



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**M. R. DESAI ARTS AND E. E. LAHER KOSADIYA  
COMMERCE COLLEGE CHIKHLI**

**AT. KHUNDH, VANSDA ROAD, TA. CHIKHLI, DIST. NAVSARI, ST. GUJARAT  
396521**

**<http://www.acc-chikhlicollege.ac.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

M.R. Desai Arts and E.E.L.K. Commerce College, founded in 1969 and managed by the Vimal Uchhatar Kelavni Trust, has been a crucial of educational advancement for tribal students in Chikhli, Gujarat. Affiliated with Veer Narmad South Gujarat University, the college has overcome financial challenges and progressed well it is having extension center of Dr. Babasaheb Ambedkar Open University further enhance educational opportunities in the region.

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 M.R.Desai Arts and E.E.L.K. Commerce College continues it's steady journey towards continues progress with the promotional and determinant efforts of "Vimal Uchhatar Kelavani Trust".

The college emphasizes a student-centric approach, nurturing a passion for learning among economically disadvantaged students. It fosters holistic development through supportive environments that encourage curiosity and critical thinking. The Institutional Quality Assurance Cell (IQAC), established in 2013, plays a pivotal role in maintaining high academic and administrative standards, facilitating ongoing improvements in teaching and infrastructure.

Campus facilities are designed to support academic excellence and extracurricular activities, promoting sports and cultural events that contribute to overall student growth. Accredited by NAAC in 2007 and reaccredited in 2017, the college has utilized these evaluations to implement significant enhancements and is now preparing for its third accreditation cycle. Under the guidance of Managing Trustee Shri Darshanbhai Desai, the institution remains committed to its mission of providing enlightenment through education, particularly to marginalized rural and tribal communities.

Recent developments, such as availing 5 crore grants under the PM-USHA initiative, exemplify the college's proactive approach to enhancing educational infrastructure and opportunities. This initiative underscores its dedication to inclusive growth and development.

Aligned with national educational policies, the college integrates indigenous knowledge systems into its curriculum, enriching educational experiences and promoting cultural awareness. Shri M.R. Desai Arts and E.E.L.K. Commerce College continues to be a transformative force in Gujarat's educational landscape, empowering students and contributing to community upliftment through its commitment to quality education and continuous improvement.

### **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

## **Mission**

- Transforming lives of tribal through learning
- To empower the deprived, remote and 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.
- 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
- To promote a culture of lifelong learning, encouraging students and community members to continuously seek knowledge and skills beyond formal education.
- To build and strengthen partnerships with local communities, businesses, and organizations to enhance educational and vocational opportunities for students.
- To invest in and improve educational infrastructure, including modern classrooms, libraries, laboratories, and digital resources, to support effective learning and teaching.
- To implement and advocate for sustainable practices within the institution, such as waste reduction, energy conservation, and eco-friendly campus initiatives.
- To prioritize the mental health and well-being of students and staff by providing counseling services, stress management programs, and creating a supportive environment.
- To foster a research-oriented culture by supporting student and faculty research projects, facilitating access to research resources, and encouraging innovation.
- To expand outreach programs that provide educational support, resources, and services to underserved and remote areas, ensuring broader access to education.
- To develop leadership skills in students through extracurricular activities, leadership training programs, and opportunities for active participation in college governance.
- To celebrate and promote cultural diversity .
- To improve career services by offering career counseling, job placement assistance, internships, and skills development programs that help students achieve their professional goals.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Supportive Management huge campus with good ambiance and facilities
2. Dedicated faculty and staff committed to the upliftment of tribal education, good teamwork.
3. Stakeholders support and involvement, fostering a sense of belonging and ownership.
4. Holistic approach to education, addressing not only academic needs but also cultural and societal aspects.
5. Specialised facilities to address the unique needs and challenges of tribal students.
6. Emphasis on preserving and promoting tribal culture and heritage, creating a culturally inclusive learning environment.
7. Availing the sanction of funds from Central & state government in 60:40 ratio under the PM USHA scheme to strengthen the colleges.
8. We offer capacity building programs that equip students with essential skills for personal and professional success, particularly addressing the needs of tribal communities.
9. We organize community engagement initiatives that connect the institution with local communities, including outreach programs and collaborative projects to address community needs.
10. Our employment enhancement include Finishing School, workshops, and job fairs to support students in their career planning and job placement.
11. We prioritize student wellness through programs that support mental health, physical fitness, and overall well-being, contributing to a balanced student life.
12. We have good sports facilities.
13. Our mentorship and guidance help students navigate academic and personal challenges, providing valuable advice and support for personal growth.
14. We organize a range of cultural and extracurricular activities to enrich the educational experience, promote creativity, and develop leadership and teamwork skills.
15. We offer government scholarships and financial aid to support students from economically disadvantaged backgrounds, ensuring that financial constraints do not hinder their education.

### **Institutional Weakness**

1. Decreasing interest of students in the Arts Faculty.
2. Procrastination in permanent recruitment so to some extent shortage of qualified faculty members, particularly in specialized fields.
3. Shortage of non teaching staff.
4. Lack of autonomy as affiliated to the university so constrained in implementing self-designed UG, PG programs.

### **Institutional Opportunity**

1. Collaboration with Government Agencies, NGOs, and Corporate Partners: Access funding and resources for infrastructure development and program expansion.
2. Leveraging Digital Platforms for Remote Learning: Overcome geographical barriers and reach a wider audience.
3. Establishing Partnerships with Universities and Research Institutions: Facilitate faculty exchange programs and collaborative research projects.

4. Proposal to be Declared as a Sports College: Submit a proposal to the Government of Gujarat to be declared a sports college, in line with the state's resolution to designate one college as a sports college in each district.
5. Implementing Skill Development Programs for Tribal Communities: Enhance employability and economic empowerment through tailored skill development programs.
6. Offering Culture-Specific Education Programs: Increase accessibility for remote tribal populations by offering culture-specific education programs.
7. Starting a Tribal Culture and Heritage Preservation Center: Establish a center dedicated to preserving and promoting tribal culture and heritage.
8. Initiating Community Outreach Programs: Engage with local tribal communities, understand their needs, and involve them in educational and developmental initiatives.
9. Creating an Incubation Center for Tribal Entrepreneurs: Support and nurture tribal entrepreneurs by providing resources, mentorship, and networking opportunities.
10. Promoting Renewable Energy Initiatives: Develop projects focused on renewable energy sources like solar and wind power to provide sustainable energy solutions for tribal communities.
11. Developing Health and Wellness Programs: Implement health and wellness programs that address specific health challenges faced by tribal populations, including preventive healthcare, nutrition, and access to medical facilities.
12. Enhancing Language Preservation Efforts: Offer programs dedicated to preserving and promoting tribal languages, including creating language courses, dictionaries, and literature in these languages.
13. Implementing Environmental Conservation Projects: Launch environmental conservation projects that involve tribal communities, promoting sustainable practices and the conservation of local natural resources.
14. Providing Scholarships and Financial Aid: Secure funding for scholarships and financial aid specifically for tribal students to ensure they have access to higher education opportunities.
15. Establishing Cultural Exchange Programs: Develop cultural exchange programs that allow tribal students to share their culture and learn about other cultures, fostering mutual understanding and respect.
16. Introducing Technology Training Programs: Offer technology training programs to equip tribal students with digital literacy skills and knowledge of modern technologies, enhancing their employability in the digital age.
17. Launching a Tribal Arts and Crafts Center: Create a center dedicated to preserving and promoting tribal arts and crafts, providing a platform for artisans to showcase and sell their work, thus supporting their livelihoods.

