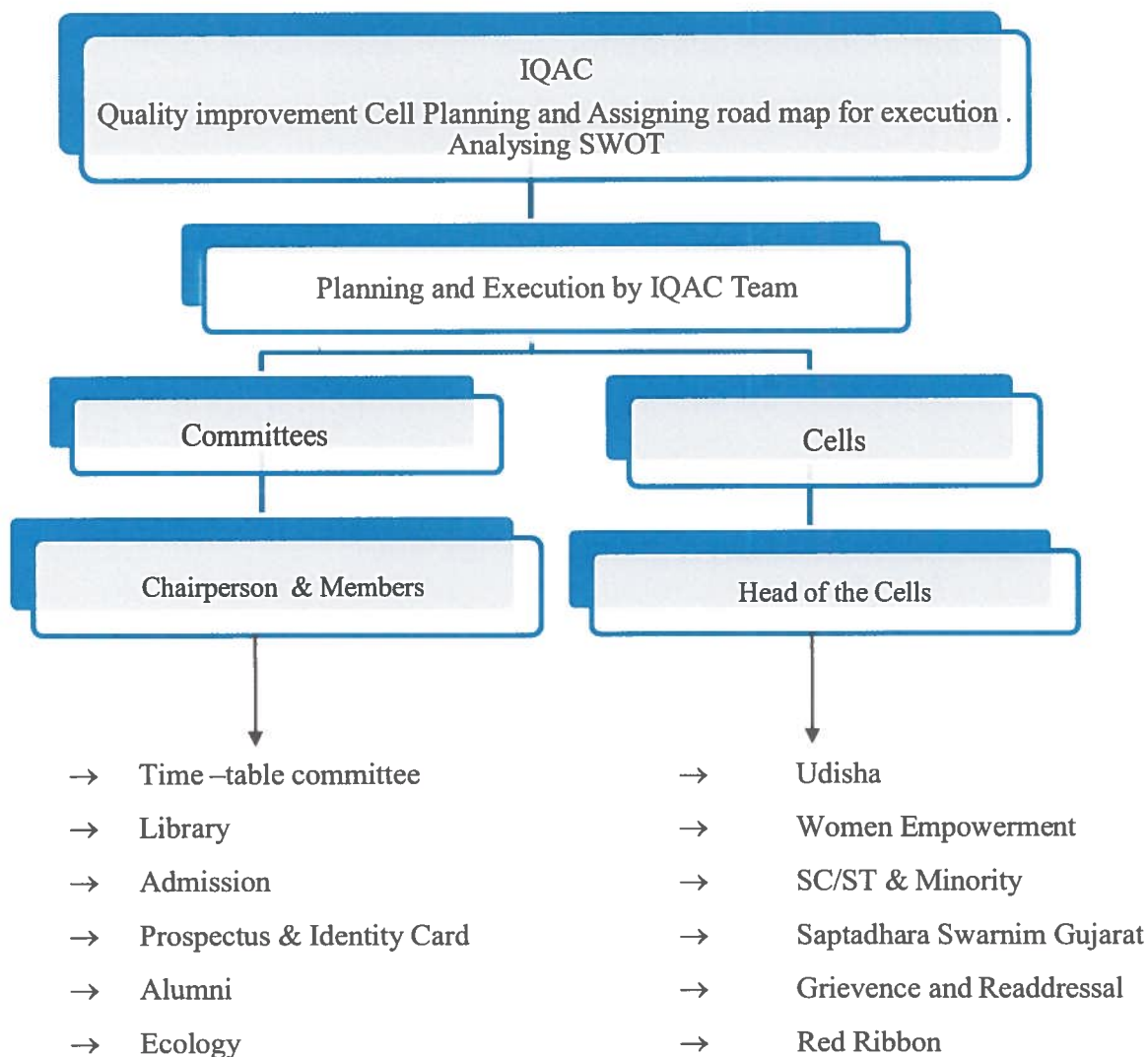
The following strategies/ mechanism define how the institution tries to implement its missions and address the needs of the society, students, the institutions traditions value orientations and the future vision:

- As said earlier Vimal Uchchar Kelavani Trust is a post-independence endeavour to cater to the educational needs of tribal belt.
- We have on our campus Arts, Commerce, Science and Computer Appliance courses to train, skilled creative and responsible human resource.
- We educate to transmit, sustain and extend humanities and commerce, the scientific tradition and literary heritage.
- We educate to provide platform for integrating the tribals for adopting learner-centric attitude, we as providers use modern teaching-learning aids and application of ICT resources to make the curriculum interesting and effective.
- As mechanism to participate in community services. Our Sharda Foundation strives to inculcate in our students enterprenurial approach to face global requirements.
- In our first cycle of accreditation it was a suggestion of esteemed Peer team to start Science Faculty. We strived for it continuously. We were not granted the permission for grant-in-aid course but we started SFI, B.Sc for facilitating our tribal belt and providing them with Science Faculty.
- For holistic development of tribal belt we promote sports and facilitate our students with best field facilities and coaching.
- Our Udisha and Saptdhara activities are a mechanism for facilitating career counseling, cultural and personality development.
- Our future vision includes
 - * Pavillion
 - * Auditorion
 - * PG in Economics
 - * PG in English
 - * PG in History
 - * Sports academy and sports hostel.

6.1.2 What is the role of top management, Principal and faculty in design and implementation of its quality policy and plans?

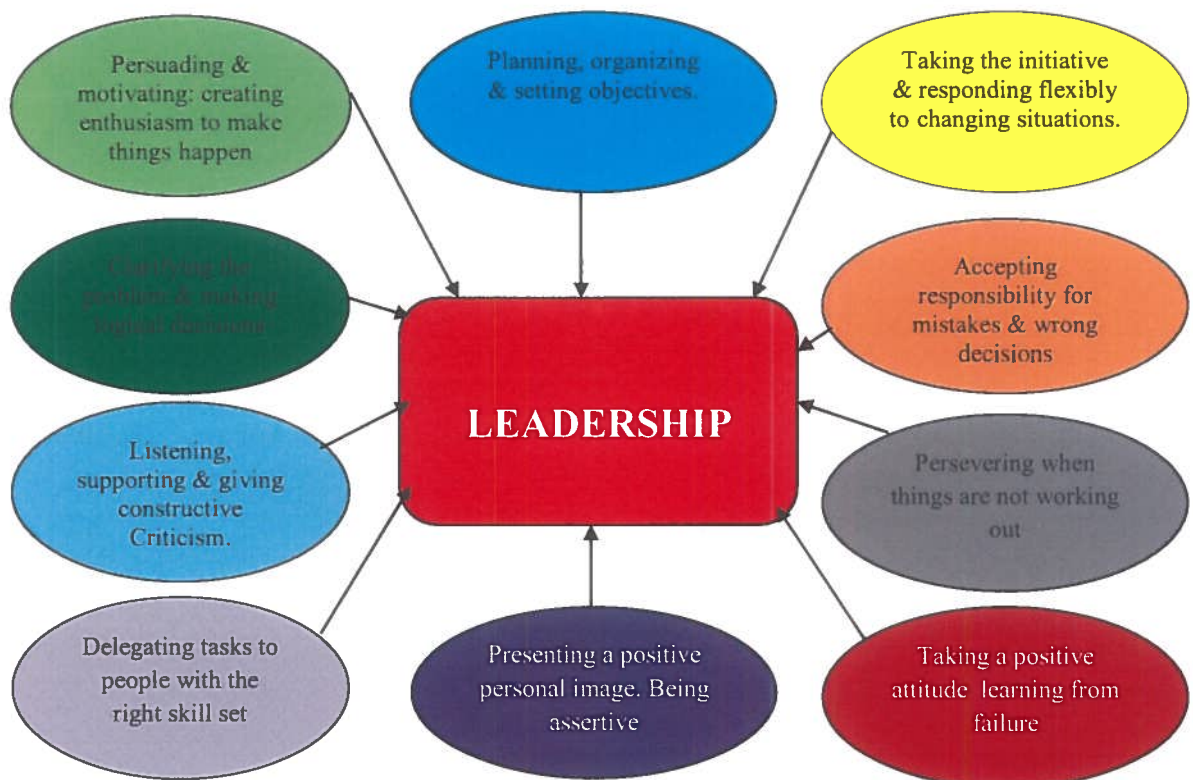
Vimal Uchchar Kelavani Trust is governs for all committees, cells grant-in-aid courses and SFI courses. Our Trust's vision statement is translated in design and implementation on of its quality, policy and plans. We aim at educating the tribals and imparting them education that is job-oriented, value-oriented and in tune with globalization. Our Trust embraces the policies and plans with the perception that teaching is all about empowering our students to learn and represent themselves in a more effective way.

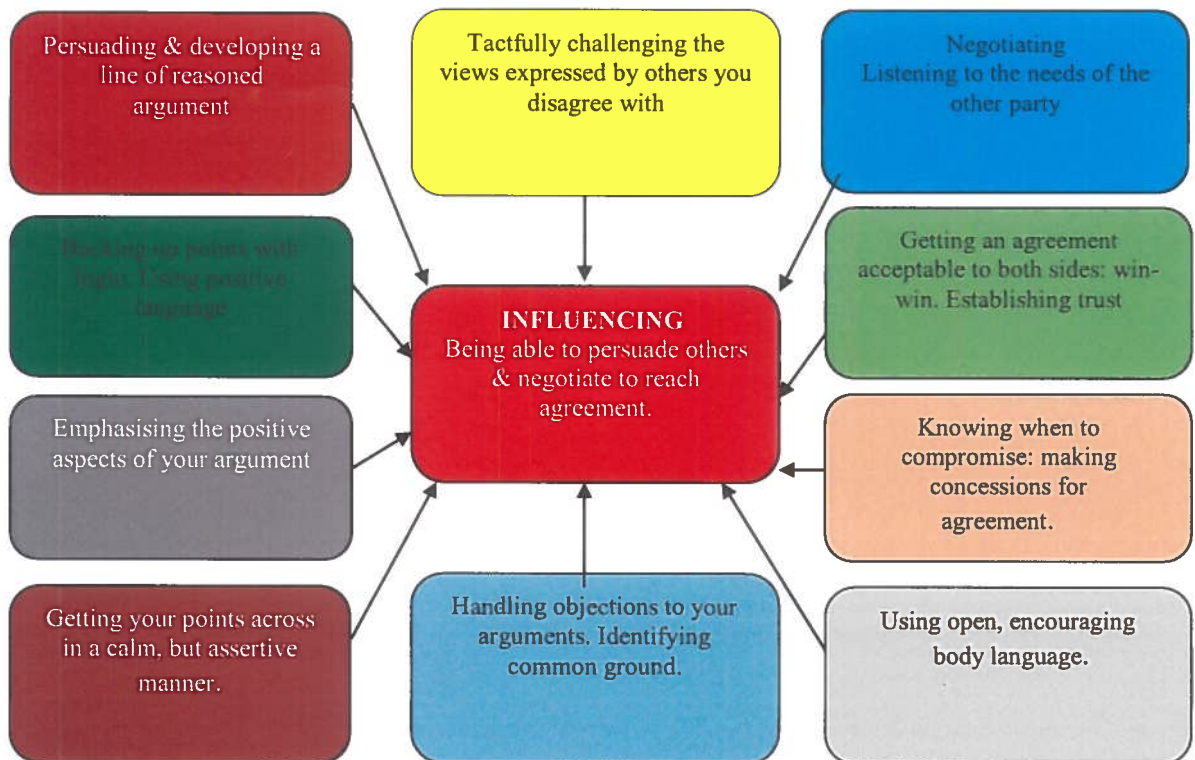
Though we can't over look the academic rationalism we constantly look over the student cetered conception. We have IQAC cell in our college. It is good gesture of NAAC and government as we recieve UGC grant for it and this helps in managing IQAC smoothly in following way:



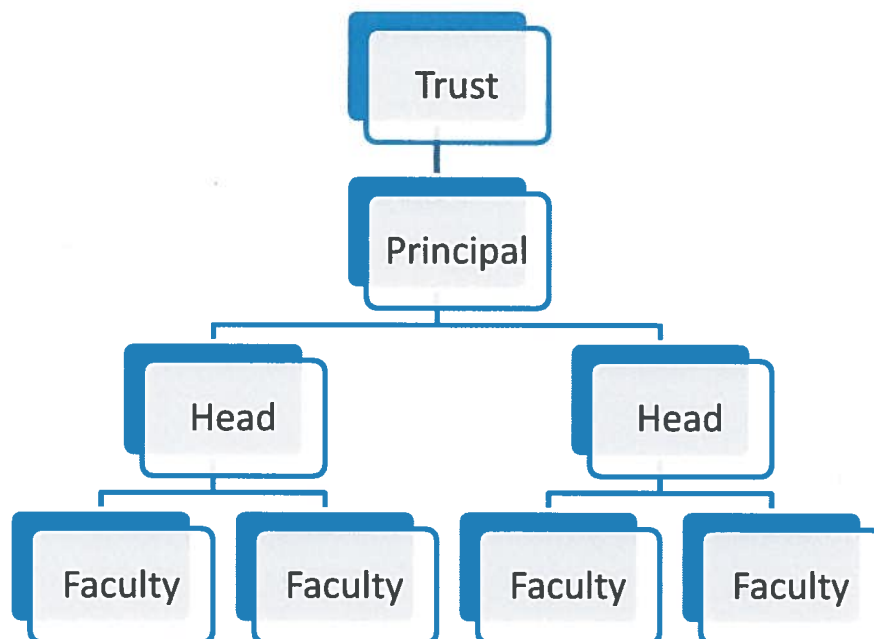
- Dhyan-Yoga → Akshay Patra
- Literary/ Sahityavad
- Discipline
- Gymkhana
- Cultural
- Planning Forum
- Excursion & Field Trip
- Exam Committee

Our vision and mission is executed into strategies and plans for development of our institute. We educate without any discrimination, our admission policy is transparent, our evaluation policy is non- corrupted, we have inculcated research and extension culture. We have well functioning NCC and NSS units for boys and girls. Individually all departments committee and cells design and conduct student centered activities. We encourage students to participate and shine in sports and cultural activities. Our Udisha & Swarnim Gujarat cells are active. We aim at holistic development of students on our campus. Our top functioning Management to Principal and heads to faculty function in following ways:



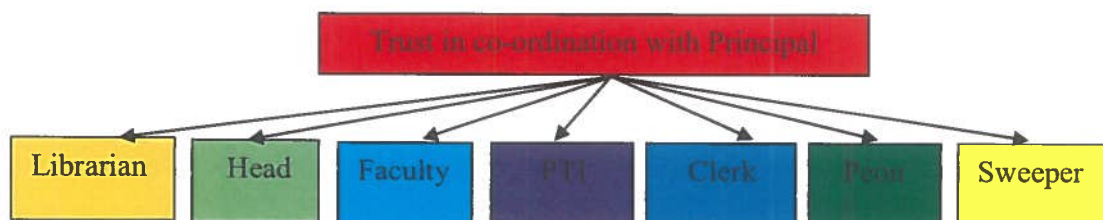


The Trust/ Management and Principal does not function as controlling unit rather it is a co-ordinating unit of our college. It is not a top monitor who looks down below like an eagle, surveying the ground from the high vantage point and believes that institution is a homogeneous structure like this.



Note :- Faculty is also always free to meet the Trust

We decentralize to function smoothly by making a logical, disciplined distribution of work step by step in organized manner.



We design implement and execute quality policy and plans for holistic development of our students, faculties and institution as a whole. Even then we admit that along with 'N' number of opportunities. We face few threats. For example they are enumerated as follows, some illustration is as under:

- We make perfect planning but at times due to lack of adequate man power and human resource implementation and execution is procrastinated.
- Sometimes grouping of unrelated activities, lack of clarity in functions and responsibilities.
- At few occasions lack of control mechanism and politically oriented motifs of few individuals.

Our college is a unit of larger social configuration therefore its needs should be catered with utmost urgency. As an institute we have our strength and weaknesses, our own opportunities and threats.

We are sure that we can meet the challenges by broadning our vision, developing skills and integrating all those aspects which have their implicit or explicit bearing or human development resource. We know that it needs an integrated effort at institutional, society, State and National level along with the individual contribution and commitment.

6.1.3 What is the involvement of the leadership in ensuring?

It is believed that leadership is simply being the first, biggest or most powerful leadership in an institution has different and more meaningful definition. To put it in very simple words, a leader in an institution is interpreted as someone who sets direction in an effort and influences people to follow that direction the people can be oneself, another individual, a group, an organization or a community.

- **The policy statements and action plans** for fulfillment of stated mission are mirrored by academic and co-curricular activities planned and implemented by college IQAC Cell. While formulating action plans the institution translates the mission of maximum literacy of the tribals. We promote sports and cultural activities for the holistic development of our pupils. We plan these activities as per our institutional yearly calendar. The Management and Principal communicate the policy decision to the concerned stakeholders.
- **We interact with our stakeholders** by conducting meetings of various committees. We maintain teacher's diary and activity record. We have CCTV camera for security.
- **We welcome suggestions** from our faculty, various committees and student council.
- **Culture of excellence** is inculcated by the dignitaries and scholars who come to share their knowledge and motivate our students. We conduct State and National level conference on our campus at regular intervals. Our faculties participate in conferences, seminars and workshops; they also publish their research publications.
- **To champion organizational change**, we don't "Make" change happen. We understand that people in our institution do the work, change behaviours and ultimately make the change happen. We see that our role is to make the change meaningful and easier to accept. For example our 85% staff is above 55 nearing retirement. Naturally they are techno-phob. When the rest of 5% and the adhoc teaching young staff started using ICT in teaching-learning they were very reluctant to adopt this positive change. But when they saw that the young mass of adhoc faculty were soon becoming popular among students they adopted the change and felt the difference.

Here I can't resist to adhere to Dr. Aubrey Daniels, noted behaviour analyst and author of 'Bringing out the Best in People' makes two great comments regarding the process of change acceptance:

- "People don't resist change, they resist being changed"
- "People don't resist change if the change provides immediate positive consequences to them".

As management and leaders we understand that people need both information about the reason behind change and time to adjust to it. We also realize that we can't wait forever to get everyone to commit to the new direction. So, we break changes into small pieces so that people are more likely to accept quickly.

By moving forward in small steps like innovation of ICT in teaching-learning, maintaining systematic record of events and activities, projects of Akshaypatra and Sharda Foundation services, contribution to activities of Mohanlal Cricket/ Sport academy etc. we as leaders move our institution with frequent, continual and steadily forward progress rather than periodic big jumps.

As leaders and the champions of organizational change we understand the building of a record of quick, early wins, we recognize the power of momentum either positive or less positive. We break changes into small pieces that improve our odds of success, and then we pick the highest probability of success step as our motivating move.