## **Institutional Challenge**

1. Addressing cultural barriers and resistance to modern education within the student feeding coming from tribal communities.
2. Overcoming language barriers to ensure effective communication and learning outcomes.
3. Ensuring sustainable development initiatives that align with the cultural and environmental values of tribal communities.
4. Bridging the gap between traditional knowledge systems and contemporary academic curriculum to create a relevant and inclusive learning experience.
5. Bridging the gap- between employer and the employee, motivating the students for startups and self-employment initiatives.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution 54 years old it envisions itself for holistic development, catering to the educational, vocational, economic, and spiritual needs of both tribal and non-tribal communities. This commitment stems from our post-independence initiative to uplift the educational, economic, and social status of underprivileged populations across three talukas in the tribal belt: Vansda, Mahuva. and Chikhili.

Aligned with the ethos of the National Education Policy, our institution is dedicated to translating vision into action. We adhere to the curricular patterns prescribed by Veer Narmad South Gujarat University, following the Credit System with Major, Minor, MDC, VAC/ BKS (Indian Knowledge Syatem), AEC & SEC. with respective credits to ensure flexibility and relevance in our academic offerings. Our university generates SPID of the student with details to facilitate the student from enrollment to examination in fully digitalized system aligning to Digital INDIA Mission. Our faculty actively participates in curriculum development through their involvement in the university Board of Studies. Our principal F H Desai & faculty N K Naik are active members of BoS Hindu Studies & IKS they contibute to syllabus designing. our principal is on board of VNSG University Journal.

Our academic portfolio includes undergraduate and postgraduate programs designed to meet the evolving needs of our region with BAOU certificate, diploma courses and add-on , plus vocational courses. Special initiatives such as training in sports by our sports academy, remedial coaching for slow learners and preparation for competitive exams underscore our commitment to inclusive education and capacity building, particularly among tribal students.

We believe that education is a catalyst for social and economic transformation, and our curriculum reflects this conviction. We strive to equip our students with essential skills, foster leadership qualities, instil social consciousness, and cultivate environmental stewardship. Ultimately, our goal is to nurture responsible citizens who contribute meaningfully to society and the nation at large. Recognizing the imperative of change in curriculum dynamics, we embrace a proactive approach to problem-solving and lifelong learning. Drawing inspiration from Swami Vivekananda, we emphasise inner growth and spiritual development as integral components of education. By discerning the essence of knowledge and living by its principles, we empower individuals to navigate a rapidly changes advancing towards Vikit Bharat 2047.

## **Teaching-learning and Evaluation**

Despite following a mandated university curriculum, we are committed to Swami Vivekananda's view that education transforms individuals. Our approach not only imparts knowledge but also nurtures critical thinking and broadens understanding. While adhering to the NEP curriculum, we incorporate the humanistic ideals of Gandhi and Tagore. Our pedagogy emphasizes scientific aptitude, practical relevance, and moral values, fostering holistic student development in alignment with nature.

Our faculty employs diverse teaching methods such as ICT integration, presentations, discussions, and seminars to enhance the learning experience. We provide extra coaching for student-athletes and prioritize faculty development through participation in seminars, conferences, and workshops. Faculty members are encouraged to employ ICT in teaching, learning, and evaluation, contributing to the Digital India Mission. Students undertake project work, value-added courses, and educational tours and field trips.

As a mirror of our institution, we publish an annual magazine, "Vimal," showcasing our achievements and highlighting student accomplishments. Our library, named after Maharishi Aurobindo, serves as the heart of our institution, providing resources and facilities for holistic learning. With the support of our Internal Quality Assurance Cell (IQAC), we continuously monitor and evaluate our academic, research, and infrastructure initiatives to ensure adherence to quality benchmarks and promote the holistic development of our institution.

The College has adopted a robust and transparent system to ensure effective evaluation. A combination of internal tests, projects, term papers, and presentations is used. Extra time is allotted to slow learners, who also receive subject-wise counseling and coaching study material. To enhance transparency in the examination pattern, the college CCTV IP address is shared with the university for observation. We ensure the safety of exam papers by equipping a strong room with CCTV to store exam materials. The College also adopts various measures to ensure that examination-related grievances are resolved efficiently and promptly. We offer course in Indian Knowledge System adopting the framework of Major, Minor, AEC, SEC, MDC with evenly distributed credits as per NEP. We offer Programs in Arts & Commerce with 5 PG programs Viz Sanskrit, Hindi, Economics, History & Commerce.

Our institution integrates traditional values with modern teaching methodologies, emphasizing holistic development, transparency, and continuous improvement to transform students into well-rounded individuals.

## **Research, Innovations and Extension**

Our college is a post independence endeavour established by a freedom fighter, opening a school in this area was a distant thought. In such place a college was established to cater to the educational need of tribals, so opening a college in place like Chikhli 54 years back is a quality initiative in itself. So catering to tribal area students, our college is deeply committed to fostering a research culture that permeates every facet of our institution. Despite the constraints of a prescribed curriculum, we prioritize the cultivation and institutionalization of high-quality research practices. Central to this endeavor are robust leadership, effective management structures, a conducive research environment, essential infrastructure, and adequate financial support.

At the heart of our approach is the integration of research values across our academic programs, pedagogical methods, and extracurricular activities. We actively encourage both faculty and students to engage in research pursuits, providing guidance and support for advanced studies such as M.Phil and Ph.D. Our institution has undertaken significant research projects, including collaborations with VNSGU and KCG, highlighting our

commitment to scholarly exploration and knowledge creation. Our faculties are recognized research guides.

To instill a research-oriented ethos, we organize and participate in numerous seminars and conferences at local, national, and international levels. Our library, computer facilities, and visiting faculty members enrich the research ecosystem, providing essential resources and expertise. Our faculty is having scopus indexed research papers to their credit. We have published research paper on Gujarat government project of *Finishing School* (an employment enhancement drive) with high cognitive value drawing the attention of policy makers towards the benefits of project to the tribal students.

Faculty members contribute to pool of knowledge by publications in prestigious journals and presentations at renowned conferences. Our Internal Quality Assurance Cell (IQAC) plays a pivotal role in monitoring and facilitating research, consultancy, and extension activities, ensuring a supportive environment for faculty and student involvement.

Beyond academia, we are committed to community welfare through various extension activities. During the Covid-19 pandemic, our college campus transformed into a Covid Care Center, offering free treatment to the local community. We continue to organize initiatives like Organ Donation Awareness Drives, Blood Donation Camps, and events under national initiatives such as 'Panch Prakapla' and 'Swachha Bharat,' promoting social awareness and responsibility among our students.

We organized conferences on Women Empowerment, Importance of Sports, Nature Calling, Finance & Management and other such themes.

Our commitment to sustainable development is evident through activities like tree plantation drives and participation in Forest department programs, instilling values of environmental stewardship among our students. Through these efforts, we strive to nurture a culture of research excellence and community engagement that transcends our tribal identity, preparing our faculty and students to excel globally and contributing towards making India *Viswa Guru*.

### **Infrastructure and Learning Resources**

Our campus spans 482,129.41 sq.ft., embodying our institution's ethos and identity. We prioritize maintaining updated facilities to meet evolving needs, we have amenities such as a cricket ground (11,887.00 sq.ft.), playfields, a basketball court (5,272.40 sq.ft.), hostels, academic and administrative buildings, and a gymnasium (2,800 sq.ft.) with badminton, table tennis, and chess facilities.

Our infrastructure includes 21 spacious classrooms, totaling 44 rooms with Mohankaka hall, staff rooms, library, and offices. "Arvind Bhavan," our central library, spans 2,025 sq.ft. Beyond academics, we organize sports, cultural activities, and initiatives like the "Akshay Patra Yoina" project, fostering community service and civic engagement through partnerships with NGOs and government departments. We have smart classrooms, fire safety mechanism, campus is under CCTV surveillance. We have gardens & parking area. We have a separate exam section with CCTV monitoring, strong room & IP address connected to the affiliated university controller of exam department.

We are privileged to avail PM -USHA grant under component 3 - Grants to strengthen Colleges, through it we have been sanctioned a grant of INR. 5,00,00,000/- ( Five crore) via letter No. F. No. 24-20/2024-U.Policy. This grant would be elixir for us to enhance our infrastructural facilities as per the need of the modern times and



we will facilitate more the students belonging to this tribal belt. It would open doors for the upgraded teaching learning environment with state of art equipment. We are happy to confirm that with the help of this grant our college campus will be more sound for the next 50 years and serve the community to meet its needs. The primary purpose of establishing this college was to serve the tribal community and by this grant would surely continue to meet the purpose .

Following NAAC guidelines, we enhance library services with user orientation, cultural events ('Saptadhara'), workshops on campus beautification, and career guidance. Financial resources prioritize student welfare, supporting talents like Miss Sarita Gayakwad.

As inheritors of this legacy, we are committed to preserving and adapting our educational system to meet the challenges of the modern world while staying true to our roots. Through continuous innovation and a spirit of self-service, we aim to uphold the timeless principles of excellence and integrity embedded in our cultural heritage.

### **Student Support and Progression**

We place students at the center of our educational approach, valuing them as active participants and crucial stakeholders in our community. Throughout their journey with us, students are seen as catalysts for change and the focus of our efforts. Our commitment to their well-being is reflected in a variety of initiatives aimed at fostering holistic development.

We provide comprehensive support through counseling services, and various committees like admission, cultural and grievance redressal mechanisms, ensuring a safe and supportive environment. Our student council is functional. Additionally, we offer a diverse range of value-added courses, computer skills training, and abundant opportunities for extracurricular involvement.

Sports are integral to our students' growth, and we dedicate resources to sports attire, expert coaching, regular practice sessions, and participation in tournaments, prioritizing their physical health and skill enhancement. We have showcased our sports talent on local, National & international level.

Student engagement is promoted through elected student councils and active participation in various committees, empowering them to contribute to campus development and progress. Feedback mechanisms ensure student voices are heard, guiding reforms based on their input. Our commitment to inclusivity is evident in our support for SC/ST students through government scholarships, food provisions, and hostel accommodations. Our 98 % feeding is from reserved category.

Despite early financial challenges, our college persevered with support from philanthropists and community leaders, becoming a beacon of hope for thousands of tribal students. We are making a profound impact on educational standards within tribal communities.

To further enhance student development, we have availed a grant under PM-USHA's Component 3 for Soft Components. This initiative aims to organize seminars, workshops, competitive exam training, internships, and more, paving new paths in learning and employability for students in the tribal belt. We have recently started PG in History & Economics from current year so that students don't have to travel to far off places for higher education. We provide enhanced career counseling services.

In essence, our institution remains dedicated to student-centered excellence, nurturing an environment where students thrive academically, socially, and personally.

### **Governance, Leadership and Management**

Our vision and mission align with state and national higher education policies, focusing on providing educational opportunities to deprived, remote, and Adivasi tribal students while fostering their holistic development. We believe that good leaders and managers, including teachers, are the backbone of institutions, shaping the character of students who, in turn, contribute to the nation's prosperity. Translating our vision and mission into action, we ensure transparency in admission and evaluation policies, foster a research culture, and actively engage in community services through initiatives like Red Cross, NSS, community service etc. Despite our efforts, we face challenges such as shortage of human resources and lack of funds.

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.

Each department, committee, and cell within the college designs and conducts student-centered activities. These activities are aimed at enhancing the learning experience and ensuring that students are actively engaged in their educational journey. We encourage our students to participate and excel in sports and cultural activities, recognizing the importance of a well-rounded education. In collaboration with NGO's like Sarada foundation we groom our students to be responsible citizens, a step towards Nation building.

To address these challenges, we understand the importance of broadening our horizons, developing skills, and fostering integration among all stakeholders. Leadership plays a crucial role in guiding the institution through change, inspiring others, and creating a shared vision for success. We believe in leadership that motivates individuals to give their best and navigate obstacles with resilience. In terms of governance, professionalism and humanism are essential. with leaders playing multiple roles to ensure transparency and effectiveness. We advocate for strategies, structures, and systems that promote Indian thinking in education and align with our institutional objectives. Ultimately, our goal is to create an environment where everyone is empowered to contribute to the institution's success and the betterment of society at large.

### **Institutional Values and Best Practices**

The mobile medical van initiative, known as SARDA SUVARNA RATH, exemplifies our institution's commitment to addressing the healthcare needs of tribal communities comprehensively. It operates on a structured schedule, visiting remote tribal villages to provide essential healthcare services. Staffed with medical professionals, the van offers general check-ups, immunizations, basic treatments, and health education.

### **Objectives**

- To provide essential primary healthcare services to needy rural communities.
- To educate villagers about basic health practices and preventive healthcare.

- To engage students and faculty in direct community service, enhancing their practical skills and social awareness.

The SARDA SUVARNA RATH initiative not only meets immediate healthcare needs but also empowers tribal communities to prioritize their health and well-being. This holistic approach reflects our institution's commitment to fostering positive change and improving the lives of marginalized populations through accessible and effective healthcare solutions.

Shri M R Desai Arts & EELK Commerce College, in alignment with its commitment to environmental sustainability, has implemented a best practice initiative focused on planting and maintaining trees along the dividers from the college to the Chikhli highway. This initiative not only enhances the aesthetic appeal of the area but also contributes to ecological balance and environmental conservation.

### **Objectives**

- To increase green cover along the Chikhli highway.
- To promote environmental awareness and responsibility among students and the local community.
- To contribute to reducing air pollution and improving local biodiversity.
- To create a pleasant and visually appealing environment along the highway.