For us our change champion is the Chairman of our Trustee Shri Darshan Desai. He is still in his forties but he is an individual within our institution who facilitates changes. He clearly sees the vision for change and opts to actively advocate for and facilities change, while supporting the team in integrating the new changes like starting Science Faculty on campus, starting special English for facilitating our tribals. Creating new infrastructure and smart digital ICT facilitated class-rooms, laying foundation of Mohanlal Cricket academy, Sharda Foundation, separate PG & BAOU center so on and so forth.

For our team Shri Darshan A. Desai is a change champion as he assist in instituting changes, he advocates and promote the change from within and he is active and instrumental in implementation of the change. He believes that the change is driven by the vision and organized by a passion of change. He removes barriers of change, while at the same time creates support for change.

We promote new ideas for change, supporting the vision and motivating the vision and motivating others to share the experience. Our few near future plans are:

- Starting cricket / Sports academy
- Facilitating students with sports hostel
- Auditorium
- Pavilion
- PG in History
- PG in English
- PG in Economics
- MSc Chemistry.

Thus champion of our institutional change is leading the team through the change, towards innovation.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

As said earlier Chairman of Vimal Uchchar Kelavani Trust is a guiding star for us. We have IQAC cell at college level it monitors and evaluates policies and plans of the institution for effective implementation and improvement from time to time in all aspects, for example –

- i. It directs to employ ICT in teaching - learning. To maintain teachers diary and teaching plan. Effective and transparent assessment and evaluation system is developed.
- ii. Time to time maintenance and updating of infrastructure, our recent innovative step is separate BAOU Bhavan.
- iii. Our library is enriched by new title and journals from time to time. We have photocopier, printer and computer facilities in library.
- iv. We promote research activities, publications, seminars and conference by IQAC.

We have a campus development officer to implement reforms in physical facilities on the campus. Our P.E. is designated as campus development officer he nurtures the campus regardless of any rewards.

It is rightly said that a true leader has confidence to stand alone, the courage to make tough decisions and compassion to listen to the needs of others. One does not set out to be a leader, but become one by equality of his actions and integrity of his intent. Leaders have to set teams vision and make it come alive. There should be no jargon. Targets cannot be blurry they can't be hit, as a leader have to talk about vision constantly to everyone. The leadership role of Principal in our institute is as follows:

- Managing day to day affairs.
- Guiding teaching and non-teaching staff.
- Monitoring regularity and discipline in all matters with IQAC.
- Managing financial transactions.
- Preserving and developing our institution's structures and values.
- Establishing harmony between students, staff, management and other stakeholders.
- Taking initiatives in introducing changes for good.
- Solving problems and difficulties if any.
- Constantly strives to upgrade the academic and co-curricular standards of the institution.

Principal along with various committees and Heads maintain internal co-ordination and the monitoring mechanism of the institution. We work with team spirit along with our management focusing on following things:

- i. **Monitoring:** Inputs are given by stakeholders for concurrent, correction, improvement, redirection and appreciation.
- ii. **Networking:** Network is developed within committees and other student centered activities to derive maximum benefits.
- iii. **Improvement:** constant efforts are made on levels from management to other stakeholders for improvement.
- iv. **Planning:** Future planning for future endeavours and activities is done.

Procedures adopted by management for quality reforms from time to time.

| Principal | Management |
|---|--|
| – Motivates and enables the staff and students to contribute towards the effectiveness and success of institution | – Our management co-ordinates and harmonizes the group towards actualizing the goal of the institution. |
| – Being people oriented, risk takers and leading people towards achievement. | – Our management tends to be rational, under control problem solver. Often focusing on structures, personal and availability of resources. |
| – Looks at problems and devise new creative solutions. Being committed, principal motivates and focus others to solve problems and excel. | – Creates strategies, policies and methods to create teams and ideas that combine to operate smoothly. |
| – Tries to be transformational consultative and participative. | – Is transactional consultative and democratic. |

Thus we work as a team, plan and progress making changes from time to time to keep in pace with changing times.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

- The top management meets the staff and students from time to time.
- Head of departments and faculties are empowered to organize academic events, conferences, seminars, debates, field trips etc.
- Departments are free to order for books and journals of their requirement in the library.
- As said earlier in 3.4.3 we have 18 books, 75 research papers, 05 projects after first cycle of accreditation. We have organized 8 state and national level conferences after first cycle of accreditation.

6.1.6 How does the college groom leadership at various levels?

Good leadership is honorable character and selfless service to your institution. In our employee's eyes, our leadership is everything that we do that effects institutions objective and its well-being.

So in nutsell – we are committed and we communicate a vision of where the institute needs to go. Our college grooms leadership at all levels few examples are as follows:

| Levels of leadership roles | Decentralization and grooming leadership in following people |
|---|--|
| Vimal Uchchattar Kalavni Trust | Chairman Shri Darshan A. Desai |
| M.R.Desai Arts & E.E.L.K. Commerce College. | Principal Dr. F.H.Desai. |
| Clerical Staff Head | Shri V.C.Lad, Shri C.R.Patel |
| IQAC | Co-ordinator Asst. Prof. Nayanaben Naik. |
| Student Union | Vice chairman Asst. Prof. Dineshbhai Rathod and student leaders along with faculty leaders from each committee. |
| Saptadhara Swarnim Gujarat Forum | Co-ordinator Asst. Prof. Ramilaben Naik along with Chairman of seven dharas/units. |
| Udisha Cell | Chairman Asst. Prof Chetanbhai Patel with student representatives. |
| NSS | Head Asst. Prof. Dineshbhai Rathod with student leaders. |
| NCC | Head Asst. Prof. Dr. Mukeshbhai Patel with student-cadets |
| BAOU | Co-ordinator Asst. Prof. Dr. J.S. Naik and his clerical staff. |
| Gymkhana & Sports | Head Asst. Prof. Dr. J.S. Naik and student team leaders with other players. |
| Cultural | Head Asst. Prof. Nayanaben Naik and her team |
| Holistic Hub | Co-ordinator Asst. Prof. R. B. Naik |
| Examination section | Head Asst. Prof. Ramilaben Naik and her committee. |
| Time-Table committee | Asst. Prof. Chhibubhai Patel & his committee |

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/ unit of the institution and work towards decentralized governance system?

- Yes. All the head of departments are given operational autonomy to manage their departments. They are given autonomy to develop their department in co-ordination of IQAC and guidance of the Principal. They are suppose to follow Government and UGC rules in doing so.
- As said in 6.1.6 college constitutes various committees, cells and units like admission committee, prospectus committee, student Union, NSS, NCC, Saptadhara etc to decentralize governance system. These committees are monitored and directed by Principal and IQAC.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes. The college promotes a culture of participative management. Various departments collobrate and co-operate with each other while organizing various events like annual gathering, student orientation, cultural program, conferences etc. Our management activities of Sharda Foundation and Mohanlal Cricket academy merge us their activities and it is way of continuously strengthening our attributes.

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The mission and vision of our college mirror our quality policy. We say "maximum efforts to educate the tribals" we have done this since our establishment and Vimal Uchchar Kelavani Trust constantly strives for it. We have started B.Sc for our tribal belt, we promote sports and extension/social services through Mohanlal Desai Cricket Academy and Sharda Foundation. Our college was only one of the kind intribal belts when it was established in 1969. We have quality teaching, good infrastructure and best sports facility in our area for holistic development of students.

Our few steps towards quality initiatives are as follows:

- **Knowing ourselves (SWOT) and self-improvement:** we accomplish it through reflection and interaction with our stakeholders.
- **Being technically proficient:** we know our job and have enough familiarity with our employee's task.
- **Seek responsibility and take responsibility for action:** we always search for ways to guide our institute to new heights. And when things go wrong, as they often tend to, we do not blame other's. Analyse the situation, take corrective action, and move on to the next challenge.

- **Make sound and timely decisions:** Use good problem solving, decision making and planning ideas.
- **Ensure that tasks are well understood, supervised and accomplished:** for us communication is the key to this responsibility.
- **Use of full capabilities of our institution:** we do this by developing a team spirit, this enables us to employ our institutions, departments, sections cells, committees to its fullest capabilities.

6.2.2 Does the institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Our Vimal Uchchar Kelavani Trust have a perspective plan for development. We collaborate with one another and share our ideas for progress of our college. We have submitted proposal UGC for following special grants apart from the ceiling grant-

- 1) Pavillion
- 2) Sports academy with modern sports hostel.

Additionally we would like to add to library resources, books and journals, equipments, extension and renovation of existing infrastructure, improving the facilities on the campus and existing premises etc from the ceiling grant of XIIth plan UGC (2012-17) The college intends to -

1. Introduce PG in English, History and Economics.
2. Ensure audio-visual teaching in all classes.
3. Smart boards and more ICT based teaching-learning and evaluation.
4. Making the library more prosperous by adding more books to it. Enriching it by more journals and magazines.
5. Providing more internet and wi-fi facility.
6. Still improving on the Sports training and facilities.
7. More vigorous promotion of research and extension activities.
8. Developing in full fledges PG Bhavan and more advanced research unit in newly constructed building.

The best way to succeed in life is to act on the advice you give to others.

We design our planning in following way

Action Planning

Is a process to help you to focus your ideas and to decide what steps you need to take to achieve goals.

Keep a to-do-list

These mini action plans will help you to organize your life effectively:
update it every day. Set up a reminder system.

Avoid procrastination

Start your plan Now, not in 6 months later .
Don't spend too long time planning:
this is a way of procrastinating.

Commitment

Tell the team about your goals to provide support when the going gets tough & you'll feel embarrassed if you have to tell them you've given up. Mix with positive people who will encourage you to keep going.

Write down your Plan

Write down your commitments: you tend to abide more with what you've written down as written commitments require more effort to make than verbal ones.

Action Planning

Priorities

Do urgent & important tasks first not the easy ones.
Effective people focus on the important tasks.

Persevere

Consider potential problems and how to overcome these.
Have a contingency plan if things don't work out: map several paths to your goal & build flexibility into your planning.

Goals

Set clearly defined goals which are realistic & achievable.
Break tasks down into steps. Don't worry about the order at this stage. Arrange the steps in a logical order.
Break down any large steps into smaller components.
Focus on one step at a time.

Rewards

Give yourself a small treat for completing of each step: the bigger the step the bigger reward!
List the benefits you'll gain by reaching your goal.

Review your progress

Revise plans as appropriate .
Map out several routes to our goal.
Have a contingency plan.

6.2.3 Describe the internal organizational structure and decision making processes.

APJ Abdul Kalam our former president of India said, “What is the secret of success? By making, right decision. How do you make right decisions? By our experience. How do you gain experience? By, wrong decisions.

Our internal organizational structure makes decision through IQAC, various committee Heads, our campus development officer, and our clerical staff all in co-ordination with the Principal.

The Principal assigns the guidelines to the heads of cells, units departments and committees. All the Chairpersons and co-ordinators are given freedom to make decisions of their units within the framework of prescribed guidelines rules and regulations of the government and our Veer Narmad South Gujarat University.

Organizational structure of the college.

Teaching

- Principal
- IQAC Co-ordinator
- Campus development officer
- Head of Departments
- Faculty of Departments
- Head, Co-ordinators, Conviners, Chairpersons of Cells, Committees, Units with the Members and Students.
- Librarian and PTI. Organizational structure of the college – Non-teaching
- Head Clerk
- Accountant
- Sr. Clerks
- Junior Clerks
- Peon, sweeper, watchman, gardener, etc.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following.

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

Teaching & Learning

- In XIth plan UGC special scheme we received grants for students, for colleges with higher proportion of SC/ST,OBC. We conducted remedial coaching and gave travelling allowances to students.
- We regularly organize NET, SLET, GPSC and Competitive exams awareness and training programs for our Students.
- We follow CBCS pattern of our Veer Narmad South Gujarat University, Surat.
- We adopt Learner centric methods, we maintain a teachers diary and design teaching plan. We use modern teaching-learning aids in smart digital classrooms to make the curriculum effective for the students to facilitate effective learning outcomes.
- We have separate exam section with teachers as exam department head and members.
- We organize National and State level conferences at regular intervals.

Research & Development

- We aspire to conduct organize and participate in Conferences & Seminars at different levels We have a small research unit “Sharda Sanshodhan Sarita”, it encourages the research activities on the campus.
- We give full autonomy to the faculties who wish to persue research. Our adhoc visiting staff is also given full support from our resources like library.
- We encourage the faculties for publication of books and research papers.
- As said in teaching – learning criteria we always.

Human Resource Management

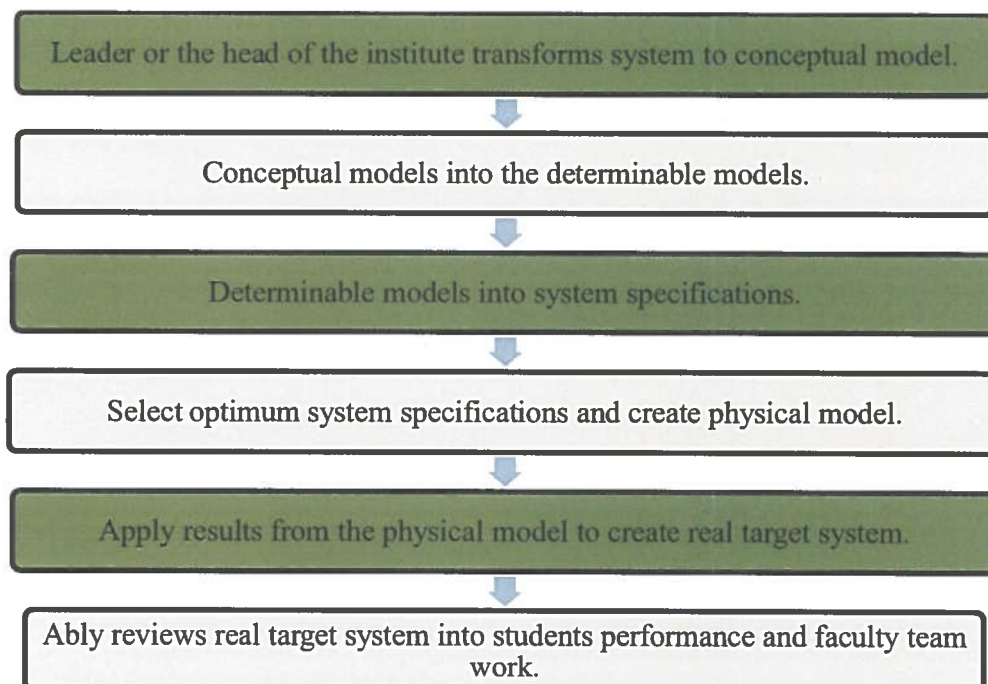
- Employing visiting adhoc faculty where government has still not filled the vacant positions. eg. Statistics (12 lectures), Economics, Gujarati (10 lectures), Psychology (12 lectures). All this staff is young and qualified pursuing either M.Phil. Or Ph. D.
- Our adhoc visiting faculty works in our office that is the non-teaching zone also. They are all post graduates pursuing further study. After their lectures they offer their expertise in our non-teaching office. All our non-teaching staff is on verge of retirement within a year or two, so these enthusiastic people offer their services and are trained for multitasking jobs.

- **Community Engagement**
 - Our NSS, NCC, Red Cross and Akshaypatra Yojana connect our students to the community. They organize blood donation camps, sickle cell and Aids awareness and many other programs.
 - Our Akshaypatra Yojana collects food and clothes and distributes among the needy in interior villages of the tribal belt.
 - Student volunteers actively work in Sharda Foundation and serve the society by helping needy women and children.
 - Our Mohanlal Cricket /Sports Academy is a channel through which we cater to the surrounding area for upliftment of sports and social harmony.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The different stakeholders are always in communication with each other. The Management, Principal and faculties share ideas and make suggestions during meeting. The Management, Principal and members of staff through discussion and deliberation take decisions on existing system and activities of the college, various policies are reviewed and decisions regarding the implementation of new policies are taken.

Management passes the suggestions to the head of the institution during meeting and after that the institutional head communicates the same to the staff. Communication of the institution to ensure that adequate information is available for the top management and the stakeholders, to review the activities of the institution is ensured in following way:



6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes.

Our trust encourages participation of staff at college level the committees and cells function under the guidance of the principal. To illustrate few committees tyeh are as follows:

- (a) Admission Committee
- (b) Time-table Committee
- (c) Campus beautification Committee
- (d) Cultural Committee
- (e) Library Committee
- (f) College Magazine Committee
- (g) Tourism Committee
- (h) Publicity Committee
- (i) Gardening Committee
- (j) Discipline Committee
- (k) Summer Project Committee
- (l) Planning Forum
- (m) Election Committee
- (n) Literary Committee
- (o) Alumni Activity Committee
- (p) Gymkhana Committee etc.
- (q) Udisha Cell
- (r) Khushnuma Zindagi
- (s) Saptadhara
- (t) BISAG Unit
- (u) Swami Vivekanand Manch
- (v) Holistic Hub, etc.

The schedule of meetings and other decisions of the committee are made by respective incharge in consultation with the principal. Generally meetings are held twice a year once to assign the job and once to collect the report. In case of urgency committees can held immediate meeting under the leadership and guidance of the principal.

Apart from this our Management encourages the participation of staff in all the activities of “Sharda Foundation“, “Akshaypatra Yojana” and “Mohanlal Desai Cricket Academy”.

6.2.7 Enumerate the resolution made by the Management Council in the last year and the status of implementation of such resolutions.

The Vimal Uchchar Kelavni Trust made the following resolutions last year –

- (1) To go for second cycle of NAAC accreditation.
- (2) To make a separate space for BAOU study center
- (3) To create a unit “Sharda Sansodhan Sarita”

- (4) To apply for PG courses in English, Economics, History and Chemistry.
- (5) To apply in UGC for special grant of auditorium, pavilion and sports hostel.
- (6) Library roof renovation
- (7) Repairing and colouring the furniture of college including the benches.
- (8) Planting more trees on campus and promoting the environment conservation.
- (9) Promoting community services extension activities through Sharda Foundation.
- (10) Promoting sports by Mohanlal Desai Cricket Academy.
- (11) To install CCTV camera in classrooms as per the guideline of the University and State Government.
- (12) To promote research by organizing and planning State and National level Conferences

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If “yes”, what are the efforts made by the institution in obtaining autonomy?

Ours is the oldest college in this tribal belt. During past year’s students from far and wide came to us for enlightening their lives. Gradually Government started colleges in Vansada, Ahwa, Khergam, Dharampur and in many other places but still we are first choice of many students, due to prestigious academic and co-curricular standards of our college. We are at present contended with our status of ‘Tribal Area College’ as there are no provisions of autonomy in our Veer Narmad South Gujarat University.