The tree planting and maintenance initiative along the Chikhli highway dividers is a testament to Shri M R Desai Arts & EELK Commerce College's dedication to environmental sustainability. This best practice not only contributes to ecological balance and aesthetic improvement but also serves as an educational and community-building exercise. By involving students, faculty, and local residents, the initiative promotes a culture of environmental responsibility and ensures the long-term success of the project.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------|
| Name                            | M. R. DESAI ARTS AND E. E. LAHER<br>KOSADIYA COMMERCE COLLEGE CHIKHLI                 |
| Address                         | At. Khundh, Vandsa Road, Ta. Chikhli, Dist.<br>Navsari, St. Gujarat                   |
| City                            | Chikhli                                                                               |
| State                           | Gujarat                                                                               |
| Pin                             | 396521                                                                                |
| Website                         | <a href="http://www.acc-chikhlicollege.ac.in">http://www.acc-chikhlicollege.ac.in</a> |

| Contacts for Communication |                     |                            |            |                  |                              |
|----------------------------|---------------------|----------------------------|------------|------------------|------------------------------|
| Designation                | Name                | Telephone with<br>STD Code | Mobile     | Fax              | Email                        |
| Principal                  | Falguni H.<br>Desai | 02634-231360               | 9429292277 | 02634-23136<br>0 | chikhlicollege@yah<br>oo.com |
| IQAC / CIQA<br>coordinator | M. A. Kureshi       | 02634-232360               | 9429292277 | 02634-23236<br>0 | saiedkureshi@yaho<br>o.com   |

| Status of the Institution |              |
|---------------------------|--------------|
| Institution Status        | Grant-in-aid |

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

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

| Establishment Details |  |
|-----------------------|--|
|                       |  |

| State   | University name                      | Document                      |
|---------|--------------------------------------|-------------------------------|
| Gujarat | Veer Narmad South Gujarat University | <a href="#">View Document</a> |

| Details of UGC recognition |            |                               |
|----------------------------|------------|-------------------------------|
| Under Section              | Date       | View Document                 |
| 2f of UGC                  | 19-10-1985 | <a href="#">View Document</a> |
| 12B of UGC                 | 19-10-1985 | <a href="#">View Document</a> |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) |                                                               |                                |                    |         |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority                                                                                      | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents                                                                                                         |                                                               |                                |                    |         |

| Recognitions                                                                      |    |
|-----------------------------------------------------------------------------------|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

| Location and Area of Campus |                                                                  |           |                      |                          |
|-----------------------------|------------------------------------------------------------------|-----------|----------------------|--------------------------|
| Campus Type                 | Address                                                          | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | At. Khundh, Vandsa Road, Ta. Chikhli, Dist. Navsari, St. Gujarat | Tribal    | 11.07                | 21753                    |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                                                    |                           |                            |                              |                            |                                |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>                                                                    | <b>Name of Programme/ Course</b>                                   | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG                                                                                        | BA,English, English                                                | 36                        | HSC or Equivalent          | English                      | 50                         | 26                             |
| UG                                                                                        | BA,Economics,Economics                                             | 36                        | HSC or Equivalent          | Gujarati                     | 70                         | 55                             |
| UG                                                                                        | BA,History, History                                                | 36                        | HSC or Equivalent          | Gujarati                     | 90                         | 86                             |
| UG                                                                                        | BA,Hindi,Hindi                                                     | 36                        | HSC or Equivalent          | Hindi                        | 90                         | 81                             |
| UG                                                                                        | BA,Sanskrit, Sanskrit                                              | 36                        | HSC or Equivalent          | Gujarati                     | 50                         | 14                             |
| UG                                                                                        | BA,Gujarati, Gujarati                                              | 36                        | HSC or Equivalent          | Gujarati                     | 100                        | 81                             |
| UG                                                                                        | BCom,Commerce And Accountancy, Advance Accounting and Auditing     | 36                        | HSC or Equivalent          | Gujarati                     | 150                        | 46                             |
| PG                                                                                        | MA,Hindi,Hindi                                                     | 24                        | BA Hindi                   | Hindi                        | 88                         | 28                             |
| PG                                                                                        | MA,Sanskrit, Sanskrit                                              | 24                        | BA Sanskrit                | Gujarati                     | 88                         | 0                              |
| PG                                                                                        | MCom,Commerce And Accountancy, Financial Management and Accounting | 24                        | BCOM                       | Gujarati                     | 95                         | 90                             |

**Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>                                         |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|-----------------------------------------------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|                                                                 | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|                                                                 | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 5                          |        |        |       | 19                         |        |        |       |
| Recruited                                                       | 0                | 1      | 0      | 1     | 4                          | 1      | 0      | 5     | 6                          | 2      | 0      | 8     |
| Yet to Recruit                                                  | 0                |        |        |       | 0                          |        |        |       | 11                         |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 23                         |        |        |       |
| Recruited                                                       | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 14                         | 9      | 0      | 23    |
| Yet to Recruit                                                  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |  |               |  |               |              |
|-----------------------------------------------------------------|-------------|--|---------------|--|---------------|--------------|
|                                                                 | <b>Male</b> |  | <b>Female</b> |  | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |  |               |  |               | 10           |
| Recruited                                                       | 2           |  | 1             |  | 0             | 3            |
| Yet to Recruit                                                  |             |  |               |  |               | 7            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |  |               |  |               | 10           |
| Recruited                                                       | 9           |  | 1             |  | 0             | 10           |
| Yet to Recruit                                                  |             |  |               |  |               | 0            |

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

### Qualification Details of the Teaching Staff

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 1             | 0             | 1                          | 1             | 0             | 5                          | 0             | 0             | 8            |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 0                | 0             | 0             | 3                          | 0             | 0             | 1                          | 1             | 0             | 5            |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |



| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 4                          | 3      | 0      | 7            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 10                         | 6      | 0      | 16           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Details of Visting/Guest Faculties</b>                         |             |    |               |               |              |
|-------------------------------------------------------------------|-------------|----|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |    | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|                                                                   |             | 14 | 9             | 0             |              |

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

| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG                         | Male   | 492                                           | 1                             | 0            | 0                   | 493   |
|                            | Female | 532                                           | 0                             | 0            | 0                   | 532   |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| PG                         | Male   | 75                                            | 0                             | 0            | 0                   | 75    |
|                            | Female | 175                                           | 0                             | 0            | 0                   | 175   |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness | Male   | 184                                           | 0                             | 0            | 0                   | 184   |
|                            | Female | 336                                           | 0                             | 0            | 0                   | 336   |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>                                                                                              |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC                                                                                                           | Male   | 4             | 6             | 7             | 5             |
|                                                                                                              | Female | 14            | 12            | 14            | 13            |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| ST                                                                                                           | Male   | 367           | 427           | 451           | 478           |
|                                                                                                              | Female | 584           | 668           | 672           | 627           |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| OBC                                                                                                          | Male   | 49            | 57            | 52            | 57            |
|                                                                                                              | Female | 68            | 75            | 72            | 49            |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| General                                                                                                      | Male   | 50            | 65            | 83            | 49            |
|                                                                                                              | Female | 47            | 46            | 53            | 39            |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| Others                                                                                                       | Male   | 21            | 0             | 0             | 12            |
|                                                                                                              | Female | 10            | 5             | 0             | 19            |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>                                                                                                 |        | <b>1214</b>   | <b>1361</b>   | <b>1404</b>   | <b>1348</b>   |