A step further, if Government announces a separate ‘Tribal University’, we would surely like to merge the tribal colleges of our area and be a ‘Tribal University’ from tribal college. And surely we will work with more zest towards our mission of educating the maximum populace of tribal belt.

6.2.9 How does the institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Grievance redressal cell is active in IQAC unit. Students directly can approach our campus development officer for their grievances regarding the infrastructure facilities, library services, administrative services etc. We try to sort out the problems so we have pleasant ambiance and harmonious culture on our campus.

6.2.10 During the last four years, had there been any instance of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No, there had not been any instances of court cases against the institution.

6.2.11 Does the institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome response of the institutional to such an effort?

IQAC in co-ordination with the principal and the campus development officer takes the feedback on staff, campus, infrastructure etc and we observe SWOT and make changes and improvement for betterment.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

- For faculty staff, we encourage them for publication of research papers in National and International Journals.
- We promote research and quality assurance culture. We organized UGC sponsored conference in Economics, Literature, Commerce etc after first cycle of accreditation.
- We organized NAAC sponsored IQAC seminar after the first cycle of accreditation.
- We collaborated with Sanskrit Sahitya Academy, Gandhinagr and Hindi Bhasa chapter for organizing National level conferences in Hindi and Sanskrit.
- We organized KCG & BISAG sponsored workshop on literature and language and 'Training and capability Building program'.
- We have made a small venture towards research namely, 'Sharda Sansodhan Sarita' particularly for our P.G. students and faculty.
- Our non-teaching staff regularly attend the training sessions of Government of Gujarat, at Gandhinagar and Commissioner of Higher Education.
- Non-teaching staff is also sent for training at the workshops and training schedules organized for them at Veer Narmad South Gujarat University, Surat
- We promote our faculty to participate in short term schedules organized by KCG on 'Research Methodology'.
- We organized "Skill Development Program for staff" with EDP, Government of Gujarat, Gandhinagar.
- We organize expert lectures and inter-disciplinary lectures for staff and students for sharing, promotion and knowledge innovation.
- We encourage our students and faculty to participate in extension, social service, cultural and extra curricular activities through our active units like Akshaypatra

Yojana, Sharda Foundation, Red-cross, NSS, NCC, Mohanlal Desai Cricket Academy and Sports Academy.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employee for the roles and responsibility they perform?

- We provide library and learning resources facilities to carry out their teaching, learning and research work effectively.
- We motivate our faculty to participate in BISAG, Gujarat State- wide satellite telecast program.
- After first cycle of accreditation we organized NAAC sponsored IQAC Conference.
- We support our faculty for participation in workshop and training program of KCG, research and orientation programs.
- We send our teachers to participate in UGC sponsored programs like seminars, conferences, training, workshop, refresher, orientation etc.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- Government of Gujarat from time to time collects self- appraisal reports. We fill the same and timely forward it to the Government. As SSR is to reflect our strength and weaknesses, we honestly confess that the senior staff on verge of retirement is not so much keen about filling and submitting such data on all levels. Everything should be directly related to emoluments that can bring revolution in higher education. The “AAA” audit of KCG also opts for self-appraisal. Academic Annual Audit of Knowledge Consortium of Gujarat also collects the self-appraisal and it is very helpful as it is self evaluative and we can get the record of all the faculties recorded in one document.
- Gujarat Government and Commissioner of Higher Education give the higher and promotion scale to faculty on API score. eg Our PTI was Adhyapak Sahayak for five years, he completed his API requirements as per the Government rules and the UGC regulation 2010. He got his API score appraisal by IQAC at college level and University level to get his scale of Assistant Professor. We encourage our faculty to upgrade themselves and excel academically.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The staff member take into consideration their SWOT and work accordingly those who need to excel for getting the scale are encouraged and supported by Principal to advance further positively, to accomplish economic as well as academic goals.

We encourage our faculty for improvement and betterment for holistic development of our institution.

6.3.5 What are the welfare schemes available for teaching and non- teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The staff manages a welfare credit society they have voluntar members and they run it for their welfare. It is their internal mechanism they withdraw loans when in need and deposit amount in it as per their annual planning.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Those who are employed as adhoc visiting faculty are given facilities for research and completion of their M.Phil., Ph.D. We provide them with books and journals from our library.

We facilitate our PG visiting faculty with ICT equipped class-rooms for inculcating better teaching-learning environment.

We invite subject experts under the scheme of “Vyakhyan Vistaran Mala”of our Veer Narmad South Gujarat University.

New faculty is appointed by commissioner of higher education on merit basis and their position in merit list. eg. Our PTI is appointed in same manner and he is performing well due to our support.

In case of recalling the surplus faculty as per Government rules we have no choice. We have to follow the orders of Government.

6.4 Financial Management and Resource Mobilization.

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resource?

- Our account section every year regularly does the audit of college.
- The external audit is done by auditors of Commissioner of Higher Education, Government of Gujarat.
- We have purchase committee and finance committee of college student union managed and checked by chairman of finance committee and the vice chairman of student union.

- Our NSS yearly audited statement is submitted regularly to the NSS section of Veer Narmad South Gujarat University, Surat. Our NSS officers manage the affairs with allotted non-teaching staff.
- Our UGC financial accounts are managed and dealt with as per the norms of UGC five year plans. We have UGC officer to carry out the financial matters.

All different accounts are maintained by the account section of the college in co-ordination with the Principal.

6.5.7 How does the institution communicate its quality assurance policies, mechanism and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Our institution communicates its quality assurance policies mechanism and outcomes to the various internal and external stakeholders through –

- IQAC – meeting with HODS.
- Notice
- Prospectus
- “Vimal” college magazine
- Institutional official website. www.acc-chikhlicollege.org
- Student Orientation
- Library Orientation
- Publication of book of prayer “Vidyarthi Pathay” for newly enrolled students.
- Alumni meeting
- Meetings of Sharda Foundation and Mohanlal Desai Cricket-Sports Academy with reputed NGO’S bodies and dignitaries of the society.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

As said earlier we have internal audit every year and external audit is conducted at intervals by the office of Commissioner of Higher Education, Government of Gujarat, Gandhinagar.

Government Audit

| Year | Assessment Date of Government Audit |
|-----------|-------------------------------------|
| 2008-2012 | 11-06-2014 |
| 2012-2013 | 29-06-2016 |

Internal Audit

| Year | Assessment Date of College Audit |
|---------|----------------------------------|
| 2011-12 | 29-12-2012 |
| 2012-13 | 20-05-2013 |
| 2013-14 | 17-07-2014 |
| 2014-15 | 26-11-2015 |
| 2015-16 | 15 -06-2016 |

6.4.3 What are the major sources of institutional receipts / funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and reserve fund /corpus available with Institutions, if any.

- We manage our transactions from the student fees as it is the only source of revenue for us.
- We get financial assistance for following activities -
 - (a) For NSS activity we get Rupees 10,000 for yearly activities and rupees 45,000 for annual camp from Veer Narmad South Gujarat University, Surat.
 - (b) For NCC activities we get Rupees 60 per student per parade.
 - (c) For Swarnim Gujarat Saptadhara activities we receive Rupees 60,000 annually.
 - (d) For Udiasha cell we get rupees 5,000 from State Government.
 - (e) We get ceiling grant and special grant from UGC for development and renovation of infrastructure.

| <u>Fees Details</u> | |
|---|--|
| 1 st & 2 nd Sem. F.B.A./ B.COM. | BOYS Rs. 2440 GIRLS Rs.1840 (With deposit) |
| 3 rd & 4 th Sem. S.B.A./ B.COM. | BOYS Rs.1890 |
| 5 th & 6 th Sem. T.B.A./ B.COM. | GIRLS Rs. 1290 (Without deposit) |
| P.G. | BOYS Rs. 2690 GIRLS Rs. 1290 |

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any)

Student fees and the Government grants are only sources of financial assistance for us.

For organizing conferences and Seminars we receive financial assistance from the supporting agencies like Sahitya Academy, NAAC, etc.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?
- b. How many decisions of the IQAC have been approved by the management /authorities for implementation and how many of them were actually implemented?
- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.
- d. How do students and alumni contribute to the effective functioning of the IQAC?
- e. How does the IQAC communicate and engage staff from different constituents of the institution?

We have established IQAC cell immediately after first cycle of accreditation. We organized IQAC conference with support of NAAC after first cycle of accreditation.

Our IQAC unit is active in almost all aspects of quality assurance parameters like-

- a. Use of ICT in teaching-learning and evaluation, student progression & improvement in infrastructure.
- b. Organizing best co-curricular and extra-curricular activities for the holistic development of our students.
- c. Monitoring the functions of NSS, NCC, Red-cross, Saptadhara, Udisha cell, Sports etc.
- d. Monitoring and guiding the non-teaching staff for quality improvement.

Our IQAC committee is constituted as follows :

- Chairmen of the Trust
- Principal of the college
- IQAC Co- ordinate
- Member (faculty)
- Member (faculty)

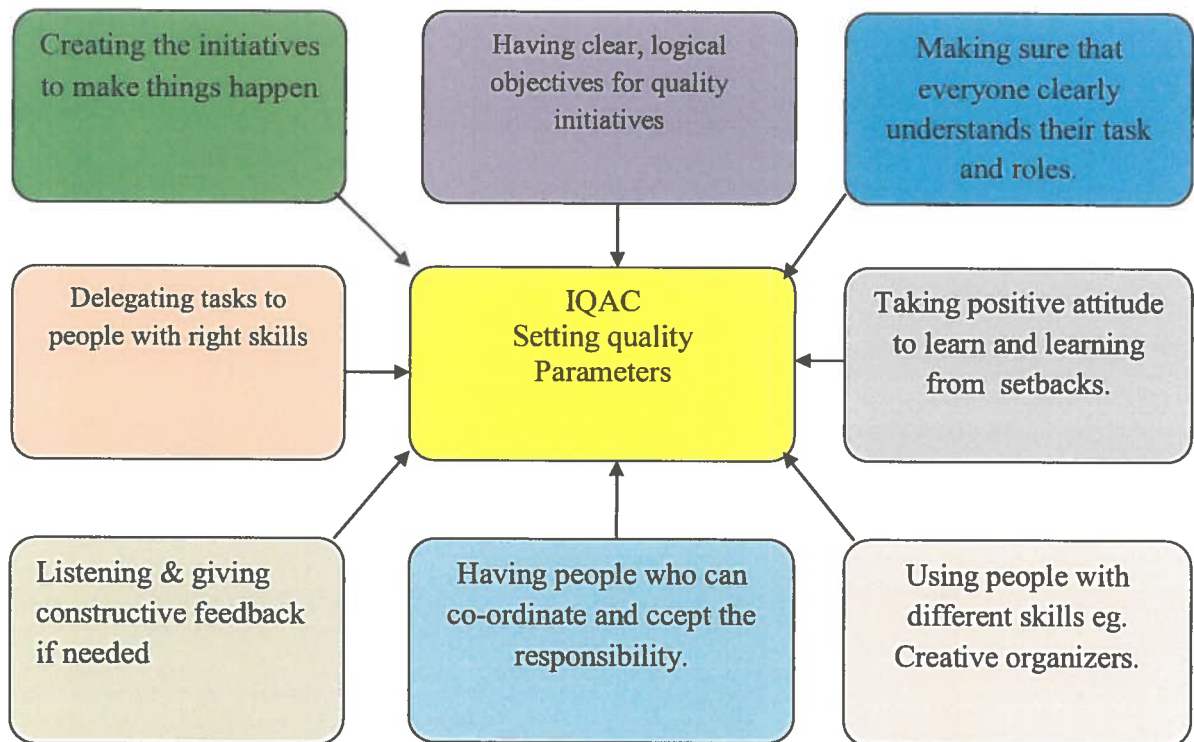
- e. Some of the decisions of IQAC approved by the management are as follows:
- Repairing of the benches and colouring the benches.
 - Fencing and iron grill in the campus.
 - New space for BAOU center
 - Repairing wash-rooms.
 - CCTV cameras in class –rooms.
 - Planing for applying for new PG courses.
 - Organizing National Conferences.
 - Preparation for NAAC.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

We have IQAC unit, we have campus development officer duties assigned to our PTI. They monitor the academic and infrastructural facilities on the campus. We have various committees like admission committee, library committee, examination committee, etc functioning under the guidance of IQAC. We have adopted stragies like –

- Mechanism to adopt student centric approaches in teaching-learning and evaluation.
- Mechanism to upkeep infrastructure facilities, purchase committee for new purchases of computer, furniture, books etc.
- Mechanism to promote research and publication. Granting leave and other facilities to the aspiring faculties.
- Mechanism to participate in extension activities and community services through ‘Sarda Foundation’, Akshaypatra Yojana, NSS, NCC, Red cross activities, Saptadhara, Udisha cell etc.
- Mechanism for holistic development of our student’s.eg. – Printing ‘Vidyarthi Pathay’ for our students –a book of prayer.
- Mechanism for participation of students in various sports and cultural events.
- Mechanism for depositing SC, ST, OBC scholarship directly in the accounts of the beneficiary students.

As you sow, so shall you reap.



6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

We do not provide any special type of training but we sent them to the university government and KCG training workshops and seminars. We conduct Government of Gujarat training sessions for our staff.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcome used to improve the institutional activities?

Yes. KCG launched a program and initiative called ‘Academic Administrative Audit’. We presented our ‘AAA’ – triple ‘A’ data for evaluation to team from Government of Gujarat, Gandhinagar. It is the joint effort of KCG and Commissioner of Higher Education Gandhinagar. The triple ‘A’ committee gives us suggestion for betterment of our institution and we work in that progressive direction.

6.5.5 How are the internal quality assurance mechanism aligned with the requirements of the relevant external quality assurance agencies/ regulatory authorities?

IQAC takes keen interest in quality assurance. We timely go for triple “A” audit from Gandhinagar.

6.5.6 What institutional mechanism are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Teacher's diary, teaching plan, meetings, IQAC monitoring, review of teaching-learning and evaluation process by IQAC are various mechanisms. IQAC conducts meetings of HOD's and various committees from time to time on regular basis. IQAC evaluates and takes feedback in such meetings and implement the suggestions for quality initiatives.

We have Academic Calander of our University. We form our college academic calander in tune with it. We employ ICT in teaching, learning and evaluation.

We provide all the details in our prospectus. We publish "Vimal" college magazine annually. We also started publishing "Vidyarthi Pathey"– a book of prayers for our students.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Our institution communicates its quality assurance polices mechanism and outcomes to the various internal & external stakeholders through-

- * IQAC meeting with Trust and (AQAR) HODs.
- * Notice
- * Prospectus
- * "Vimal" college magazine.
- * Institutional official website www.acc-chikhlicollege.org
- * Student Orientation
- * Library Orientation
- * Publication of book of prayer "Vidyarthi Pathey" for newly enrolled students
- * Alumni meeting
- * Meeting of Sharda Foundation and Mohanlal Cricket- Sports Academy with reputed NGO's bodies and digniteries of the society.

What does it mean to be a true leader? Designation matters, there is no question about it, but they are not much considerable when it comes to leading. True leadership and governance cannot be awarded, appointed or assigned. Leadership is not a formal position. There have been great leaders who did not hold so called official high positions for example Mahatma Gandhi. It comes only from influence and it has to be earned. It is truly said that,

“It’s not the position that makes the leader; it’s the leader that makes the position.”

At the same time, it is also very apt and true that individuals who are awarded, appointed or assigned leadership positions, have a key role to play in society.

To me leader is someone who demonstrates extraordinary dedication to his or her team, and will do whatever it takes to better the team as a whole. A leader infuses a sense of positivity and directs the team to reach the specified goal. The goal is achieved by mutual co-operation and cohesive behavior. The ends of leadership involve getting results through others and the means of leadership involve the ability to build cohesive, goal oriented teams.

A knowledgeable leader who understands what drives the bottom line is valuable. It is the leader who can get others to perform at their best who ultimately creates a winning team.

Good leaders are therefore those who build teams to get results across a variety of situations. Certain things are very important to human activity and its outcomes. The most important link in any system is right kind of influential and positive leadership

It is not technology, it is not tools or equipment; it is not facilities, it is not skills of employees; it is not systems and procedures but what really matters is the leadership. Without leadership, the things drift along. They go where they want to go, and in most of the cases following the path of least resistance even if it is the path of destruction.

Without leadership, a group of people often quickly degenerates into argument and conflict, because we see things in different ways and lead towards different solutions. Leadership helps to point us in the same direction and harness our efforts jointly.

Permanent Principal retired after first cycle of accreditation and with his team he started working in direction of IQAC. After his retirement we had in-charge Principals and we faced few leadership crisis. Due to the policy of Government we got permanent Principal in 2012 and here we are going for the 2nd cycle of re- accreditation under the able leadership and guidance of Vimal Uchcharat Kelavani Trust.

Blessed are the humble in spirit, for theirs is the kingdom of God.

You Are What You Think

मन एव मनुष्याणां कारणं बन्धमोक्षयोः ।
बन्धाय विषयासक्तं मुक्तं निर्विषयं स्मृतम् ॥

It is indeed the mind that is the cause of men's bondage and liberation. The mind that is attached to sense - objects leads to bondage, while dissociated from sense - objects it tends to lead to liberation. So they think.

-Amritabindu Upanishad -

Whatever you think, that you will be. If you think yourselves weak, weak you will be; if you think yourselves strong, strong you will be.

-Swami Vivekananda, cw, 3: 130

CRITERIA VII:

INNOVATIONS AND BEST PRACTICES

Expectations for students and educational systems persist to get higher, while many institutions face the toughest challenges in the changing phase of education. These things mean that policy makers and practitioners must do more with all kinds of resources they have during this transaction period. In India the changing phase of education is certainly a steep challenge, it is one that presents opportunities for Indian educational outlook to innovate, increase efficiency and effectiveness, and accelerate reform.

Increasing educational productivity by doing more with less will not be easy. It will mean enlightening and educating significantly greater number of students - with higher levels of mastery and expertise - at a lower cost per outcome. This will require leader at every level - from the classroom to the government offices - to work together to re think the policies, processes, tools, business models, and funding structures that have been deep-rooted in our education system for decades.

To assist the higher education institutions meet the challenge of Indian education scene, I firmly believe that NAAC provides direction and guidelines, this particular assertive statement is based on my experience as I was the coordinator of NAAC in first cycle of accreditation at my alma mater (V.S.Patel College of Arts & Science Bilimora) and here I am the team motivator. The information assembled in our self - study report is not intended to represent just a comprehensive list of efforts. Instead, it is a collection of ideas and actions from completion of our first cycle of accreditation till date and it serves as a starting point for additional investigation into the methods being pursued and implemented in our institution. To further this work, we would request NAAC to share with us the strategies and practices to help increase educational output of our tribal belt. Broadening the dialogue around successful steps to achieve more with less is a critical component of this re - accreditation self - study report.

The information compiled is organized into criteria given by NAAC, each aligned with various strategies, practices, or approaches that seek the holistic development of our tribal students:

- Improving outcomes while maintaining current costs.
- Maintaining current outcomes while lowering costs.
- Both improving outcomes and lowering costs.

These strategies seek to invest in what works, make better use of technology, reduce mandates that hinder productivity, pay and manage for results, take advantage of existing opportunities and make short-term investments for long-term results. Guiding these strategies are two underlying principles: **putting student development first and protecting the neediest tribal students and tribal communities.**

The analysis of the best practices presented in this reports highlighted several drivers for the success of the initiative. These practices need time and space out of scheduled time-tabling to engage in more creative and innovative activities and a major factor for success is the motivation of the Trust, team leader, teachers and other non-teaching staff involved in setting up the activity, which also translates into motivation of students. The educational actors involved in these practices see creativity as arising from everyday life and value its constructive effects on learning. At the same time, it seems that creativity and innovation are stifled by an overloaded curriculum, by lack of time for flow in the teaching and learning schedule, by other systemic barriers such as examination schedules and regular assignments.

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a green audit of its campus and facilities?

Yes. We have number of trees on our campus. This year we have counted the trees. The details are as follows:

| Sr. No. | Trees Name(Local) | Scientific Name | Total |
|---------|-------------------|-------------------------|-------|
| 1 | Nariyel | Ericaceae | 75 |
| 2 | Aerika | - | 15 |
| 3 | Paam | Arecaceae | 12 |
| 4 | Saptparni | Scholars | 14 |
| 5 | Gulmahor | Alstonia Delonicregia | 18 |
| 6 | Limdo | Margisatree | 03 |
| 7 | Jambu | Jambul | 02 |
| 8 | Bakkam Limda | - | 24 |
| 9 | Pestofom | - | 11 |
| 10 | Keshuda | Saffron | 10 |
| 11 | Karan | Pilikaren | 45 |
| 12 | Gulab | Rose | 25 |
| 13 | Ekzora | - | 18 |
| 14 | Jasud | Shoeflower | 15 |
| 15 | Borsalli | Minusops elangi | 04 |
| 16 | Mayurpankh | Thuja Occidentalis | 20 |
| 17 | Sharu | Cypress | 13 |
| 18 | Reintree | Albizia carva | 03 |
| 19 | Aasopalav | Polyalthia longifolia | 35 |
| 20 | Garmalo | Cassia Fistala | 09 |
| 21 | Nilgeeree | Eulalyptas Globulus | 01 |
| 22 | Kadamb | Kadamcela | 02 |
| 23 | Kotan | - | 35 |
| 24 | Gavrichavri | - | 65 |
| 25 | Aamba | Magnifera Indica | 05 |
| 26 | Bottalpam | Hyophorble Lagenicaulis | 09 |
| 27 | Parvati | Kalpaviksha | 05 |
| 28 | Amla | Phyllantrs Emblica | 05 |

| | | | |
|----|--------------|--------------------|----|
| 29 | Rohini | - | 05 |
| 30 | Kotha | - | 03 |
| 31 | Champa | Golden Champa | 25 |
| 32 | Khatamli | - | 05 |
| 33 | Shubaval | - | 10 |
| 34 | Bilipatra | Aegle marmelos | 05 |
| 35 | Shevan | - | 05 |
| 36 | Vad | Ficus Benghalensis | 01 |
| 37 | Chrismustree | X'mas Tree | 04 |
| 38 | Gundh | - | 05 |
| 39 | Vaans | Bamboo | 05 |
| 40 | Fafado | - | 01 |
| 41 | Limbu | Citrus | 01 |

Under the guidance of the principal campus development officer regularly maintains the eco - friendly ambiance on the campus. We regularly maintain the garden, look mud after cutting - trimming and layering of our green wealth. We plant new plants and trees by organizing tree plantation programs by Sarda Foundation, NSS and NCC. Forest wing and other government and non - government bodies.

We have appointed special staff for preserving the green wealth on our campus. We have adequate watering facility, cleaning equipments, lawn cutters and machines.

7.1.2 What are the initiatives taken by the college to make the campus eco- friendly?

Our Vimal Uchchar Kelavni Trust is always active in issues of environment awareness. The esteemed chairpersons of the Trust are basically farmers and their first culture is agriculture. They own land approximately 500 to 800 acers. They promote “Go Green” activities and programs on the campus. We are all like minded people and we always strive to make the campus eco – friendly in following ways:

- ❖ We are very fortunate as we are located in tribal belt of dangs with heavy rainfall. We plant trees in the monsoon and see them flowering and chirping with birds as time roll on.
- ❖ We get plants from the forest department also.
- ❖ We spent substantial amount at purchasing trees like coconut, champa, gulmochar etc from the local nursery.
- ❖ We plant flower pots regularly for pleasant ambiance on our campus.
- ❖ We have equipments for maintaining our ground. We have lawn cutters and sprinklers.
- ❖ Our NSS & NCC unit conduct ‘Tree plantation program’ regularly on our campus.
- ❖ We have no contract or agency to maintain our green wealth. We maintain our ecological ambiance ourselves the following team voluntarily works for Green Campus.

2. Asst. Prof. Dr. J. S. Naik (Campus Development Officer)
3. Shri Sureshbhai Patel (Junior Clerk)
4. Shri R. B. More (Peon)
5. Shir Yogesh Patel (Adhoc Peon)
6. Shri Nilesh Ahir (Adhoc Peon)
7. Shri Sandip Patel (Adhoc Peon)

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- Placing the oil-painting of our elixir Late Shri Mohankaka in the entrance of our college. We believe that his omni - presence blesses us each day.
- Infrastructural innovations, Provision for separate block for Babasaheb Ambedkar Open University Center. Separate space and extension for IQAC and UGC office. Separate Unit for 'Sharda Samsodhan Sarita'. Renovation and construction of wash-rooms on the campus.
- Maintenance of fixed Assets, Repairing and coloring the benches; the benches were repaired and colored other furniture was also repaired and colored like chairs, cupboards, recks etc.
- Installation of additional CCTV cameras in the institution: As per the guidelines and Government rules of State government UGC and University we have installed CCTV cameras in class - rooms.
- Purchase of equipments and installation of smart class –room.
- Updating the library facilities and services, our librarian retired voluntarily in 2004-05. Since 2004-05 we do not have permanent librarian. We have written several reminders to the Commissioner of Higher Education, Gandhnagar. We have appointed librarian on adhoc basis and since last year we got well qualified person. We painted and renovated the furniture's and fixtures in the library.
- New additional R.O. plant for Students: For providing pure drinking water to our students we installed new R.O. plant for the students.
- Purchase of Rollers, cutters and sprinklers for the cricket ground.
- Publication of 'Vidyarthi Pathey' book of prayers for the newly enrolled students.
- Fencing and constructing gates surrounding the cricket ground and the main building of the college.
- Updating and maintaining the college website.
- Depositing the SC, ST, OBC scholarship and other benefits of UGC schemes directly in the accounts of the beneficiaries.

Attention is the mother of memory and interest is the mother of attention.

Academic:

- Teacher's Diary
- National Conference in Sanskrit and Hindi
- Vidyarthi Pathay
- Transparent admission process and counseling .
- Red-cross, sickle cell, thalesemia and other health awareness programs.
- Holistic Hub

| Separate space and Unit for Holistic Development of our students | Days of the week | Activity Planned |
|--|------------------|---|
| | → Monday | - Udisha |
| | → Tuesday | -Women Empowerment |
| | → Wednesday | - Khusnuma Zindagi |
| | → Thursday | - Saptadhara |
| | → Friday | - Swami Vivekanand Vichar Manch |
| | → Saturday | - Yoga Dhyan, music Classes, activities |

- Akshay Patra and Sharda Foundation Activities to develop entrepreneurship and good citizenry among the students.
- SPIPA and other programs for guidance regarding competitive exams.
- Late Shri Mohanlal Desai Sports Cricket Academy promotes sports activities in the institution and our entire tribal belt.

SHRI M. R. DESAI ARTS & E.E. L. K. COMMERCE COLLEGE, CHIKHLI

Best Practice in Our College –I

- Sharda Fondation and Akshay Patra Yojana

- The context

We have made a humble attempt to serve the society by our Akshay Patra Yojana and Sharda Foundation collaborative activities. We function and execute our plans and the activities by donations and funds from aaminities. We collect the funds from our well-wishers if they aspire to serve.

We started the Akshay Patra Yojana in 2004-05 we have four sections in Akshay Patra Yojana.

(i) Annapatra:

Those willing to donate food place one handful of grains in one utensil everyday and must work towards the building of “Progressive India”. Donate the food and see that nobody remains unfeed in your surroundings.

(ii) Maanpatra:

Everyday note down the good thoughts that you hear or read and make a collection of such thoughts, do share it with others. Give it to your teachers and elders and ask them to publish it if possible.

(iii) Tanpatra:

Collect the clothes that are not in use from your house and from the surrounding and distribute it among the poor and needy in remote tribal villages.

(iv) Dhaanpatra:

Collect the amount as per the economic status of the family and donate the collection for well-being and welfare of needy, sick and suffering people.

Meditation is the secret of all growth in spiritual life and knowledge.

ACTIVITIES



Along with Akshay Patra Yojana we have made a humble attempt to contribute to Sharda Foundation started by our Management to serve the society. We started the activities of Sharda Foundation in 2009-10.

- Distribution of basic needs like Grain, Clothes, Cooking oil etc. Are given to the people of 'KHADAKIA' village in N.S.S. camp held by Government College of VANSDA.
- Help of fees, books, transport (bus pass), medical treatment fees are given to needy students.
- Food, clothes, and grains is given to the needy people in surat flood-relief fund.
- Grains, clothes and grocessory of basic necessities distributed to tribal community 'Kotvadia' at Vaghai.

Goals of the practice

- (a) To serve the poor and needy.
- (b) To provide comprehensive habitation measures to needy and pioneering efforts for enriching the lives of women and children.
- (c) To provide medical and therapeutic assistance for women and children of the tribal belt.
- (d) To create necessary support for deprived, needy, women and children so that they can lead the life of independence and dignity.
- (e) We firmly believe that the human beings are never as tall as when they kneel to serve the disadvantaged, needy women and children.

The Practice

We started Akshay Parta Yojana long back in 2004-05. We paid fees of many poor students under this project. We regularly distribute food, clothes and other grocery to the remote villages of tribal area. On an average we distribute 290 to 300 kg food grains to the villagers. Our students develop the values like serving others, kindness, compassion, patience etc, which is important for the holistic development of our students.

Under the agies of Sharda Foundation we regularly organize tree plantation programs and blood donation camps. In 2015 we organized free medical checkup camp for women and children. We donated ambulance to animal saving group. We provide pure drinking water to people in summer by setting up temporary water huts in public places like bus-stands. We distribute sweets and fire crackers to poor children during the festival of diwali. We cater to poor students of standard 10th by giving them free coaching. The coaching is provided free of charge by the faculty on our campus.

Problems Encountered and Resources Required

We need more financial resources to cater to the larger groups and wider mass. Sometimes there is lack of awareness among the beneficiaries. First time we approach for a formal meeting, we convince them and explain that we are there to help them.

We need more work force to reach greater number of people. Sometimes we are short of time as we do these activities along with our regular work. We need more young and enthusiastic faculty to launch more social service activities, bring new innovative ideas and to take challenges with smile.

Resources Required

- Financial Resources
- Separate office rooms
- Computers, furniture, fixtures.
- Doctor on call and Health center
- Committed leadership from young faculty and students who aspire to work voluntarily.

Evidence of success

We have catered to number of needy people. We have distributed on an average grains and other things worth rupees thirty to thirty thousand rupees. Our medical check up camps were good success as more than five hundred women took advantage of the program. Through these programs we develop the value of social service in our students and that is important factor in develop good citizenry and Nation building.

II. Baba Saheb Open University Center:

Context:

BAOU was established in 1994 and we started BAOU study center in 1998 to cater to the students from remote areas and the in service employees. It was first of its kind in our tribal belt. Our institution's mission is maximum literacy in tribal area and BAOU study center to fulfill our institutional mission.

Goals of the practice

- To impart education and to provide educational opportunities to different sections of society, who are unable to pursue their studies due to circumstances and other commitments?
- To Democratize education by starting distance learning study center.
- To cater to individuals who are unable to get enrolled in Universities of State.
- To facilitate, house wives, in service employees, people belonging to schedule caste, tribes and socially and economically weaker sections.
- To cater to individuals who wish to improve their professional skills.
- To offer programs for less educated, educated and highly educated individuals.
- To provide educational opportunities to larger segment of society in tune with our institutional mission of maximum educational opportunities to the tribal belt.
- To promote educational well-being of the society.

The practice

The BAOU was established in 1994 and we started the BAOU study center in 1998 for the people of our tribal belt. We started with limited resources and few students in 1998 we enrolled increasing number of students each year. We have co-ordinator Dr J.S.Naik of the center we have clerical staff they work under the guidance of the head of the institution.

Problems Encountered and Resources Required

We need two way video conferencing like EDUSAT of IGNOU for facilitating learning of our students. We need more clerical staff and equipments and grants by BAOU, Ahmadabad. We need more exam supervisors and supritendents and special watch during the examinations, they must be appointed from the Baba Saheb Open University, Ahmadabad. We need reorganization at state level as well functioning study center, this will motivate us to work more zestfully.

Art is The harmonious blend of physical, mental and spiritual energy.

- More staff
- Modern equipments from the BAOU University
- More financial support from the BAOU University
- Furniture and fixtures
- Two way conferencing system for students
- Meeting and training schedules by university for people working for BAOU study center.

Evidence of success

Our BAOU study center is a boon to the tribal belt. Since our establishment in 1998 nearly 7000 students are benefited by the center till 2016. We have a separate unit, building for BAOU study center. We offer 10 UG, 03 PG and 19 Certificate courses. In 2013 we had 1060 students, in 2014 we enrolled 248 students and in 2015 we facilitated 918 students at our BAOU study center.

The strength in our regular courses is in between 900 to 1000 and we enroll nearly number of students in our BAOU study center.

We believe that a good quality education is one that provides our tribal students with capabilities they require to become economically independent, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.

Swami Vivekananda says that the end of all education, all training, should be man-making. The end and aim of all training is to make the man grow. The training, by which the current and expression of will are brought under control and become fruitful, is called education. What our country now wants are muscles of iron and nerves of steel, gigantic wills which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashion, even if it means going down to the bottom of the ocean, meeting death face to face.

It is man-making religion that we want & it is man-making theories that we want.

Happiness lies in unity, not in duality.



Certificate of Compliance

This is to certify that *SHRI M.R.DESAI ARTS & E.E.L.K.COMMERCE COLLEGE, CHIKHLI* fulfils all norms.

1. Stipulated by the affiliating University and/or
2. Regulatory Council Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.]
and
3. The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted .shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date:

Principal/Head of the Institution

Place:

(Name and Signature with Office seal)

Seek the Infinite

यो वै भूमा तत्सुखं नाल्पे मुखमस्ति
भूमैव सुखं भूमा त्वेव विजिज्ञासितव्य ।

That which indeed is the Infinite, that is joy. There is no joy in the finite. The Infinite alone is joy. But the Infinite indeed has to be sought after.

- Chandogya Upanishad

**Why weepst thou, brother ? There is neither death nor disease for thee. Why Weepst thou, brother ? There is neither misery nor misfortune for thee. Why weepst thou, brother ? Neither change nor death whose predicated of thee. Thou art Existence Absolute....
Be your own self.**

- Swami Vivekanand, CW, 5:275

PHOTO GALLERY



26th January Celebration



Mid Summer Night Dreams Drama



Women Empowerment



Blood Donation Camp



Career Guidenace



Vyakhyan Mala



National Sanskrit Seminar



Tree Plantation



V.N.S.G.Uni. Athletics Champions



Navsari District Cricket Champions



4th Mega Night Cricket Tournament



Government Workshop



NCC CATC Camp



NSS Camp



Annual Gathering



Dhyan Shibir



Aarti Decoration Competition



Mahendi Competition



Yoga Day Celebration



Yoga Practices By PTI



Library Meeting



Library Orientation



Tree Plantation



Guest Lecture By Prof. Varsha Desai



Pranayam Shibir



Music Training



Research Guidance By Faculty



Students Orientation



"Vidhyarthi Pathy" Book



Rakshabandhan Celebration



“Sharda Sanshodhan Sarita” Channel



Guest Lecture by Major Unmesh Pandya



BISAG Live Program



One Day Workshop on Human Resource Development





Khel Mahakumbh Program



Recruitment Fair



Orientation of BAOU students



University Kabaddi Competition



University Kabaddi Tournament organized by College



National Seminar on Education for Holistic Development (13th January 2017)



State Level Conference on Gujarati Literature (28th January 2017)





CHAMPION: 44th University Inter College Athletic Championship 2016-17



Swami Vivekanand Manch



BISAG telecast from Government of Gujrat. Gandhinagar

ACADEMIC ACHIEVEMENTS

| Name | Particular |
|---------------------------------------|--|
| Halpati Vaibhaviben R. | University Rank / Gold Medal in History Subject. Year 2015-16  |
| Patel Kajalben Budhiyabhai | University Rank / Gold Medal In Sanskrit Subject. Year 2016-17  |
| Patel Dharmisthaben T. | University Rank in English (Comp.) Subject. Year 2016-17  |
| Patel Bhumika Narsinhbhai | BAOU First in Sociology. Year 2015-16  |



SWOC

SHRI M. R. DESAI ARTS AND E. E. L. KOSADIA COMMERCE

COLLEGE, CHIKHLI

Strengths : We educate the underprivileged tribal belt, and empower the marginalized.

Weakness : Overall strengths of students in Arts and Commerce is gradually decreasing.

Opportunities : We have wide scope for launching new courses in medical, paramedical, science and technology as we have huge space (land) and feeding from the surrounding tribal area.

Challenges : We need financial assistance from Government for new development.



// COPY //

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110 002.

No.: F.8-116/85(CP/MP)

Dated 9 January 1986

The Registrar,
South Gujarat University,
SURAT-395 007.

Sub.- List of Colleges prepared under section 2(f)
of the U. G. C. Act, 1956 - Change in the
name of the college.