### **Institutional preparedness for NEP**

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Established over 50 years ago in the tribal heartlands of Gujarat, our college has consistently endeavored to meet the educational needs of our diverse student community. With the recent introduction of the National Education Policy (NEP) 2020, emphasizing multidisciplinary education, we are proud to showcase our proactive preparedness in embracing this transformative initiative. At M. R. Desai Arts and E. E. L. K Commerce College, Chikhli, we recognize the importance of providing holistic learning experiences that transcend traditional disciplinary boundaries. Our university has meticulously redesigned curriculum to incorporate a wide array of multidisciplinary courses that blend knowledge from</p> |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p>various fields. This approach not only enhances the academic rigor of our programs but also equips our students with versatile skill sets essential for the dynamic global landscape. In line with the NEP's vision, our faculty members, comprising experts from diverse backgrounds, actively collaborate to offer interdisciplinary courses that foster critical thinking, creativity, and problem-solving abilities among our students. Whether it's combining arts with technology, sciences with humanities, or business with environmental studies, our multidisciplinary approach ensures that students gain a comprehensive understanding of real-world challenges and opportunities. Beyond academics, we encourage students to participate in extracurricular activities that further enrich their multidisciplinary learning experience. From cultural festivals that celebrate diversity to collaborative projects that address community challenges, our students develop a well-rounded perspective that prepares them for leadership roles in a globalized society. As we continue to evolve in accordance with the NEP 2020, M. R. Desai Arts and E. E. L. K Commerce College, Chikhli, remains committed to nurturing the next generation of innovative thinkers and problem solvers. Our journey towards excellence in multidisciplinary education is a testament to our dedication to empowering students from tribal areas with the skills and knowledge to thrive in a rapidly changing world.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Our college is affiliated with Veer Narmad South Gujarat University, Surat. Our university has made it mandatory for each student to create their Academic Bank of Credit ID. Our college, as per the guidelines of the university, arrange organizes various orientation programme to spread the awareness about the ABC ID amongst students. As we embrace the NEP's vision of holistic education and interdisciplinary learning, our college remains committed to empowering our students with the knowledge, skills, and opportunities needed to excel in a rapidly changing world. Our proactive approach to the ABC system underscores our dedication to innovation and student-centric education, ensuring that every student receives a transformative educational experience tailored to their unique talents and aspirations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Skill development:</p>                                                                                              | <p>Established in the tribal region of Gujarat over five decades ago, our college has been a beacon of educational empowerment and community development. As we align with the National Education Policy's (NEP) emphasis on skill development, we are proud to highlight our proactive initiatives and readiness in this transformative area. At M. R. Desai Arts and E. E. L. K Commerce College, Chikhli, we recognize the critical importance of equipping our students with practical skills that complement their academic knowledge. In anticipation of the NEP's directives on skill development, we have implemented robust programs designed to enhance employability and foster entrepreneurship among our students. These initiatives span various disciplines and include practical training, industry collaborations, and internships that provide hands-on experience. Furthermore, our college has established partnerships with local industries, businesses, and NGOs to create avenues for practical learning and skill enhancement. These collaborations not only provide real-world exposure but also facilitate mentorship opportunities and career guidance for our students. In addition to academic programs, we offer workshops, seminars, and certification courses that cater to diverse interests and career paths. Our state-of-the-art infrastructure, including specialized laboratories and skill development centers, supports these initiatives by providing a conducive environment for hands-on learning and experimentation. As we embrace the NEP's vision of creating a skilled and empowered workforce, our college remains committed to nurturing talent from tribal areas and beyond. Our dedication to skill development underscores our mission to empower students with the competencies needed to succeed in their chosen fields and contribute meaningfully to society and the economy.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>As per the National Education Policy (NEP), we emphasize teaching in Indian languages, promoting cultural awareness, and leveraging online courses to enhance accessibility and learning outcomes. Firstly, we have a diversified curriculum set by university to include courses that incorporate Indian knowledge systems across disciplines. This includes traditional subjects such as Sankrit, Hinidi, Gujarati, taught by experts who bridge academic rigor with cultural</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <p>authenticity. By offering these local languages alongside English, we ensure inclusivity and accessibility for students from diverse linguistic backgrounds, preserving and promoting our rich cultural heritage. Moreover, we actively promote cultural immersion through extracurricular activities, cultural festivals, and community engagements that celebrate and preserve local traditions. These initiatives foster a sense of pride and identity among our students while encouraging cross-cultural dialogue and appreciation. As we align with the NEP's vision to integrate Indian knowledge systems more seamlessly into mainstream education, our college keeps its commitment to nurture a generation of students who are not only academically proficient but also culturally rooted and globally aware.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>This approach ensures that our students not only acquire knowledge but also develop essential skills and competencies necessary for their professional careers and personal growth. Outcome Based Education forms the foundation of our academic framework. Our university has restructured our curriculum to clearly define specific learning outcomes for each program and course. These outcomes outline the knowledge, skills, and attitudes that students are expected to demonstrate by the end of their studies. Faculty members collaborate extensively to design assessments and teaching methodologies that align with these outcomes, ensuring rigorous evaluation and continuous improvement of student learning experiences. Moreover, our assessment practices are designed to measure not just academic performance but also the attainment of desired outcomes. Regular feedback mechanisms, constructive evaluations, and personalized guidance facilitate students' growth and development throughout their academic journey. By embracing Outcome Based Education, college remains dedicated to producing graduates who are not only academically proficient but also equipped with the skills, values, and adaptability needed to thrive in a globally competitive landscape. Our focus on measurable outcomes ensures that every student achieves their full potential and contributes positively to society and the economy.</p> |
| <p>6. Distance education/online education:</p>    | <p>Our college has continually evolved to meet the educational needs of diverse student populations,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>including those seeking flexible learning options through distance education. We are committed to enhancing our distance education. We have distance education programs offered by Baba Saheb Open Univeristy (BAOU) are designed to provide quality learning experiences that transcend geographical boundaries. We offer a wide range of courses across disciplines, ensuring flexibility and convenience for students balancing academic pursuits with personal and professional commitments. Moreover, our commitment to quality assurance in distance education is underscored by rigorous curriculum development, continuous faculty training in online pedagogy, and proactive student support services. We prioritize personalized academic counseling, technical assistance, and access to library resources to ensure that distance learners receive comprehensive support throughout their academic journey.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Institutional Initiatives for Electoral Literacy**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Yes. we have the functional Electoral Literacy Club in our college campus.</p>                                                                                                                                                                                                                                                                                                |
| <p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>                                                                                                                                                                                                                                                                                                                                        | <p>College has appointed students' co-ordinator and co-ordinating faculty members for the ELC.</p>                                                                                                                                                                                                                                                                               |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Keeping in mind the importance of election, we arrange various student and social outreach programmes voting awarens. We arrange seminars, workshops, rallies to promote voters awareness. Student ambassador take initiative to register new students on the voters list. During the elections, our volunteers do help the voters especially disable and senior citizen.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>                                                                                                                                                                                                                                                         | <p>To have the impact of voter awareness among the younger generation, we have initiated Post a Selfie movement. In which we have prepared a selfie point in college campus wehere students take a photograph showing their preparedness for voting. They would</p>                                                                                                              |

|                                                                                                                                                                                                                               |                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| electoral processes, etc.                                                                                                                                                                                                     | post the same on their social media accounts. We arranged a rally for the voting awareness. The rally showed the importance of voting and clean elections.                                      |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Ambassador and volunteer visit each class personally and encourage students for registration. we sometimes called government officials related to elections to register students on voter list. |



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1348    | 1404    | 1361    | 1214    | 1100    |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 16

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10      | 11      | 11      | 13      | 14      |

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32.35   | 22.47   | 27.49   | 19.44   | 23.14   |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Established in 1969 under the auspices of the 'Vimal Uchchar Kelavani Trust', M. R. Desai Arts and E. E. Laher Commerce College celebrated its golden jubilee in 2018-19, marking five decades of dedicated service to the tribal communities of its region. Committed to providing inclusive education, the college's mission revolves around empowering students with knowledge, skills, and ethical values to excel in their chosen fields and contribute meaningfully to Nation building India @ 75.

At the undergraduate level, the college offers a comprehensive range of courses including major, Minor, MDC with different credits in English, Sanskrit, Hindi, Gujarati, History, Economics, and Commerce. These programs are complemented by Indian Knowledge Systems (IKS) and Value Added Courses (VAC) that alternate by semester, enriching the academic experience. Postgraduate offerings in Hindi, Sanskrit, Commerce, History, and Economics further cater to advanced learning and specialization. Our students rank in university and are awarded gold medals in year 2023 Thakur Shivanikumari was awarded university gold medal in history as she ranked first in subject of History in entire university.

Aligned with the National Education Policy (NEP) the college provides Major, Minor, and Multidisciplinary Courses structured with prescribed credits and papers by VNSGU. This curriculum framework prepares students not only for academic success but also for professional competence in a rapidly evolving global landscape.

We employ innovative teaching methodologies and ICT tools. As per NEP practical learning experiences are emphasized to bridge the gap between theory and application, aligning with community needs and industry expectations. In 6th Semester of B A & B.com we have summer internships. Faculty members maintain detailed semester-wise teaching plans, ensuring comprehensive coverage of curriculum topics and objectives set forth by VNSGU & NEP.

To foster a supportive academic environment, faculty members provide additional coaching and mentoring for students engaged in sports, cultural activities, and academic pursuits. This holistic approach aims to nurture well-rounded individuals capable of leadership and innovation.

The college's evaluation process includes continuous internal assessment through regular internal tests conducted each semester. In the college have examination comitee & section with strong room, CCTV , photocopier and other facilities. We conduct additional tests for the students who are absent in regular internal tests.

For University exams robust transparency is maintained our CCTV IP address is linked with University

under the vigilance of controller of examination. We have online filling of exam forms via student dashboard created at the time of admission. Exam fees are paid online. Barcode system is in practice. FACT finding committees active for copy cases if any. Online assessment is conducted.

We have 15 permanent teaching staff government employed, additionally 08 employed by management total 23.05 non-teaching staff, in which 01 employed by Government & 04 by management. 02 librarians appointed by management and 06 peons, 04 appointed by management. The college staff is in Boards of Studies and Sports. 03 teachers are PhD guides. We provided NAMO tablets to students under the tablet distribution scheme of government. These tabs proved to be the window to the world of knowledge for the students.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 20

| File Description                                                                                              | Document                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                   | <a href="#">View Document</a> |

### Other Upload Files

1

[View Document](#)

**1.2.2**

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 38.73

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 539     | 668     | 81      | 628     | 573     |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**1.3 Curriculum Enrichment****1.3.1**

***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum***

**Response:**

The institution affiliated with VNSGU, Surat, follows a curriculum aligned with the National Education Policy (NEP), integrating crucial topics such as Gender Studies, Environmental Sustainability, Human Values, and Professional Ethics. This ensures that students receive a well-rounded education that prepares them not only academically but also ethically and socially.

Beyond academic instruction, the institution places a strong emphasis on extracurricular activities aimed at holistic development. It offers Arts and Commerce courses alongside workshops and remedial coaching to support diverse learning needs. Programs like Udisha provide career counseling, while the institution's BAOU center expands educational accessibility with over 35 courses.

To enhance student awareness and engagement, the institution organizes a variety of initiatives. These include "Beti Bachavo" programs by the NSS Unit, painting competitions through Saptdhara focusing on gender and environmental issues, and annual tree plantation drives facilitated by the Sharda Foundation. Social and environmental awareness is further promoted through collaborations with NGOs, police, and welfare units.

Additionally, the institution actively participates in community and industry-oriented programs. It hosts seminars on topics like "Share Bazaar and Stock Marketing" through the Udisha cell, collaborates with government bodies on Entrepreneur Development Programs, and facilitates career guidance sessions for competitive exams like GPSC and UPSC.

Cultural and social development is fostered through a wide array of activities, including celebrations of Fit India and Yoga Day, philosophical events by the Swami Vivekananda Vichar Manch, and initiatives by the Women Empowerment Unit promoting gender equality and self-defense training. The institution also engages in community service projects such as blood donation drives, disaster management, and ecological sustainability campaigns.

Under the leadership of Principal Dr. Falguni Desai and Dr. Nayna Naik, who are actively involved in the Veer Narmad South Gujarat University IKS execution committee, the institution maintains a commitment to nurturing socially responsible individuals. By integrating ethics, environmental consciousness, and inclusive values into its educational framework, the institution prepares students not only for academic success but also for active participation in shaping a sustainable and equitable society.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 0

#### 1.3.2.1 Number of students undertaking project work/field work / internships

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

| <b>File Description</b>                                                                                         | <b>Document</b>               |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| Feedback analysis report submitted to appropriate bodies                                                        | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis                                                                    | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                     | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 75.13

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 576     | 494     | 583     | 590     | 461     |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 744     | 744     | 744     | 744     | 623     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 46.32

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 167     | 140     | 181     | 179     | 151     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 365     | 365     | 365     | 365     | 306     |

| File Description                                                                                                                                                                                                                  | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                       | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.                                                                                                                     | <a href="#">View Document</a> |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                       | <a href="#">View Document</a> |

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 134.8

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Our College fosters a student-centric learning environment enriched by experiential learning, participative methods, problem-solving approaches, and ICT-enabled tools, which are particularly beneficial for tribal students, enhancing their educational journey and preparing them for future success.

The college emphasizes hands-on learning experiences to deepen understanding and practical skills. For example, Commerce students regularly participate in field trips to local industries, banks, and organizations relevant to their fields. These trips, such as visits to cooperative banks, allow students to gain firsthand insights into financial management practices, bridging theoretical knowledge with practical application. Additionally, through partnerships with local businesses and NGOs, the college offers internships that provide tribal students with exposure to professional settings. This practical training equips them with industry-specific skills and prepares them for careers, thereby enhancing their employability.

Active engagement and collaborative learning are promoted through various methods. Students collaborate on group projects and discussions that address real-world challenges or cultural topics. For instance, Arts students may research and present on the cultural significance of tribal art forms, fostering critical thinking and communication skills among peers. Regular debates and seminars on contemporary issues such as environmental sustainability and social justice encourage tribal students to voice diverse perspectives, promoting analytical thinking and broadening their understanding of societal issues.

The college cultivates critical thinking and problem-solving skills through targeted methodologies. Students analyze case studies relevant to their disciplines, such as business scenarios or social challenges affecting tribal communities. This approach enables Commerce students to grasp market dynamics and strategic decision-making processes, preparing them for real-world complexities. Problem-Based Learning (PBL) sessions engage students in collaborative problem-solving tasks where they apply theoretical knowledge to practical scenarios. For example, Social Science students might tackle community health issues among tribal populations, integrating academic learning with community-focused solutions.

The integration of ICT tools enhances accessibility to educational resources and supports interactive learning experiences. The college provides access to digital libraries, e-books, online journals, and platforms such as Coursera and Khan Academy, ensuring equitable access to educational materials for tribal students facing geographical constraints. Smart classrooms equipped with smart boards and multimedia facilities use visual aids and interactive presentations to illustrate concepts effectively, catering to diverse learning styles and enhancing engagement among tribal students.

The college ensures a transparent and fair evaluation process through internal and external exams. Regular internal assessments, including quizzes, assignments, and mid-term exams, provide continuous feedback and track student progress, helping identify areas needing improvement. End-of-semester external exams conducted under the guidelines of Veer Narmad South Gujarat University (VNSGU) ensure transparent and unbiased assessment.

During COVID-19, the college utilized Microsoft Teams, Google Classroom, Zoom, Moodle, and Google Meet for online teaching, facilitating virtual classes, assignments, and collaboration. Additional support for tribal students included providing devices, internet access, technical training, and mentorship, ensuring inclusive and equitable education during the transition to remote learning.