Sir,

I am directed to refer to your letter No. UGC/8446/1985 dated the 19th October, 1985 on the above subject and to say that the name of the following college has been changed in the above list under Non-Govt. colleges teaching upto Bachelor's degree.

| <u>Old Name of the College</u> | <u>New Name of the College</u> |
|--------------------------------------|--|
| Arts & Commerce College, Chikhli. | Shree Manilal Ranchhodji Desai (Sanjay Farm) Arts & Shree Ibrahimbhai I-Laher Kosadia (Alipore) Commerce College, Chikhli. |

Yours faithfully,

Sd/-
(F. C. MALHOTRA)
UNDER SECRETARY

-X-X-X-X-

SOUTH GUJARAT UNIVERSITY,
University Campus, Udhna-Magdalla Road,
Post Box No. 49, SURAT-395 007.

Copy forwarded with compliments to : The Principal, Shree M
Manilal Ranchhodji Desai (Sanjay Farm) Arts & Shree Ibrahimbhai
I-Laher Kosadia (Alipore) Commerce College, Chikhli for information.

No.: UGC/ 1156 /1986
Date: 5-2-1986

FOR REGISTRAR

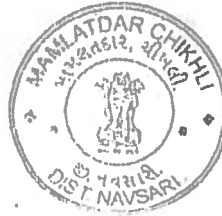
DTK/5286

TRUE COPY
L1(20 BN NCC NAVSARI (GUJ.))
ARTS & COMMERCE COLLEGE,
CHIKHLI, DIST. NAVSARI.

CERTIFICATE

II

This is to certify that Shri M. R. Desai Arts and Shri E. E. Laher Kosadia Commerce College, Chikhli, Dist. Navsari, (Pin. No. 396 521-Gujarat State) is located in a Backward area/Tribal area as identified according to the Government of India - N Sanjeev Reddy, President, New Delhi Notification No. F.19/77/L.I. and also as per Resolution made by Gujarat Govt. P.W.D. Resolution No. 1071/99743-G(i) in 1973



2003

22/11/03
Mamlatdar, CHIKHLI
Dist. Navsari
(Gujarat State)

TRUE COPY
[Signature]
LL.20 BN NCC NAVSARI (GUJ.)
ARTS & COMMERCE COLLEGE,
CHIKHLI, DIST. NAVSARI.

Special pay to the Government servants working in Scheduled and/or Tribal areas - grant of Government servants in "Tribal Development Block Areas".

Government of Gujarat,
Public Works Department,
Resolution No.SPG-1071/99743-G(1),
Sachivalaya, Gandhinagar, Dated the 1st 1973.

RESOLUTION :

The question regarding grant of special pay (local allowance/tribal allowance) to the Government servants of non-Gazetted ranks of Public Works Department working in the scheduled and/or tribal areas included in the Tribal Development Block areas was under consideration of Government for some time past. After careful consideration Government is pleased to sanction the special pay (Local Allowance/Tribal Allowance) at the rate of 10% of the basic pay to the Government servants of non-Gazetted ranks appointed against the posts mentioned in Appendix 'A' & working in the scheduled and/or Tribal areas included in the Tribal Development Block areas shown in the Appendix 'A' subject to fulfilment of all the conditions laid down in the resolutions/Circulars referred to in the preamble, with effect from 1st March, 1971 or from the date of taking over such posts by the concerned incumbents whichever is later.

This is issued with the concurrence of the General Administration Department, dated 30-1-73 and Finance Department dated 21-2-73 on this Department file No. SPG-1071-99743 G (1).

By order and in the name of the Governor of Gujarat,

I.N. Parakh,
Deputy Secretary to the Government of Gujarat,
Public Works Department.

APPENDIX 'A'

- 1. Dang
- 2. Solapur

- 1. Dang
- 1. Anarsapur
- 2. Vansada
- 3. Pardi
- 4. ...

- Dang-1
- Dang-2
- Dharampur, Balunje
- Chavandol-Sompran
- Vansda -1, Vansda-2
- ...

TRUE COPY
[Signature]
LIZO BH MCC NAVSARI (GUJ.)
ARTS & COMMERCE COLLEGE,
CHIKHLI, DIST. NAVSARI.

SHRI M.R.D. ARTS AND SHRI E.E.L.K commerce college, chikhli
Details of Teaching & Non-teaching Staff

| Sr. No. | Employee Name | Designation | Qualification | Join. Date |
|---------|-------------------|----------------|---------------------------|------------|
| 1 | Prin.Dr.F.H.Desai | Principal | M.A.,Ph.D, SLET | 05/05/2012 |
| 2 | Dr. Y.J.Desai | Ass.Prof. | M.Com, M.Phil, Ph.D. | 8/14/1980 |
| 3 | Shri.V.M.Desai | Ass.Prof. | M.A., DRMSS. | 8/27/1981 |
| 4 | Shri D.S.Rathod | Ass.Prof. | M.Com. | 8/6/1982 |
| 5 | Smt. R.B.Naik | Ass.Prof. | M.A.,M.Phil.. | 9/13/1983 |
| 6 | Smt. D.P.Patel | Ass.Prof. | M.A. | 10/17/1984 |
| 7 | Smt. I.B.Patel | Ass.Prof. | M.A.,B Ed. | 1/7/1986 |
| 8 | Shri S.G.Kokani | Ass.Prof. | M.A.,B Ed. | 1/23/1987 |
| 9 | Smt. N.K.Naik | Ass.Prof. | M.A.,M.Phil. | 12/24/1987 |
| 10 | Shri C.D.K.Patel | Ass.Prof. | M.A.,B Ed. | 1/9/1988 |
| 11 | Dr.M.D.Patel | Ass.Prof. | M.A.,PhD, | 12/11/1991 |
| 12 | Smt. M.R.Desai | Ass.Prof. | M.A.,M.Phil. | 19/11/1992 |
| 13 | Shri C.D.M.Patel | Ass.Prof. | M.A. | 12/2/1993 |
| 14 | Smt.H.N.Desai | PartTime | M.com,B.Ed., L.L.B. | 16/12/2011 |
| 15 | Shri. A.C.Patel | Ass.Prof. | M.A.,GSET | 10/02/1994 |
| 16 | Dr.R.A.Tai | PartTime | M.A.,Ph.D. , GSET | 06/08/2015 |
| 17 | Dr.J.S.Naik | P.T.I. | M.Com., M.P.ed,Ph.D.,GSET | 2/7/2011 |
| 18 | Kum. H.K.Lad | Visiting/Adhok | M.Com. | 20/06 2016 |
| 19 | Kum.K.J.Patel | Visiting/Adhok | M.A. | 20/06/2016 |
| 20 | Smt.D.K.Ahir | Visiting/Adhok | M.A. | 20/6/2014 |
| 21 | Smt. N.D.Patel | Visiting/Adhok | M.A.M.Phil. | 20/06/2016 |
| 1 | Shri V. C.Lad | Accoutant. | B Com,CCC+ | 10/5/1981 |
| 2 | Shri C.R.Patel | Head Clerk | B.A.,CCC | 10/5/1982 |
| 3 | Smt.M.A.Naik | Sr.Clerk | B Com.,BLib., M.Lib.CCC+ | 10/5/1982 |
| 4 | Shri N.H.Patel | Jr.Clerk | SSC ,CCC | 10/1/1982 |

| | | | | |
|----|--------------------|--------------|------------|------------|
| 5 | Kum.J.M.Patel | AdhocClerk | B.A.,CCC | 12/7/2013 |
| 6 | Smt.K.V.Solanki | Adhoc Clerk | M.A. | 13/4/2015 |
| 7 | Mr.Rezash R.Mistry | Adhoc Clerk | M.Com.GSET | 13/06/2016 |
| 8 | Mr.Tejas R.Mistry | Adhoc Clerk | M.Com.GSET | 13/06/2016 |
| 9 | Smt.C.S.Vashi | Adhoc Libra. | M.Lib. | 12/4/2016 |
| 9 | Shri K.M. Varma | Head Peon | 8th | 4/1/1985 |
| 10 | Shri R.B.Patel | Peon | 8th | 11/15/1989 |
| 11 | Shri S.R.Chauhan | Peon | 9th | 11/17/1989 |
| 12 | Shri R.B.More | Peon | 7th | 11/15/1989 |
| 13 | Shri D.L.Patel | Adhoc Peon | 7th | 1/6/2005 |
| 14 | Shri J.V.Garaniya | AdhocSweeper | 10th | 1/6/2005 |
| 15 | Shri Y.B.Patel | Adhoc Peon | HSC | 12/6/2012 |
| 16 | Shri N.s.Ahir | Adhoc Peon | B.A. | 15/6/2016 |
| 17 | Shri S.N.Patel | Adhoc Peon | HSC | 23/09/2016 |

Evaluative Report of the Departments

English Department

1. Name of the department - english
2. Year of Establishment - June, 1969
3. Names of Programmes B.A.
4. Names of Interdisciplinary courses and the departments /units involved. –Choice based credit system
5. Participation of the department in the courses offered by other departments – subsidiary subjects Sanskrit and Gujarati offered with core Subject
6. Details of courses/ Programmes discontinued (if any) with reasons – No
7. Number of Teaching posts

| | Sanctioned | Filled |
|------------------------|------------|--------|
| Professors (Principal) | 01 | 01 |
| Asst. Professors | 01 | 01 |
| Adhoc Visiting Faculty | 01 | 01 |

8. List of senior visiting faculty –01
9. Percentage of lecture delivered and practical classes handled(programme wise) by temporary faculty –

| Name of Faculty | Class | No. of Lecture |
|-----------------|-------|----------------|
| Armin Saiyad | UG | 03 |

10. Student-Teacher Ratio (programme wise) –
BA – sem - I & II – 1:9, BA – sem - III & IV – 1:10, BA – sem - V & VI – 1:20
B.Com. – Sem – I & II – 1:189, B.Com. – Sem – III & IV – 1:116, B.Com. – Sem – V & VI – 1:76
11. Number of academic support staff (technical) and administrative staff; sanctioned and filled - NA
12. Qualifications of teaching faculty with Dsc./ D. Litt/ Ph.D/ M.Phil/ PG.-

| Name | Qualification | Designation | Specialization | No.of Years of Experience | Ph.D. guided |
|------------------|--|---------------------|----------------------------|---------------------------|--------------|
| Dr. F. H. Desai | M.A(English) M.A.(Sanskrit), Ph. D, SLET | Principal | Vedic English & Literature | 22 | - |
| Prof. M.R. Desai | M. A., M. Phil | Assistant Professor | English Literature | 33 | - |

13. Number of faculty with ongoing projects – None

14. Departmental project funded by DST- FIST; UGC, DBT,ICSSR, etc. and total grants received. - None
15. Research Centre / facility recognized by the University. –Research activity on college level
16. Publications: **(Attached separate sheets)**
17. Areas of consultancy and income generated – 02 – Free of cost
Gandhighar Kacholi – Mukbadhir School & Sarda Foundation School, Chikhli
18. Faculty as members in a) National committees b) International Committees c) Editorial Boards... Prin. Dr. F.H. Desai (IJPR ,AWED), Editorial Board
Asst. Prof. Minu R. Desai , Board of Studies in English at V.N. S. G. Uni., Surat
Editorial Board Member.
19. Student's projects – on graduation level
20. Awards / Recognitions received by faculty and students. –separate sheet attached
21. List of Eminent Academicians and scientists / visitors to the department.
Dr. E.V. Ramakrishnan, Dr. Chaitanya J. Desai, Prin. R. R. Mehta, Prof. Sonal Vaidya
22. Seminar / Conference / Workshops organized & the source of funding by UGC
(a) State level Seminar on Indian Women Novelists in English
23. Student profile programme / course wise:

| Name of the Course/programme (refer question no. 4) | Arts | | | Commerce | | | |
|---|-----------------------|----------|----------|----------|-------|----|----|
| | Applications received | Selected | Enrolled | | B.Com | M | F |
| | | | *M | *F | | | |
| B.A.Sem- I / II | 18 | 18 | 05 | 13 | 189 | 99 | 90 |
| B.A.Sem- III / IV | 20 | 20 | 04 | 16 | 116 | 55 | 61 |
| B.A. Sem- V / VI | 40 | 40 | 12 | 28 | 76 | 24 | 25 |

24. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? – Exact figure unrecorded.
25. Student progression – employed in teaching jobs, or firms for communication.
26. Details of Infrastructural facilities
a) Library, - Yes
b) Internet facilities for Staff & Students - Yes
Class rooms with ICT facility - Yes c)
27. Number of students receiving financial assistance from college, university, government or other agencies - Government Scholarship is provided to S.C./ S.T. students

28. Details on student enrichment programme (special lectures / workshops / seminar) with external experts. – Arranged once in a year “ Guest lectures of Experts” like Dr. Chaitanya J. Desai, Major Unmesh Pandya
29. Teaching methods adopted to improve student learning – Lecture, PPT Group Discussion, Assignment, Seminar
30. Participations in Institutional Social Responsibility (ISR) and Extension activities – N.S.S., Youth Red Cross Unit, Red Ribbon Club.
31. SWOC analysis of the department and Future plans.
 - Strength – Qualified & Experienced Staff.
 - Weaknesses – Less enrollment due to lack of English teachers in tribal schools
 - Opportunities– Students get job as teachers, Offices & adhoc services
 - Challenges – Students are reluctant to choose specialization in English
 - Future Plan- Post Graduation

Publications and Other Academic Details

Books:

- I. Dr. F. H. Desai, “Chattay hun Unchi Uthu Chuu”, published by sabdalok prakashan, Ahmendabad, 2011 ISBN: 978-93-81357-06-4. Price: Rs.120
- II. Dr. Falguni Desai, “Vedic path The Journey Within”, published by Laxmi book Publication, Maharashtra, ISBN 9781312811263, 2015 Price: 22,86 \$
 - a. [http://www.lulu.com/shop/dr-falguni-desai/vedic-path-the-journey-](http://www.lulu.com/shop/dr-falguni-desai/vedic-path-the-journey-within/paperback/product-21984201.html)
 - b. [Within/paperback/ product-21984201.html](http://www.lulu.com/shop/dr-falguni-desai/vedic-path-the-journey-within/paperback/product-21984201.html)
- III. Dr. Falguni Desai, *EXPLORING THE MYSTRY OF MYTHS: A JOURNEY THROUGH PLAYS OF GRISH KARNAD AND WOLE SOYINKA*, published by Laxmi book Publication, Maharashtra, ISBN 9781312811195, 2015 Price: 21,35 \$
 - a. <http://www.lulu.com/shop/dr-falguni-desai/exploring-the-mystry-of-myths-a-journey-through-plays-of-grish-karnad-and-wole-soyinka/paperback/product-21984145.html>
- IV. Dr. Falguni Desai & Dr. Piyush Desai, “Children’s University school accreditation (Manual)”, published by Children University, sector-20, Gandhinagar, Gujarat, ISBN- 978-1-312-96262-0
- V. “Parivarni Pathsala”, Chapters, Published by children’s University, Gandhinagar, 2015 ISBN 978-1-312-85622-6.
- VI. “Shikshan Ma Bhartiya Chintan”, Chapters, Published by Childre’s University, Gandhinagar, 2015. ISBN 978-1-312-85621-9

- VII. Chapter in Book – “TAKING ACTION : Contemporary Indian Drama :Anticipating Kingdom for Kingdom: An Ecofeminist Emergence of Karnal’s Feminist Protagonist in Naga Mandala” Edited by Dr. Rakesh Desai, Sarup book Publishers.
- VIII. “Editor Culture of India published by Swar Sadhana”, Music lovers Club, Toronto CANADA, www.swarsadhanamusicloversclub.com
 a. (Books no 5 & 6 chapters in book & Book no 5 & 8 editor
- IX. Falguni Desai- “Universality of Vedas: The Eternal living”, Lambert Academic publishing Germany ISBN No : 978-3-659-93795-8

Research Papers

1. Falguni P. Desai, “Sanskrit the World’s Oldest Spiritual and Scientific Language”, Triveni, pp.15-17, Vol.77, July-Sept 2008, Website : www.yabaluri.org
2. Falguni P. Desai, “I See You Face To Face: the Post Reader Relationship Leaves of Grass”, Rock Pebbles, pp131-140, Vol. XIII, Jan-June 2009 .<http://www.rockpebbles.in>
3. Falguni P. Desai, “Ecology and Ecocriticism”, Triveni, pp.10-13, Vol78, April-June, 2009.
4. Falguni P. Desai, Girish Karnad’s “Yayati with reference to Yayati in Mahabharata”, Contemporary Vibes, pp50-53, Vol 4 Issue 16, July-Sep, 2009.
5. Falguni P. Desai, Translating and Teaching “Psychological Advance Adjacent To English Phobia in Rural Classroom”, Gujarat Journal of Psychology, pp35-39, Vol,3, May 2009.
6. Falguni P. Desai, “Aspiration”, Poet’s International , p.16 , Vol.26, July 2009.
7. Falguni P. Desai, “The flavor of Indianness in Creative Indian Writing in English”, Triveni, pp.22-24 Vol.78 No. 4, Oct- Dec, 2009.
8. Falguni P. Desai, “Inter-Rehance/Alliance of Nature, Human Nature and Literature”, Kohinoor, pp.41-47, Nov, 2009 .
9. Falguni P. Desai, “Multicultural Pressure in Literature is Not Confronted To Domestic Fronts”, Bridge-in-Making, pp .42-48, Vol,56-57, January 2010 .
10. F. P. Desai and P.S.Desai, “Science of Symmetry & Rta The Self Regulative Law of Symmetry In Vedas The Ancient Indian Tests.” Ripples, pp.102-107, Vol, March-August, 2009.
11. Falguni P. Desai, “Ecological Ethics in Vedic Metaphysics an Effectual Method to Indoctrinate Environmental Awareness”, JERAD, pp636-642, Vol, 04 No. 02, January 2010.