We have support initiatives specifically designed to support tribal students' holistic development and academic success include personalized counseling, remedial coaching, and mentorship programs addressing their academic and personal needs. The curriculum integrates cultural diversity, celebrating tribal traditions and festivals to promote a sense of belonging and mutual respect among students. By leveraging student-centric methodologies, ICT-enabled tools, and tailored support initiatives, the college empowers tribal students to excel academically, develop essential skills, and thrive in both academic and professional pursuits.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 42.14

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25      | 25      | 25      | 25      | 40      |

| File Description                                                                                                          | Document                      |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                               | <a href="#">View Document</a> |

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 54.24

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise**

**during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 6       | 6       | 6       | 7       | 7       |

| <b>File Description</b>                                                                                                                                         | <b>Document</b>               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | <a href="#">View Document</a> |
| Institution data in the prescribed format                                                                                                                       | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities                                                                                    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                     | <a href="#">View Document</a> |

**2.5 Evaluation Process and Reforms****2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Our assessment methods for tribal underprivileged students are designed to be transparent and equitable within the semester system. These students benefit from well-structured internal and external assessment processes, supported by an efficient grievance redressal system that ensures fairness and supports their academic progress.

**Transparent Assessment Processes****1. Internal Assessment Procedures:**

Internal assessments play a crucial role in monitoring students' academic development throughout the semester:

- **Regular Internal Tests:** Scheduled at intervals, these tests evaluate students' understanding of course material and their ability to apply knowledge effectively.
- **Assignments and Library work :** Students complete assignments and engage in library work. These tasks encourage practical application of theoretical concepts and foster critical thinking

skills.

- **Library Research and Assignments:** Engaging in library research and related assignments is also part of the assessment process, promoting independent learning and deeper exploration of subjects.

## 2. External Examination Arrangements:

End-of-semester examinations are conducted under strict conditions to uphold academic standards of the affiliating university:

- **Comprehensive Coverage:** External exams cover the entire semester's curriculum, assessing students' grasp of all taught material.
- **Secure Examination Environment:** The college maintains a dedicated Examination Section equipped with modern facilities like CCTV surveillance, ensuring a secure environment for exams.
- **Efficient Grievance Redressal System - FACT Committee** at university level.

University exams prioritize transparency. Our CCTV system, managed by the Controller of Examinations, monitors exams. Students use their online dashboard for exam form submissions, and pay fees electronically. Identification is handled via a barcode system. Flying squads and regular squads investigate misconduct. Additionally, a dedicated women's squad ensures inclusivity and fairness. Online assessments streamline evaluation.

## 1. Structured Grievance Handling:

The college has a well-defined grievance redressal mechanism to promptly address student concerns related to assessments:

- **Dedicated Committee:** A grievance redressal committee comprising senior faculty members handles assessment-related grievances impartially and transparently.
- **Timely Resolution:** Grievances are resolved within a specified timeframe, minimizing disruption to students' academic progress and maintaining their confidence in the assessment process's fairness.

## 2. Support for Underprivileged Students:

Acknowledging the unique challenges faced by tribal underprivileged students, the college provides additional support measures:

- **Remedial Coaching:** Tailored coaching programs help students strengthen their foundational knowledge and bridge learning gaps.

- **Mentoring Programs:** Mentorship opportunities offer personalized guidance and support to help students navigate academic challenges effectively.

By maintaining transparency in assessment practices and ensuring an efficient grievance redressal system, M R Desai Arts & EELK Commerce College promotes an inclusive learning environment where all students, including tribal underprivileged students, can thrive academically and achieve their educational goals. At college level students can approach the examination committee and ask the committee for justification in case of any grievances.

The assessment process, whether conducted internally or externally, is characterized by transparency to ensure fairness and accountability. A robust grievance redressal system operates efficiently, with a strong commitment to promptly addressing concerns, particularly those affecting underprivileged tribal students. This system is specifically designed to deliver timely resolutions and support, thereby nurturing an inclusive environment where every student's voice is valued and their rights are safeguarded.

"Pariksha Pe Charcha," championed by Prime Minister Modi, resonates deeply with the ethos of M R Desai Arts & Commerce College. The college conducts regular counselling to eradicate examination phobia among students. We ensure that our students from tribal backgrounds, receive equitable support and opportunities to excel.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### **Response:**

The undergraduate (UG) and postgraduate (PG) programs in Arts and Commerce, aligned with the syllabus prescribed by Veer Narmad South Gujarat University, following guidelines of NEP 2020 emphasize clear Programme Outcomes (POs) and Course Outcomes (COs) that guide student learning and development.

#### **Undergraduate (UG) Programs**

**Arts (English, History, Economics, Sanskrit, Hindi, Gujarati):**

**Programme Outcomes (POs):**

The POs for these programs ensure students achieve a robust understanding of their disciplines and essential skills for academic and professional growth:

- **PO1: Comprehensive Understanding:** Proficiency in literary, historical, economic, and linguistic theories, enabling critical analysis and interpretation.
- **PO2: Critical Thinking:** Ability to analyze texts, historical events, economic policies, and linguistic structures critically, applying analytical skills effectively.
- **PO3: Effective Communication:** Proficiency in oral and written communication, facilitating clear articulation and scholarly engagement.
- **PO4: Cultural Awareness and Ethics:** Awareness of cultural diversity and ethical values integrated into academic and professional practices.
- **PO5: Lifelong Learning:** Fostered habits of lifelong learning, promoting continuous personal and professional development and societal contribution.

#### Course Outcomes (COs):

These outcomes focus on achieving specific learning objectives within each course:

- **CO1: Analytical Skills:** Application of theoretical frameworks to analyze literary texts, historical data, economic policies, or linguistic features critically.
- **CO2: Research and Presentation:** Proficiency in scholarly writing, participation in seminars, debates, and research projects to enhance academic and professional skills.
- **CO3: Interdisciplinary Engagement:** Exploration of interdisciplinary perspectives, demonstrating connections between arts, history, economics, and languages.
- **CO4: Professional Skills:** Development of practical skills through participating in seminars and projects.
- **CO5: Ethical and Social Responsibility:** Application of ethical principles in academic demonstrating leadership qualities and responsible behavior.

#### Postgraduate (PG) Programs

**Hindi, Sanskrit, Economics, History, and Commerce:**

#### Programme Outcomes (POs):

These outcomes focus on advanced knowledge, research skills, and professional development tailored to each discipline:

- **PO1: Advanced Knowledge:** Mastery of advanced theories and methodologies, critical understanding, and application in research and practice.
- **PO2: Research and Analysis:** Independent research capabilities, advanced analytical skills, and critical evaluation of complex data.
- **PO3: Effective Communication:** Proficiency in presenting research findings through publications, seminars, and conferences, contributing to academic and professional discourse.
- **PO4: Leadership and Ethics:** Demonstration of leadership, ethical behavior, and societal responsibility in professional settings.
- **PO5: Continuous Learning:** Commitment to continuous professional development, contributing to ongoing knowledge enhancement and community welfare.