12. Falguni P. Desai, "Relating Dhvani Theory to Whitman's Poetic Program, The Vedic Path" July- Dec .2009 .
13. Falguni P. Desai, "Whitman's Dialogical Cosmos Individuality & personal Union", Atlantic Literary Review, Page no,27-34 ,Vol,3 No. 3, Jul-Sept ,2009.
14. P.S.Desai and F. H. Desai , "Vedic Ethno Literature: Art / Science / Our Classical Literary Convention, Literary Criterion", Vol , XLV(I) page no.7-17 ,2010.
15. Falguni P. Desai, "Comparative Literature an inter disciplinary field: studying Literature across Border", Spark International online Journal, Vol, 2 issue -3 page no. 336-350, Feb,2010 .www.sparkejournal.com
16. F. P. Desai and P.S.Desai, "Vedic Military We never preached our thoughts with Fire and Sword", Triveni, Vol,79, No.2 .page 16-21, Apr- June2010.
17. Falguni P. Desai, "Tree and Me", Poet's International, Vol.27, No,5 ,page 14, May 2010.
18. Falguni P. Desai, Mark of our true locate, Poet's International, Vol.27, No,11 ,page 14, June 2010.
19. Falguni P. Desai, "Easing Entropy in Rural ELT / ESL Classroom ELT" Quarterly No. 11, Vol.03-04 ,page no. 28-34, March2010.
20. Falguni P. Desai, "Deep Ecology & Rabindranath Tagore" ,Rock & pebbles, Vol.XIV NO.I pp 62-68, [http:// www.rockpebbles.in](http://www.rockpebbles.in)
21. Falguni P. Desai, " Is Our Ecocritical Expedition Healing Us of Ecophobia ? Contemporary Discourse", Vol. I ,(I),pp 106 ,July 2010 www.litsight.com
22. Falguni P. Desai, "Tree",Poet's International, Vol.27 ,No,6 ,page 11, June 2010.
23. Falguni P. Desai, "Home Coming", Bridge In Making ,No 57 ,p 28, July 2010
24. Falguni P. Desai, "Literature: Feminism, Spiritualism, Socialism,Literary Mirror",pp 11-18 An Internationalliterary bi-lingual magazine,2010.
25. Falguni P. Desai, "Floriography in Tagore's Poetry", Muse India International online e- journal,Issue33, Sep-Oct,2010. www.museindia.com
26. Falguni P. Desai, "Dialogical Cosmos: Excellent Blend of Individuality and Personal Union in Walt Whitman", Shine, Book No.24,Sep,2010,pp47-56.
27. Falguni P. Desai, "Eco-critical reading of The Mother's Flowers and their Messages, Contemporary Vibes", Vol. 6, Issue No,21, Oct-Dec,2010, pp56-58.
28. Falguni P. Desai, "Tagore's Educational Experiments and Right to Education Bill: a Comparison Rupkatha Journal on Interdisciplinary Studies in Humanities", Vol 2,No3,2010,pp 628 -39,Special Issue on Rabindranath Tagore ,edited by Amrit Sen URL of the Issue: [http://rupkatha.com /v2n4.php](http://rupkatha.com/v2n4.php) URL of the article. [http://rupkatha.com /v2/n423 Tagore on Education.pdf](http://rupkatha.com/v2/n423%20Tagore%20on%20Education.pdf) © www.rupkatha.com
29. Falguni P. Desai, "Mythical/Eco-critical Reading of Karnad's Nagamandala". Post colonial- bi- annual.Dec,2010p 71-78.

30. Falguni P. Desai, "Inner Mystery of God's Gift, Bridge-in-Making", No.55 & 56, pp 10-11, Vol.56-57, January 2010.
31. Falguni P. Desai, "Nurture", Kohinoor. pp 45, Jan, 2010.
32. Falguni P. Desai, "Mahabharata as Encyclopediya of Indian Morality and Culture ... Journal of Objective Studies", Vol, 22. NOs. 1 & 2, 2010.
33. Falguni P. Desai, "Narendra Modi: New Voice of Environmental Ethics in Gujarati Poetry, Poetcrit". Silver Jubilee Number 1988-2012, Special on Post -1960 Indian Poetry, Vol, XXV, January, 2012.
34. Falguni P. Desai, "Universal Synchronization in Walt Whitman and Vedic Notation- A Comparative Reading", VEDA-VIDYA, Vol, XVIII (July-Dec) 2011, pp 190-200.
35. Falguni P. Desai, "Tagore on Education from Nationalism Internationalism Cosmicism to Loksiksha". Peace Education. Vol 16, 2008-09, pp 25-33.
36. Falguni P. Desai, "Special Issue of Parjanam International Conference on Liberating Learning" pp, 990-1004 <http://www.Sanshodhan.net>, 2013.
37. Falguni P. Desai, "Inter-Reliance /Alliance of Nature, Human Nature & Literature Journal of multidisciplinary studies" HESMA, Vol.No.6 June 2013, pp 10-12.
- 38.. Falguni P. Desai, "Ecology Journeying Discovering Ecology as Integral Part of Human Living", International Journal Of Advance Research, IJOAR >org Volume 1, Issue *, August 2013, pp 48-64.
39. G. D. Raval & F. H. Desai, "Education Is Not Simply Conditioning Human Being Into Social Being the Real Education Is The Journey Within, Stirring The Spiritual Being", International Journal 'Horizons Of Holistic Education' 1 (1), July, 2014, pp 11-19.
40. Falguni P. Desai, "Tranlating White Teaching : A Psychological Advance Adjacent To English Teaching -Learning In Rural Classroom" Asian Academic Research Journal of Multi-Disciplinay Year 2015, Volume-1, Issue-30 (Feb-2015) Online Issn : 2319 -2801.
41. G. D. Raval, P. S. Desai & F. H. Desai, "Children's University Unique Endeavour for Empowering the younger Generation", University News, Vol, 53 (20) (May-18-24), 2015, 195-204, ISSN-0566-2257.
42. Falguni P. Desai, "In Communion with Cosmic Consciousness: Translating the Poet Narendra Modi", International Journal of English and Literature, Vol 6 (4) (Aug-2016), 1-20, ISSN (e) 22498028.

International Seminars, Conferences, workshops:

1. Speaker at International Conference for Academic Disciplines (IAS, Florence 2013) Monday April 22, 2013 - Thursday April 25, 2013 Piazza della Calza 6 **Florence, Tuscany 50125. ITALY.** Title of presentation: Oriental Eco-‘Logical’ Ideas and Occidental environmental Activism: A Comparison with Special Reference Ancient Indian Vedic Literature.
2. Feminism in Literature, Gujarat Gandhi Vidhyapith, Ahmedabad, 8th -10th Dec.2009, Feminine Nuances of Nature Innate in Evolution, Ecology and Earth.
3. ELT & interactive media in pedagogy, H.M.Patel Institute, Vallabh .Vidhyanagar. Gujarat, India, 8th -10th Jan. 2010, Easing Entropy in Rural Tribal ELT/ESL Classroom
4. Cognition Creativity and Experience Retelling the Relativity: Indian Institutue of Technology Gandhinagar, Oct- 29th -31st Cognition, Creativity and Poetry, 2011
5. **Invited Speaker** [(Session – VIII: (Time 11:40am - 01:00pm) SS-I (Social Sciences); at ICER 2011" International Congress of Environmental Research" (ICER-11) organized by SVNIT Surat and Journal of Environmental Research And Development, Bhopal (India), official website : <http://www.icer10.jerad.org> <http://www.jerad.org>.
6. **Chairperson** 8th june 13:45- 15: 00 parellel session II Systemic Rituals & at International Conference on Liberating Learning Organised by Children's University, Gandhinagar Educational Researchers' Association, Gujarat Bhartiya Shikshan Mandal, Gujarat Prant Higher Education Forum, Gujarat Chapter 7-9 June 2013.
7. Attended and presented paper in International Conference on Translation at Department of English, Veer Narmad South Gujarat University, Surat, Dated 9-10 February 2016.
8. **Key note speaker** at National Seminar qn Empowerment of Society Through Women By Education on 1st March 2015 at Swami Vivekanand Sarvodaya Education College, Mehsana
9. Attended and presented paper in International Conference on Translation at Department of English, Veer Narmad South Gujarat University, Surat, Dated 9-10 February 2016.
10. **Attended and presented paper in International Conference in 8th MAC 2016, Prague, Czech Republic, 14-15th October 2016.**
Session chair : 15th October 2016, 15:10 - 16:30 parellel session Meeting room 318.
- Attended and presented papers at various National (08) & State (04) Seminars, conferences, workshops, Symposia

Projects:

1. MHRD - Designed fifty lesson correspondence course, VEDNIPUNA in English, offered by Maharishi Sandipani Ved Vidya Pratisthan, Ujjain an Autonomous body of MHRD, Government of India. **Rs. 35000=00. (2011-12)**
2. GOVT. OF GUJARAT: Special education Program, Govt. Of Gujarat, for Primary Education, Uchchhal, Nizar & Songarh Taluka - Amount in rupees **26,49,000 (2013-14) and 61,20,000 (2014-15).**

Grants Received from University Grants Commission, New Delhi:

1. Received scholarship in form of financial assistance under "Minor Research Project" from U.G.C. for the project Comparative Analysis on Myth and Mythical Concepts in Plays of Girish Karnad and Wole Soyinka – a Comparative Study, **Rs. 35,000=00.**
2. Received Project grant for designing and framing VEDNIPUNA in English, Correspondence course offered by Maharishi Sandipani Ved Vidya Pratisthan, Ujjain an Autonomous body of MHRD, Government of India, **Rs. 35000= 00.**
3. Received Travel grant from U.G.C to present research paper: Presented research paper at 5th international conference on Dialogical self At Cambridge Univ. U.K. Aug. 26th -29th 2008., **Rs. 98,000=00**
4. Travel grant received from U.G.C to present research paper International Conference for Academic Disciplines (IJAS, Florence 2013) Monday April 22, 2013 - Thursday April 25, 2013 Piazza della Calza 6 Florence, Tuscany 50125 ITALY. Title of presentation: Oriental Eco-‘Logical’ Ideas and Occidental environmental Activism: A
5. Comparison with Special Reference Ancient Indian Vedic Literature. **Rs. 121437=00.**

Special Achievement:

1. Felicitated and conferred the recognition of ‘A’ grade teacher for academic excellence by Bilimora Vibhag Kelavni Mandal,(Management of the College) Gujarat, India during golden jubilee celebration 2009.
2. Certificate of appreciation: Felicitated by Municipal Corporation of Bilimora as adornment of the town on occasion of Swarnim Gujarat, 2010 celebrated on Golden Jubilee year of Gujarat State (Felicitated for academic excellence & for academic endeavors)

Membership & other academic association:

1. Member, Board of Reviewers Arab World English Journal (AWEJ). AWEJ is a refereed, peer-reviewed, and open-access e-journal for scholars, researchers, teachers, and officials of the English language in the Arab countries and in the entire world.
2. Referee for The International Journal of the Asian Philosophical Association (IJAPA) - a full text, open access, interdisciplinary, online peer reviewed journal.
3. Book reviewed- Culture of India and In the panel of Judge in various Competitions, SSE Program: 2010, Website: www.swarsadhana.ca,
4. Member Poetcrit – Poetcrit is an English language journal of poetry and literary criticism published in India. Journal Abstracted and indexed in EBSCO Host USA, It is a Journal devoted to literary appreciation edited by leading Indian poet D. C. Chambial. Maranda , HP , India. : <http://poetcrit.blogspot.com/> Membership No. 81/2011PM.
5. Fellow member of International Congress of Environmental Research, Bhopal, INDIA
6. Associated for designing syllabus, conducting examinations with Maharishi Sandipani Ved Vidya Pratisthan, Ujjain an Autonomous body of MHRD, Government of India.
7. Active Member Advisory board/Editorial Board of *International Journal Horizons of Holistic Education*, Children's University Gandhinagar (2013 – 2015).

Hindi Department

1. Name of the department - Hindi
2. Year of Establishment - June, 1969
3. Names of Programmes B.A., M.A., M.Phil Ph.D
4. Names of Interdisciplinary courses and the departments /units involved. -
Subsidiary subjects offered
5. Semester/ Choice based credit system offered
6. Participation of the department in the courses offered by other departments -
Subsidiary subjects offered with core course
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
- Nil
8. Details of courses/ Programmes discontinued (if any) with reasons - Nil
9. Number of Teaching posts

| | Sanctioned | Filled |
|------------------|------------|--------|
| Asst. Professors | 2½ | 2½ |

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.
/Ph.D. / M. Phil. etc.)

| Name | Qualification | Designation | Sp | Exp. | No. of Ph.D. |
|-----------------|-------------------|-------------|-------|------|--------------|
| D. P. Patel | M. A. | | Hindi | 31 | NA |
| Dr. M. D. Patel | M. A. Ph.D | | “ | 24 | |
| Dr. R. A .Tai | M. A. Ph.DGset | “ | “ | 19 | NA |

11. List of senior visiting faculty –

| Name | Qualification | Designation | Specialization | Name of college | No. of Years of Experience |
|---------------------|---------------|-----------------|----------------|------------------------------|----------------------------|
| Prof. Dr. R. A. Tai | M. A. Ph.D | Assistant Prof. | Hindi | Arts & Comm. college , Vyara | |

12. Percentage of lecture delivered and practical classes handled (programme wise) by temporary faculty – 07 (Part time faculty)

13 Number of academic support staff (technical) and administrative staff; sanctioned and filled. – Nil

14 Number of faculty with ongoing projects from a) National b) International funding agencies and grants received. - Nil

15 Departmental project funded by DST- FIST; UGC, DBT, ICSSR, etc. and total grants received. - Nil

16 Research Centre / facility recognized by the University. We have small research center at college

17 Publications:

Asst. Prof D. P. Patel

(1) “GURU MAHIMA” Translator- Daxaben P. Patel ISBN 978-93-82333-13-5

Sahitya Nilay 40/49 Baudhnagar Navvista- Kanpur.

(2) “Hindi Sahitya mein Ritikal ka yogdan” SARTH PUBLICATION – YEAR 2015. Jan. Page No. : 244 to 253E. journal of Research ISSN -2395-339x

Asst. Prof. Dr. M. D. Patel

1. Prashad sahitya mein adarsh aur Yatharth ISBN No. 978-93-82327-12-7
Hamare Krantikari Yoddha – ISBN No. 978-93-93-5070-0648

2. “Bhisma Sahni ke katha sahitya mein tama ski Prenamurti” Sodharnav April – June 2014 Page No. : 149 to 152 ISSN No. 0975 – 5381

3. “Aaj ki Kavita mein Vighnan va Taknik ka Prabhav” Sodharnav Oct. – Dec. 2013 Page No. : 52 to 56 ISSN No. 0975-5381 www.shodharnava.com

4. “Kanjani Evam Tulsi Ke Naripatra” Navnikarsh May – June 2014
Page No. 10-11 ISSN 0975-0827 www.navnikash.com

5. Badh Mein Dubta Gaumachal : doob Navnikarsh March -2014 Page no. 38 to 40 ISSN 0975-0827 www.navnikash.com

6. “Pryojanmulak Hindi, santi Prakashan Ahmedabad” Shanti-e-Journal of research June -2014 Page No. 67 to 70 ISSN No. 2278- 4381 Vol-3 www.shantiejournal.com

7. “Ban ki Abhivyakti : Ban Bhatt ki Atamakatha” Zalaun (U. P.) Sodharnav April- June 2014 Page No. : 24,25 ISSN No. 0975-5381 www.shoodharnav.com

8. "Tulsi ke Kavya Mein Nariroop Evam Nari Adarsh" New Delhi Eternity Feb -2015 Page No. 38,39 ISSN No. NSL/ ISSN/ 2013/1139 Vol- III, ISSUE – [Iwww.eternity.com](http://www.eternity.com)
9. "Mahadevi Ke Sahitya Mein Naree" Zalaun (U.P.) Shodharnav May – June 2015 Page No. 25 to 29 ISSN NO. : 0975-5381 www.shodharnav.com
10. "Ekevisvi Sadi mein Nari Chetna" Journal of research Shanti Prakashan Ahmedabad Dec. 2014 Page No. 84 to 88 ISSN No. :2278-4381 Vol.-3 Issue -
11. "Svattantottar Hindi Natak mein Badalte Jivan Mulya aur Aadarsh" NEW DELHI Eternity Dec.-2014 Page No. : 59,60 ISSN No. :NSL/ISSN/INF/2013/1139 Vol. 12 "Muktibodh ke Kavya me Sanskrutik Prakriya ki Talash" Navnikarsh (Kanpur) Dec.-2014 Page No. : 20 to ISSN No. : 0975-13 "Hindi Bhasha ke Vikas mein 13 Patra- Patrikao ka Yogdan Sarth Prakashan, Anand Sarth-E-Journal of Research Page No. : 197 to 202 ISSN No. : 2395-339
- 14 "Hindi Evam Angreji Sahitya mein Vykti Stri – Purush Sambandh." Abhinav Gaveshana (Kanpur) July – Oct 2015 Page No. : 44 to 47 ISSN No. : 2394-4366 Year -1 ,
15. "Tulsi Pranit 'Vinaypatrika' Me Darshnik Bhav" Zalaun (U.P.) Shodharnav June 2015 Page No. : 83 to 86 ISSN No. : 0975-5381

- 18 Areas of consultancy and income generated - nil
- 19 Faculty as members in Editorial Boards... Dr. M. D. Patel, Editorial Board SARTH – E Journal of Research.
- 20 Student's projects Nil
- 21 Awards / Recognitions received by faculty and students. – NA
- 22 List of eminent academicians and scientists / visitors to the department.
Prof. U. L. Patel (Vanraj Arts & Comm. College, Dharampur)
Dr. Mahesh Patel, Prin. Dr. Madhukar Padvi.
- 23 Seminar / Conference / Workshops organized & the source of funding -
National Seminar on prayojan mulak "ravi satabdi ke Hindi Sahitya mein Naree Chetana."- 22, Feb.-2015
- 24 Student profile programme / course wise:

| Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | |
|---|-----------------------|----------|----------|----|
| | | | *M | *F |
| B.A.Sem- I / II | 57 | 57 | 33 | 24 |
| B.A.Sem- III / IV | 37 | 37 | 19 | 18 |
| B.A. Sem- V / VI | 25 | 25 | 9 | 16 |
| M.A. Sem.- I / II | 28 | 28 | 4 | 24 |
| M.A. Sem- III / IV | 34 | 34 | 5 | 29 |

- 25 Diversity of Students : mostly of same tribal groups
- 26 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? – Record unavailable
- 27 Student progression

| Student progression | Against % enrolled | |
|---------------------|--------------------|--------|
| UG to PG | 12/25` | 48.00% |
| PG to M.Phil | 1% | |
| PG to Ph.D | 1% | |

- 28 Details of Infrastructural facilities
- a) Library - Yes
- b) Internet facilities for Staff & Students - Yes
- c) Class rooms with ICT facility - Yes
- A
- 29 Number of students receiving financial assistance from college, university, government or other agencies Sc St Government Scholorships.
- 30 Details on student enrichment programmes (special lectures / workshops / seminar) with external experts. Prof. U. L. Patel (Vanraj Arts & Comm. College, Dharampur)
- 31 Teaching methods adopted to improve student learning – Assignment/ Tutorials, PPT
- 32 Participations in Institutional Social Responsibility (ISR) and Extension activities – NCC/ NSS/Yoga, Prof. D. P. Patel- Working as a chairman of shri shakti sangathan of South Gujrat Samarpan Ashram of Dandi, Navsari
- 33 SWOC analysis of the department and Future plans.

S – Well Qualified staff
W – Govt. Policy regarding Hindi Subject.
O – Student avail of UG to Ph.D at our college.
C – Working day for teaching days are not enough.

Future plan- Short term proof reading workshops and couses in Hindi proof reading.

Sanskrit Department

1 Name of the department - Sanskrit

2 Year of Establishment - June, 1969

3 Names of Programmes / Courses offered - B.A., M.A.,

4 Names of Interdisciplinary courses and V the departments /units involved. – P.G.-
Alankarshastra (Int.)

5 Semester/ Choice based credit system

6 Participation of the department in the courses offered by other departments - NA

7 Courses in collaboration with other universities, industries, foreign institutions, etc. –
our faculty provide services to BAOU

8 Details of courses/ Programmes discontinued (if any) with reasons - Nil

9 Number of Teaching posts

| | Sanctioned | Filled |
|------------------|------------|--------|
| Asst. Professors | 2 | 2 |

10 Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.
/Ph.D. / M. Phil. etc.)

| Name | Qualification | Designation | Specialization | Exp | Ph.D. guided |
|-------------------|---------------|---------------------|----------------------------|-----|--------------|
| Prof. N.K. Naik | M. A., M.Phil | Assistant Professor | Sanskrit Alankarshastra | 29 | Nil |
| Prof. C. D. Patel | M. A. | Assistant Professor | Sanskrit Vedantashastra | 27 | Nil |

11 List of senior visiting faculty –

| Name | Qualification | Designation | Specialization | College | Exp |
|----------------------------|---------------|-----------------|----------------|---|-----|
| Prof. Dr. Ashok L. Patel | M. A. Ph.D | Assistant Prof. | Sanskrit | Akhand Anand Arts & comm.. college, Surat | 20 |
| Prof. Dilip V. Patel | M. A. | Assistant Prof. | Sanskrit | J. P. Pardiwala Art & Comm. College , Killa Pardi | 20 |
| Prof. Govind M. Dalvi | M. A. | Assistant Prof. | Sanskrit | Arts & Comm. College, Vyara | 15 |
| Prof. Dr. Prakash M. Patel | M. A., Ph.D. | Assistant Prof. | Sanskrit | Arts & Comm. College, Chovisi | 7 |

| | | | | | |
|---------------------------|---------------|-----------------|----------|---|----|
| Prof. Dr. Dipak G. Patel | M. A., Ph.D. | Assistant Prof. | Sanskrit | S. B. Garda Arts & Comm, College, Navsari | 24 |
| Prof. Dr. Punita B. Patel | M. A., Ph.D. | Assistant Prof. | Sanskrit | Arts & Comm. College, Amroli | 7 |
| Prof. Hitendra P. Gamit | M. A. | Assistant Prof. | Sanskrit | Arts & Comm. College Buhari | 7 |
| Prof. Shilpa I. Bhatt | M. A., M.Phil | Assistant Prof. | Sanskrit | Arts & Science College, Kholwad | 7 |
| Prof. Vandana S. Pamanik | M. A. | Assistant Prof. | Sanskrit | Arts & Comm. College, Navsari. | 7 |

- 12 Percentage of lecture delivered and practical classes handled(programme wise) by temporary faculty – Nil
- 13 Student-Teacher Ratio (programme wise) – BA – sem - I & II – 1:16, BA – sem - III & IV – 1:18, BA – sem - V & VI – 1:15
- 14 Number of academic support staff (technical) and administrative staff; sanctioned and filled. – Nil
- 15 Number of faculty with ongoing projects from a) National b) International funding agencies and grants received. - Nil
- 16 Departmental project funded by DST- UGC, , etc. and total grants received. - Nil
- 17 Research facility in college. – inception of Sharda Samsodhan Sarita
- 18 **Publications:**
 Assit.Prof. N. K. Naik
 (1)Sanskrit Laghukatha Sanchayah ISBN No. 978-93-81109-52-6
 (2)Vaidic Vangmayah (Atharvaved, Ishavasyopanishad ISBN No. 978-93-82930-99-0
- 19 Areas of consultancy and income generated – Not professional, counsaltancy in Vedic Pathshaala, Valsad.
- 20 Faculty as members in I Boards...Board of study in Sanskrit V.N. S. G. Uni., Surat
 All India Oriental conference Pune (Bhandarkar Oriental Institute All India Poet Khurja.
- 21 Student's projects- Small project work at PG level.
22. Awards / Recognitions received by faculty and students. - Nil
- 23 List of eminent academicians visitors to the department.
 Prof. Dr. N. C. Bhavnagri (M. T. B. Arts College, Surat)
 Prof. Dr. Mayuri Bhatia (Shri Rangchetan Mahila College, Valia)

Prof. Dr. Bhavana Chapaneri (M. T. B. Arts college, Surat)

24 Seminar / Conference / Workshops organized- National Seminar on Sanskrit Sahitya Me Yugbodha, Date : 19/03/2016 funded by Sahitya Akademy Gandhinagar.

25 Student profile programme / course wise:

| Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | |
|---|-----------------------|----------|----------|----|
| | | | *M | *F |
| B.A.Sem- I / II | 32 | 32 | 9 | 23 |
| B.A.Sem- III / IV | 37 | 37 | 17 | 20 |
| B.A. Sem- V / VI | 30 | 30 | 9 | 21 |
| M.A. Sem.- I / II | 61 | 61 | 5 | 56 |
| M.A. Sem- III / IV | 55 | 55 | 5 | 50 |
| M.Phil | - | - | - | - |

26 Diversity of Students - Tribal groups

27 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? – Data unavailable

28 Student progression

| Student progression | Against % enrolled | |
|---------------------|--------------------|--------|
| UG to PG | 18/30 | 60.00% |
| PG to M.Phil | 2% | |
| PG to Ph.D | 1% | |
| | | |
| • | | |
| | | |

29 Details of Infrastructural facilities

- a) Library - Yes
b) Internet facilities for Staff & Students - Yes
c) Class rooms with ICT facility - Yes

30 \Number of students receiving financial assistance from college, university, government or other agencies - sc/st students get government scholarship

31 Details on student enrichment programmes – Special lectures with external experts. Prof. Dr. N. C. Bhavnagri (M. T. B. Arts College, Surat), Special Lectures delivered by Dipesh shah on NET, SLET and Competitive Exams.

- 32 Teaching methods adopted to improve student learning – Lecture, Assignment, Seminar, Group Discussion Tutorials
- 33 Participations in Institutional Social Responsibility (ISR) and Extension activities – Music
- 34 SWOC analysis of the department and Future plans.
- S – Faculty of the Department are Friendly, encouraging and easily Approachable by students.
- W – Time limits for syllabus coverage in semester system has to be maintained.
- O – We attract a number of Students and Have the opportunity of Educating and guiding them towards excellence in life.
- C – Encourage to students to achieve their desired Goals is same limit difficult with the weak foundation and quality of the Subject.

Future Plan:

We want to encourage students for research and conversational Sanskrit.
We also want the students to be active in communicative Sanskrit.

Gujarati Department

1. Name of the department - Gujarati
 2. Year of Establishment - June, 1969
 3. Names of Programmes offered- B.A.
 4. Names of Interdisciplinary courses – subsidiary English, Hindi, Sanskrit with Core.
 5. Semester - Choice based credit system
 6. Participation of the department in the courses offered by other departments - subsidiary core elective offered.
 7. Courses in collaboration - our faculty provide services to BAOU
- Details of courses discontinued - nil
8. Number of Teaching posts

| | Sanctioned | Filled |
|------------------|------------|--------|
| Asst. Professors | 3 | 2.5 |

9. Faculty profile

| Name | Qualification | Designation | Specialization | Exp | Ph.D. guided |
|--------------------|---------------|---------------------|----------------|-----|--------------|
| Prof. R.B. Naik | M. A., M.Phil | Assistant Professor | GUJARATI | 33 | - |
| Prof. S. G. Kokani | M. A. | Assistant Professor | GUJARATI | 29 | - |
| Patel Nirixaben B. | M.A.M.Phil. | Visiting Faculty | GUJARATI | 01 | - |

10. List of senior visiting faculty – Two as above

11. Percentage of lecture delivered by temporary faculty –

| Name of Faculty | Class | Lecture |
|--------------------|-------|---------|
| Patel Nirixaben B. | UG | 05 |

12. Student-Teacher Ratio (programme wise) – FBA Sem – I, II – 1: 32, SBA Sem – III, IV- 1: 25, TBA Sem - V, VI – 1: 29

13. Number of academic support staff – Nil

14.Number of faculty with ongoing projects - Minor Research sanctioned but grant not released by UGC project by R. B. Naik

15.Departmental project funded -nil

16.Research Centre / facility recognized by the University. – we conduct research at college level

17.Publications:

Smt. R.B. Naik – *Munshi...* NEW POPULAR PRAKASHAN, SURAT-3 ISBN – 978-93-84731-41-0 (chapter in Book)

18.Areas of consultancy and income generated - nil

19, Faculty as members of BOS - Smt R ,B ,Naik Member of Board of Study in V. N. S. G. Uni, Surat

20. Awards / Recognitions received by faculty and students. - nil

21. List of eminent academicians and scientists / visitors to the department. – Prof. Manilal Patel, Prin. Dr. Jagdish Patel, Prof. Vijay Shastri

22, Seminar / Conference / Workshops organized & the source of funding a)
State level seminar on “Vidhya Vistar Vyakhyan Mala-13” funded by Arts & Commerce College ,Chikhli on 03/09/2011, state level seminar funded by sahitya Akademi 2017. Training and capability building program (two way training program) of Gujarati, KCG department of Education, Government of Gujarat funded by Arts & Commerce College ,Chikhli on 02/07/2012 to 07/07/2012

23, Student profile program / course wise:

| Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | |
|---|-----------------------|----------|----------|----|
| | | | *M | *F |
| B.A.Sem- I , II | 95 | 95 | 32 | 63 |
| B.A.Sem- III , IV | 75 | 75 | 27 | 48 |
| B.A. Sem- V , VI | 89 | 89 | 26 | 63 |

24.Diversity of Students- tribal groups

25, How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, - accurate data unavailable

26. Student progression

| Student progression | Against % enrolled | |
|---------------------|--------------------|--------|
| UG to PG | 42/89 | 47.19% |
| PG to M.Phil | 1% | |
| PG to Ph.D | 1% | |

27. Details of Infrastructural facilities

| | |
|--|-------|
| Library | - Yes |
| Internet facilities for Staff & Students | - Yes |
| Class rooms with ICT facility | - Yes |

28. Number of students receiving financial assistance from college, university, government or other agencies sc/st students get government scholarship

29. Details on student enrichment programme (special lectures / workshops / seminar) with external experts. – vyakhyan mala series of the university

30. Teaching methods adopted to improve student learning – Lectures, Notes and Assignment, Group Discussion.

31. Participations in Institutional Social Responsibility (ISR) and Extension activities – Culture and Social Activity.-NSS, NCC, Red Cross etc

32. SWOC analysis of the department and Future plans.

Strength – Faculty members are well qualified and good command over communication.

Weakness – We have to follow CBCS

Opportunity – Having good opportunity in teaching field.

Challenges – Job opportunity decreasing.

Future plan- To strengthen the liking towards the subject and introducing short term proof reading courses and workshops.

History Department

1. Name of the department -History
2. Year of Establishment - June, 1969
3. Names of Programmes –B,A
4. Names of Interdisciplinary courses - Elective offered with core
5. Semester- choice based credit system(programme wise)
6. Participation of the department in the courses offered by other departments - nil
7. Courses in collaboration with other universities, industries, - nil
8. Details of courses/ Programmes discontinued (if any) with reasons - none
9. Number of Teaching posts

| | Sanctioned | Filled |
|------------------|------------|--------|
| Asst. Professors | 02 | 02 |

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

| Name | Qualification | Designation | Specialization | Exp | Ph.D. Students |
|-------------------------|---------------|---------------------|----------------|-----|----------------|
| Asst Prof. I. B. Patel | M. A. | Assistant Professor | History | 31 | nil |
| Asst.Prof. C.D.M. Patel | M. A. | Assistant Professor | History | 23 | nil |

11. List of senior visiting faculty – nil

12. Percentage of lecture delivered by temporary faculty- nil

13. Student-Teacher Ratio (programme wise) – sem- I/II,III/IV, V/VI 1:35, 1:29
1:22 respectively

14. Number of academic support staff – Nil

15. Number of faculty with ongoing projects -nil

16. Research Centre / facility - on college level

Publications:

Publication per faculty

Smt. I. B. Patel

- “Sarth Publication , Anand- Journal Of Research Jan-2015 Vol-1- Issue-2Issn -2395-339, *Mahatama Gandhi*

Shri C. D. M. Patel

- “Sarth Publication ,Anand- Journal Of Research Jan-2015 Vol-1-Issue-2, Issn -2395-339, title – The History Of Ancient India

17. Areas of consultancy and income generated - nil

18. Faculty as members in BOS

. I. B. Patel, Member of Board studies in History. V.N.S.G.Uni. Surat

19. Student's projects. -nil

20. Awards / Recognitions received by faculty and students. - nil

21. List of eminent academicians and scientists / visitors to the department. -

Prof. Dr. J. V. Patel(U.S.A.), Prin. Dr. Harshaben Patel

22. Seminar / Conference / Workshops organized & the source of funding- nil

23. Student profile programme / course wise:

| Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | |
|---|-----------------------|----------|----------|----|
| | | | *M | *F |
| B.A.Sem- I / II | 68 | 68 | 21 | 47 |
| B.A.Sem- III / IV | 58 | 58 | 22 | 36 |
| B.A. Sem- V / VI | 43 | 43 | 22 | 21 |

24. Diversity of Students – tribal groups

25. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services,-nil

26. Student progression

| Student progression | Against % enrolled | |
|---------------------|--------------------|--------|
| UG to PG | 10/43 | 23.25% |
| PG to M.Phil | 1% | |
| PG to Ph.D | nil | |

27. Details of Infrastructural facilities

- a) Library - Yes
- b) Internet facilities for Staff & Students - Yes
- c) Class rooms with ICT facility - Yes

28. Number of students receiving financial assistance from college, university, government or other agencies - SC/ ST students receive scholarships
29. Details on student enrichment programme (special lectures / workshops / seminar) with external experts- nil.
30. Teaching methods adopted to improve student learning – Assignment/ Tutorials
31. Participations in Institutional Social Responsibility (ISR) and Extension activities – nil
32. SWOC analysis of the department and Future plans.

Strength – students are willing to offer the subject

Weakness – Weak base in subject

Oppurtunities – Mainly in Education field.

Challenges – To divert students for job other than educational fields, eg in administrative services.

Future plan- to start PG in History.

Economics Department

1. Name of the department - Economics
2. Year of establishment - June 1969
3. Names of Programmes - BA
4. Names of Interdisciplinary courses – elective offered with Core
5. Semester - Choice based credit system
6. Participation of the department in the courses offered by other departments – B.COM, M.COM.
7. Courses in collaboration with other universities, industries, foreign institutions, etc. – our faculty provide services to BAOU
8. Details of courses/ Programmes discontinued (if any) with reasons - nil
9. Number of Teaching posts

| | Sanctioned | Filled |
|------------------|------------|--------|
| Asst. Professors | 2½ | 2 |

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

| Name | Qualification | Designation | Specialization | No. of Years of Experience | Ph.D. guided |
|-----------------|--------------------|--------------------|--------------------------|-----------------------------|--------------|
| V.M DESAI | M. A. D.R.M.S.S | Asst. Professor | Industrial Economics | 36 | nil |
| A.C.PATEL | M. A. GSET. | Asst. Professor | Agriculture Economics | 7 years in Grant-in –Aid | nil |
| Khusbu Patel | M. A. | Adhoc | Entire Economics | 03 | nil |

11. List of senior visiting faculty – nil
12. Percentage of lecture delivered and practical classes handled (programme wise) by temporary faculty – 10
13. Student-Teacher Ratio (programme wise) –

FYBA – I/II III/IV V/VI

| | | | |
|--|---------------|--------|------|
| | 1:16 | 1:9 | 1:9 |
| | FYBCom – I/II | III/IV | V/VI |
| | 1:189 | 1: 169 | 1:76 |

14. Number of academic support staff - nil
15. Number of faculty with ongoing projects - nil
16. Departmental project funded by DST- FIST; etc- nil
17. Research Centre / facility recognized by the University. – We have small research unit at college level.
18. Publications:

| A.C. Patel | Title | Year | Publisher |
|------------|---|-------------------------|---------------------|
| | 1. BUSINESS ECONOMICS-1 for 1 st Semester of - B. Com. (English Medium.) | 2011 | B.S. Shah Prakashan |
| | 2. BUSINESS ECONOMICS-2 for 2 nd Semester of - B. Com. (English Medium.) | 2012 Reprint 2013,2014. | B.S. Shah Prakashan |
| | 3. MACRO ECONOMICS for 3 rd Semester of - B. Com. | 2013 Reprint | B.S. Shah Prakashan |
| | 4. MACRO ECONOMICS for 4 th Semester of - B. Com. | 2013 | B.S. Shah Prakashan |
| | 5. INDIAN ECONOMY: PLANNING AND POLICY for 6 th | 2015 | B.S. Shah Prakashan |

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19. eas of consultancy and income generated – Free of cost for Environment Camps organized by Government of Gujarat
20. Faculty as members in BOS- Shri. V.M.Desai – board of studies in economics at vnsgu, surat
21. Student's projects. a) Percentage of students who have done in-house projects including inter Departmental / programmes – 03%
22. Awards / Recognitions received by faculty and students. -nil
23. List of eminent academicians and scientists / visitors to the department. – Prof. Dr. Ajay Naik, Prof. Dr. Kiran Pandya, Dr. Gaurang Rami
24. Seminar / Conference / Workshops -nil
25. Student profile programmes / course wise:

| Name of the Course/programmed (refer question no. 4) | Applications received | Selected | Enrolled | |
|--|-----------------------|----------|----------|----|
| | | | *M | *F |
| B.A.Sem- I / II | 40 | 40 | 19 | 21 |
| B.A.Sem- III / IV | 22 | 22 | 8 | 14 |
| B.A. Sem- V / VI | 23 | 23 | 9 | 13 |

26. Diversity of Students- tribal groups

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services,– nil

28. Student progression

| Student progression | Against % enrolled | |
|---------------------|--------------------|--------|
| UG to PG | 5/23 | 21.73% |
| PG to M.Phil | - | |
| PG to Ph.D | - | |

29. Details of infrastructural facilities Library - Yes

Internet facilities for Staff & Students - Yes

Class rooms with ICT facility - Yes

30. Number of students receiving financial assistance from college, university, government or other agencies. - SC/ST students get government scholarship.

31. Details on student enrichment programmers with external experts.- nil

32. Teaching methods adopted to improve student learning – lectures – p.p.t., group discussion , assignment/ tutorials .

33. Participations in Institutional Social Responsibility (ISR) and Extension activities – NSS And Environment

34. SWOC analysis of the department and Future plans.

Strength – Qualified And Experienced staff.

Weakness – Compare to Other Subject lower number of students.

Opportunity– Student get jobs other than teaching field like Bank, Marketing and Industries.

Challenges – Student weak base from school is a main constraint

Future plan- To start PG

Commerce Department

- 1.Name of the department - commerce
- 2.Year of Establishment - June ,1969
- 3.Names of Courses offered – B.Com., M.com., M.Phil.
- 4.Names of Interdisciplinary courses and the departments /units involved. - nil
- 5.Semester– Choice based credit system/ semester
- 6.Participation of the department in the courses offered by other departments - nil
- 7.Courses in collaboration with other universities, industries, -nil
- 8.Details of courses/ Programmes discontinued (if any) with reasons - none
- 9.Number of Teaching posts

| | Sanctioned | Filled |
|------------------|------------|--------|
| Asst. Professors | 2 | 2 |
| Part- time | 1 | 1 |

- 10..Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

| Name | Qualification | Designation | Specialization | Experience | Ph.D. guided |
|-------------|------------------------|-------------|----------------|------------|--------------|
| Y. J. Desai | M. Com. M.Phil.Ph.D | Asst. Prof | Accountancy | 36 | nil |
| D S Rathod | M. Com | Asst. Prof | Commerce | 36 | nil |
| H. N. Desai | M. Com.L.L.B. | Part- time | Accountancy | 23 | nil |

- 11.List of senior visiting faculty –

| Name | Qualification | Designation | Specialization | Name of College | Experience in years |
|-------------------|----------------|-------------|----------------|-----------------|---------------------|
| Prof. C. M. Gamit | M.Com. M. Phil | Asst. Prof. | Accountancy | Pardi College | 30 |
| Prof. N. K. Patel | M.Com. | Asst. Prof. | Accountancy | Pardi College | 30 |

| | | | | | |
|---------------------|--------|-------------|-------------|-------------------|----|
| Prof. P. M. Modi | M.Com. | Asst. Prof. | Accountancy | Chovici College | 05 |
| Prof. N. T. Dhimmer | M.Com. | Asst. Prof. | Accountancy | Dharampur College | 25 |
| Prof. Nipul Mistry | M.Com. | Asst. Prof. | Accountancy | Chovici College | 05 |

12. Percentage of lecture delivered and practical classes handled (programme wise) by temporary faculty –

13. Student-Teacher Ratio (programme wise) –

| | | |
|---------|---------|---------|
| F.B.Com | S.B.Com | T.B.Com |
| 1/189 | 1/116 | 1/76 |

14. Number of academic support staff – nil

15. Number of faculty with ongoing projects - nil

16. Departmental project funded by DST- FIST; UGC- nil

17. Research Centre / facility recognized by the University. – We have small research unit on local level for PG students.

18. Publications: nil

19. Areas of consultancy and income generated - Free of cost – Halar Road lions Club Valsad, College Co-operative society, Vanaraj Arts and Commerce college, Dharampur.

20. Faculty as members in Board of study in accountancy at V.N.S.G.Uni. Surat.

21. Student's projects. Percentage of students who have done in-house projects including inter Departmental / programme - 03%

Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories /Industry /other agencies – nil

22. Awards / Recognitions received by faculty and students. - nil

23. List of eminent academicians and scientists / visitors to the department. -

Prof. H. A. Rai, Mr. R. A. Desai(CA), Mr. Mahadev Desai(CA)

24. Seminar / Conference / Workshops organized – nil

25. Student profile programme / course wise:

| Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | |
|---|-----------------------|----------|----------|----|
| | | | *M | *F |
| B.Com.Sem- I / II | 189 | 189 | 99 | 90 |
| B.Com.Sem- III / IV | 116 | 116 | 55 | 61 |

| | | | | |
|----------------------|----|----|----|----|
| B.Com. Sem- V / VI | 76 | 76 | 24 | 52 |
| M.Com. Sem.- I / II | 66 | 66 | 27 | 39 |
| M.Com. Sem- III / IV | 63 | 63 | 28 | 35 |

26. Diversity of Students – tribal groups

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? – We do not have record.

28. Student progression –

| Student progression | Against % enrolled | |
|---------------------|--------------------|-------|
| UG to PG | 24/76 | 31.5% |
| PG to M.Phil | | |
| PG to Ph.D | | |

29. Details of Infrastructural facilities Library -yes

Internet facilities for Staff & Students -yes

Class rooms with ICT facility - yes

30. Number of students receiving financial assistance from college, university, government or other agencies .SC/ST students get government scholarship

31. Details on student enrichment programme -Prof. B.B. Bhandari (Wadia Women's college, Surat), Prof. Varsha K. Desai (J.P.Pardiwala college, Killa pardi)

32. Teaching methods adopted to improve student learning – Assignment/ Tutorials/ PPT.

33. Participations in Institutional Social Responsibility (ISR) and Extension activities – our students participate in NCC, NSS, Sports and Extension activities.

SWOC analysis of the department and Future plans.

Strength – (1) Highest Number of first class students at PG level.
(2) Faculty is rendering his service to university for designing curriculum
(3) Experienced teachers.

Weakness – Poor Feedback level of students at U.G. level

Opportunities – Bank/ Public services exam.

Challenges – Given time duration for teaching is not enough due to Semester System.

Future Plans.

We want to introduce programs of employment opportunities by offering commerce for student.



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed*

Peer Team is pleased to declare the

*M. R. Desai Arts and E. E. B. Kosadia Commerce College
Chikhli, Dist. Nausari, affiliated to Veer Narmad South Gujarat University*

Sujarat as

Accredited

with a CGPA of 2.37 on four point scale

at B grade.

Date : December 22, 2007



*H. P. ...
Director*



EC/43/A & A/11

NAAC for Quality and Excellence in Higher Education

| PEAR TEAM REPORT ON Institutional Accreditation of Shri M R Desai Arts and Shri E E L Kosadia Commerce College, Place: Chikhli-396521, District: Navsari, State: Gujarat | |
|---|---|
| Section I: GENERAL | Information |
| 1.1 Name & Address of the Institution: | M R Desai Arts and Shri E E L Kosadia Commerce College, Place: Chikhli-329321, District: Navsari, State: Gujarat |
| 1.2 Year of Establishment: | 15 June 1969 |
| 1.3 Current Academic Activities at the Institution (Numbers): | |
| • Faculties/ Schools: | Arts, Commerce & B C A |
| • Departments/ Centres: | 14 |
| • Programmes/ Courses offered: | 24 |
| • Permanent Faculty Members: | 28 |
| • Permanent Support Staff: | 26 |
| • Students: | 1455 |
| 1.4 Three major features in the institutional Context (As perceived by the Peer Team): | <ul style="list-style-type: none"> • The college is situated in a tribal area catering to the needs of the tribal, SC & OBC students • The strength of the college lies in the IT courses • The college caters to the diverse needs of the society with 59% of the students being women. |
| 1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | 3 rd - 4 th December 2007 |
| 1.6 Composition of the Peer Team which undertook the on- site visit: | |
| Chairperson | Prof. S. P. Singh |
| Member | Prof. P. Rainiah |
| Member | Dr. Rankhi Gupta |
| NAAC Officer: | Mr. B. S. Ponnudiraj |
| Section II: CRITERION WISE ANALYSIS | Observations (Strengths and/or Weaknesses) on Key-Aspects (Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones) |
| 2.1 Curricular Aspects: | |
| 2.1.1 Curricular Design & Development: | <ul style="list-style-type: none"> • The vision, mission, aims and objectives are |

M R Desai Arts and Shri E E L Kosadia Commerce College, Place: Chikhli-329321, District: Navsari, State: Gujarat

| | |
|--|---|
| | <ul style="list-style-type: none"> clearly stated. Curricular design is in tune with the goals and objectives of the College A few teachers are associated with the Boards of Studies and Academic senate of the parent University. |
| 2.1.2 Academic Flexibility: | <ul style="list-style-type: none"> The curriculum offers limited number of electives. Flexibility is available in IT related courses |
| 2.1.3 Feedback on Curriculum | <ul style="list-style-type: none"> Feedback on curriculum is obtained from alumni, faculty & parents. There is no mechanism for feedback from employers |
| 2.1.4 Curriculum Update | <ul style="list-style-type: none"> The faculty takes interest in updating the curriculum by participating in University academic bodies Computer related courses through e-learning have been introduced |
| 2.1.5 Best Practices in Curricular Aspects (If any): | <ul style="list-style-type: none"> B.Com is being offered with marketing, computer applications and office management as electives Dr. Babasaheb Ambedkar Open University Study Centre exists in the College offering many programme options to the students IT related courses are the strength of the College |
| 2.2 Teaching-Learning & Evaluation: | |
| 2.2.1 Admission Process and Student Profile | <ul style="list-style-type: none"> The rule of reservation is followed and 86% of the students belong to SC, ST & OBC. Since the college has more number of seats than the applicants, all eligible candidates get admission, except for B.C.A.(self-financing) where merit system is followed. About 59% of the students in the college are women |
| 2.2.2 Catering to the Diverse Needs: | <ul style="list-style-type: none"> Bridge courses with specified curricula are offered Facilities on campus are provided for differently abled students No evidence exists for mentoring programmes for students |
| 2.2.3 Teaching-Learning Process: | <ul style="list-style-type: none"> Academic calendar is prepared in the beginning of the year. Internal tests, group discussions, seminars are periodically conducted/monitored. Language laboratory exists with one master and 20 cubicles for students On the Job training is compulsory for all BCA students. |

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|---|---|
| 2.2.4 Teacher Quality: | <ul style="list-style-type: none"> • 33% of the teaching faculty possess M.Phil./Ph.D. degree. • UGC and state government norms are followed in the recruitment process • Two teachers were awarded national awards for their work |
| 2.2.5 Evaluation Process and Reforms: | <ul style="list-style-type: none"> • Evaluation methods are well communicated to students. • Evaluation system of the University is followed • Students are permitted to report to the committee for redressing their grievances. |
| 2.2.6 Best Practices in Teaching-Learning and Evaluation (If any): | <ul style="list-style-type: none"> • Use of internet and audio visual aids for teaching • Language lab. |
| 2.3 Research, Consultancy & Extension: | |
| 2.3.1 Promotion of Research: | <ul style="list-style-type: none"> • There is master's programme in Hindi & Sanskrit. • A few teachers, however, have been approved by the University for supervising M.Phil and Ph.D students. • A few students have been enrolled for M. Phil. & Ph.D on part time basis. |
| 2.3.2 Research and Publications Output: | <ul style="list-style-type: none"> • One project is completed and two projects have been submitted to UGC. • Some text books and articles have been published by the faculty members. • Substantial research output is not found. |
| 2.3.3 Consultancy: | <ul style="list-style-type: none"> • No consultancy services are being offered. |
| 2.3.4 Extension Activities: | <ul style="list-style-type: none"> • Extension activities are carried out through NSS & NCC. • Students have participated in Republic Day Parades, NIC & Army attachment camps |
| 2.3.5 Collaborations: | <ul style="list-style-type: none"> • Institution is collaborating with local agencies |
| 2.3.6 Best Practices in Research, Consultancy & Extension (If any): | <ul style="list-style-type: none"> • An innovative "Akshya Patra Yojana" exists in the College for needy people. |
| 2.4 Infrastructure and Learning Resources: | |
| 2.4.1 Physical Facilities for Learning: | <ul style="list-style-type: none"> • The College has adequate infrastructure for imparting education in various courses. • Laboratories, classrooms and gymnasium are well maintained. • The College has good playgrounds, seminar halls, separate hostels for men and women, and good greenery on the campus. |

| | |
|--|---|
| 2.4.2 Maintenance of Infrastructure: | <ul style="list-style-type: none"> • There is Budgetary allocation for maintenance. • AMC for computer and related services. • Girls hostel is over crowded and needs better maintenance. |
| 2.4.3 Library as a Learning Resources | <ul style="list-style-type: none"> • Library has a good reading room. • Library subscribes to 24 journals. • Facilities for internet and reprography |
| 2.4.4 ICT as Learning Resources: | <ul style="list-style-type: none"> • The college has 82 computers and the ratio of computer to students is about 1 : 20. • Computer laboratories are well maintained. • There are two LCD Projectors and a Language laboratory. |
| 2.4.5 Other Facilities: | <ul style="list-style-type: none"> • The College does not provide any transport to the students. • Separate rest rooms and common facilities for girls and boys are provided. • Other facilities like vehicle parking, indoor games, canteen, & two auditoriums exist. |
| 2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any): | <ul style="list-style-type: none"> • E-library with internet facility is used for research purposes. • Two Seminar⁴halls with audio visual arrangement. • Mineral water plants have been installed for providing drinking water. |
| 2.5 Student Support and Progression: | |
| 2.5.1 Student Progression: | <ul style="list-style-type: none"> • The Institution primarily caters to ST, OBC & SC students. • The pass percentage of students in UG from first year to second year and second year to third year is good. • The pass percentage of students in PG is around 90%. |
| 2.5.2 Student Support: | <ul style="list-style-type: none"> • The Institution provides financial aid to students besides Government scholarships. • Group linked Insurance Scheme is available for students and staff. • The College has a counseling centre for the students. |
| 2.5.3 Student Activities: | <ul style="list-style-type: none"> • The tribal cultural activities are evident in the College. • The College has started Alumni Association in 2006 and the support to the Institution is quite evident. • Students actively participate in the developmental activities in the College |
| 2.5.4 Best Practices in Student Support and Progression (If any): | <ul style="list-style-type: none"> • Promotion of tribal cultural activities are preserved & encouraged. • Students participate in NCC activities at National level. |

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|---|---|
| 2.6 Governance and Leadership: | |
| 2.6.1 Institutional Vision and Leadership: | <ul style="list-style-type: none"> The leadership has a clear vision, mission, aims & objectives for the Institution. Management takes keen interest in the development of the Institution. |
| 2.6.2 Organizational Arrangements: | <ul style="list-style-type: none"> The Institution is governed by a privately managed trust. Decentralization of work is evident through various committees |
| 2.6.3 Strategy Development and Deployment: | <ul style="list-style-type: none"> There is no structured plan for the development of the College. The Institution is interested in future development |
| 2.6.4 Human Resource Management: | <ul style="list-style-type: none"> All sanctioned positions of the faculty and non teaching staff are filled. The Institution follows the UGC and State Government norms and regulations for recruitment. Teaching plans are prepared well in advance before the start of the academic year. |
| 2.6.5 Financial Management and Resource Mobilization: | <ul style="list-style-type: none"> Financial management of the College is very clear. The financial management system of the College is computerized. |
| 2.6.6 Best Practices in Governance and Leadership (If any): | <ul style="list-style-type: none"> A faculty run co-operative society is functioning through which soft loans are available. MPLAD funds have been utilized for the development of the College twice |
| 2.7 Innovative Practices: | |
| 2.7.1 Internal Quality Assurance System: | <ul style="list-style-type: none"> A good feedback mechanism exists in the College. Student participation in quality enhancement is evident |
| 2.7.2 Inclusive Practices: | <ul style="list-style-type: none"> The Institution promotes inclusive practices for social justice by catering to ST, SC & OBC. Separate women hostel exists in the campus. Institution is sensitive towards gender and differently abled students. |
| 2.7.3 Stakeholder Relationships: | <ul style="list-style-type: none"> Students are satisfied with the activities in the College The College is implementing the vision of catering higher education to tribals in an effective manner Parents and alumni are satisfied with the functioning of the College. |

| Section III: OVERALL ANALYSIS | <i>Observations (Please limit to five major ones for each and use telegraphic language) (It is not necessary to denote all the five bullets for each)</i> |
|----------------------------------|--|
| 3.1 Institutional Strengths: | <ul style="list-style-type: none"> • The College is located in tribal area. • The College is primarily catering to the needs of ST, SC & OBC. • More than 50% of the students are women and many of them stay in the hostel. • Greater emphasis on the ICT programmes. • Physical infrastructure of the College is very good |
| 3.2 Institutional Weaknesses: | <ul style="list-style-type: none"> • The College offers PG course only in Hindi and Sanskrit, but offers M.Phil & Ph.D in other subjects. • More funds to be generated from other sources. • There is less expenditure on the purchase of text books in the library. • There is no residential accommodation for the Principal and faculty in the campus. |
| 3.3 Institutional Opportunities: | <ul style="list-style-type: none"> • Since the College has strength in ICT, commerce & management diploma courses in these subjects may be started. • Nearby towns of Surat and Vapi provide opportunity for greater interaction with industrial houses. • New courses such as nursing, floriculture, tailoring, taxation & textile technology need to be introduced. • Regular science courses at UG level may be introduced. • In view of the strong faculty of commerce, BBA course may be introduced. |
| 3.4 Institutional Challenges: | <ul style="list-style-type: none"> • As most of the students belong to ST/SC & OBC communities, it is challenging to reach the unreach. • Since most of them are first generation students, developing communication skill offers a big challenge. • There is a stiff competition from the nearby colleges. • Mobilization of funds from this area is a challenging task. |

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- Retaining the faculty here is a big challenge.

Section IV: Recommendations for Quality Enhancement of the Institution
 (Please limit to ten major ones and use telegraphic language)
 (It is not necessary to indicate all the ten bullets)

- College may start post graduate programmes in Commerce & Arts .
- Short term job oriented diploma & certificate courses may be introduced.
- Science subjects at UG level need to be introduced.
- Faculty members may be encouraged to submit research projects for funding to outside agencies.
- More frequent meetings with the parents and alumni are needed to get good feedback.
- Funding for the purchase of text books in the library need to be enhanced.
- The ratio between teachers and students may be reduced.
- Formal MoU for the summer training of the BCA students are needed with the nearby industries.
- Competent persons from the industry may be invited by the College for interacting with the students.
- More Students may be exposed to educational tours.

I agree with the Observations of the Peer Team as mentioned in this report.



B. D. Naik
 Signature of the Head of the Institution
 (Dr. B. D. Naik)

Seal of the Institution
 PRINCIPAL
 M. R. D. ARTS & E. L. K. COMMERCE
 COLLEGE, CHIKHLI, DIST. NAVSARI

Signatures of the Peer Team Members:

| Name and Designation | | Signature with date |
|---------------------------------------|---------------------------------|-----------------------------------|
| S. P. Suresh | Chairperson | <i>S. P. Suresh</i> 4/12/07 |
| P. RAMAIAH | Member | <i>P. Ramaiah</i> 4/12/07 |
| RAAKHI GUPTA | Member | <i>Raakhi Gupta</i> 4/12/07 |
| NAAC Officer Name B. S. JONMUDIRAJ | Designation NAAC Coordinator | <i>B. S. Jonmudiraj</i> 4/12/2007 |

Place: Chikhli

Date: 4.12.2007.