**Course Outcomes (COs):**

These outcomes ensure PG students acquire specialized knowledge and skills:

- **CO1: Advanced Research Skills:** Application of advanced research methodologies, critical evaluation, and synthesis of findings to advance academic and professional knowledge.
- **CO2: Professional Development:** Engagement in coursework, practical applications, and industry-oriented projects to develop specialized expertise and enhance career readiness.
- **CO3: Scholarly Communication:** Effective presentation of research findings, dissemination through publications, and participation in academic forums.
- **CO4: Specialization Proficiency:** Mastery of specialized areas within Hindi, Sanskrit, Economics, History, or Commerce through coursework and practical applications.
- **CO5: Ethical Leadership:** Application of ethical principles and professional standards in research, teaching, or industry practices, ensuring integrity and responsible conduct.

These structured POs and COs underscore M R Desai Arts & EELK Commerce College's commitment to academic excellence, preparing students comprehensively for professional success and societal contribution across diverse fields of study, inculcating good citizenery and building *Bharat as Vishwas Guru*.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |



## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The attainment of Programme Outcomes (POs) and Course Outcomes (COs) in Arts and Commerce disciplines among tribal students at M R Desai Arts & EELK Commerce College is not only aligned with the National Education Policy (NEP) but also integrates principles from the Indian Knowledge System (IKS). This approach ensures that students, including those from tribal backgrounds, not only achieve academic excellence but also gain a deep appreciation for India's rich cultural heritage and indigenous knowledge systems.

### **Evaluation of POs and COs**

#### **1. Programme Outcomes (POs):**

POs are structured to encompass the overarching goals that students are expected to achieve by the end of their program:

- **NEP Alignment:** POs align closely with the NEP's objectives of promoting holistic development, critical thinking, and interdisciplinary knowledge. For instance, Arts students may demonstrate proficiency in cultural analysis and creative expression, while Commerce students showcase competence in financial analysis and business management.
- **IKS Integration:** POs incorporate elements of IKS, emphasizing traditional knowledge systems and their relevance in contemporary contexts. This integration enhances students' understanding of indigenous practices and fosters cultural sensitivity.

#### **2. Course Outcomes (COs):**

COs specify the specific learning objectives for each course within the curriculum:

- **Learning Objectives:** COs outline the knowledge, skills, and competencies students are expected to acquire by the end of each course. These outcomes are designed to be measurable and achievable.
- **Assessment Criteria:** COs are evaluated using criteria that assess students' comprehension and application of course content. This ensures a comprehensive assessment that measures student progress effectively.

### **Implementation Among Tribal Students**

### 1. Inclusive Assessment Practices:

- **Equitable Assessment:** The college employs inclusive assessment practices that consider the diverse backgrounds and learning styles of tribal students. This approach aims to provide fair and supportive evaluation environments.
- **Cultural Relevance:** Assessment practices are designed to be culturally relevant, acknowledging and respecting tribal traditions and knowledge systems. This fosters a sense of belonging and cultural pride among students.

### 2. Integration of IKS:

- **Holistic Development:** The integration of IKS into assessment practices promotes holistic student development by nurturing pride in cultural heritage and fostering a deeper connection with traditional knowledge systems.
- **Practical Applications:** Students engage in practical applications of IKS through projects, fieldwork, and research initiatives. For example, students might explore sustainable agricultural practices based on indigenous wisdom prevalent among tribal communities.

### 3. Continuous Improvement:

- **Feedback Mechanisms:** Ongoing feedback mechanisms gather input from students and stakeholders to refine and enhance assessment practices. This iterative process ensures continuous improvement in aligning POs and COs with NEP and IKS objectives.

By evaluating POs and COs in Arts and Commerce disciplines according to NEP guidelines and integrating IKS principles, M R Desai Arts & EELK Commerce College empowers tribal students with a comprehensive education that not only prepares them for professional success but also instills a deep-rooted appreciation for India's cultural diversity and traditional knowledge systems. This holistic approach supports the college's commitment to inclusive education and equitable outcomes for all students.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 2.6.3

**Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 75.04**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 324     | 345     | 262     | 271     | 241     |

**2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 405     | 504     | 361     | 353     | 300     |

| <b>File Description</b>                                                                                                                                                                               | <b>Document</b>               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                           | <a href="#">View Document</a> |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students                                                                                              | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                           | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.71

| <b>File Description</b>                                      | <b>Document</b>               |
|--------------------------------------------------------------|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 0

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

M R Desai Arts & EELK Commerce College, led by Principal Dr. F H Desai and Dr. Nayna Naik, holds a significant role in integrating the Indian Knowledge System (IKS) into its academic framework. Both Dr. F H Desai and Dr. Nayna Naik serve on the Board of Studies (BoS) for IKS at Veer Narmad South Gujarat University, where they contribute actively to syllabus design and implementation. This ensures that the college curriculum aligns closely with the university's vision of promoting and preserving India's rich cultural heritage and indigenous knowledge systems.

#### **Leadership in Curriculum Design and Implementation**

##### **1. Board of Studies Contributions:**

As esteemed members of the BoS for IKS, Dr. F H Desai and Dr. Nayna Naik bring their expertise to

shape the academic direction of the university's curriculum. Their involvement ensures that the syllabus reflects a comprehensive understanding of traditional Indian wisdom and its contemporary relevance in education.

## 2. Integration of IKS in College Curriculum:

At M R Desai Arts & EELK Commerce College, their leadership translates into initiatives that integrate IKS principles across disciplines:

- **Curriculum Enrichment:** Courses in Arts, Commerce, and Humanities incorporate modules exploring indigenous knowledge systems, cultural practices, and philosophies. This approach ensures students develop a deep appreciation for India's diverse heritage alongside academic excellence.
- **Practical Application:** Through field studies, workshops, and community projects, students apply IKS principles to address real-world challenges. For example, projects may focus on sustainable agricultural techniques derived from traditional practices prevalent among tribal communities.

## 3. Academic Excellence and Innovation:

Under their guidance, the college emphasizes academic excellence and innovation rooted in IKS:

- **Research and Development:** Faculty and students engage in research that contributes to preserving and advancing indigenous knowledge. This includes documenting oral histories, studying traditional ecological knowledge, and exploring the medicinal properties of indigenous plants.
- **Entrepreneurship and Incubation:** The college's incubation center supports entrepreneurial ventures leveraging IKS for sustainable business models. This initiative promotes economic empowerment and cultural sustainability within tribal communities.

## 4. Cultural Sensitivity and Community Engagement:

Dr. F H Desai and Dr. Nayna Naik advocate for cultural sensitivity and inclusivity:

- **Awareness Programs:** Seminars, cultural festivals, and awareness campaigns celebrate tribal heritage and promote cultural diversity within the college community. These initiatives foster mutual respect and understanding among students and staff from diverse backgrounds.

## 5. Impact and Recognition:

Their leadership has led to tangible outcomes:

- **Recognition and Awards:** The college's initiatives promoting IKS have received acclaim from academic bodies and governmental organizations for their innovative approaches and community

impact.

Through their participation at University level IKS implementing and execution bodies Dr. F H Desai and Dr. Nayna Naik ensure that M R Desai Arts & EELK Commerce College not only prepares students academically but also instills in them a profound appreciation for India's cultural heritage and indigenous knowledge systems. This holistic approach equips students to become responsible global citizens who contribute meaningfully to society while preserving and promoting India's diverse cultural legacy.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response: 1**

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 1       | 0       |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response: 0.19**

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 0       | 0       |

| <b>File Description</b>                                                                                                 | <b>Document</b>               |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | <a href="#">View Document</a> |
| Link to re-directing to journal source-cite website in case of digital journals                                         | <a href="#">View Document</a> |
| Links to the papers published in journals listed in UGC CARE list or                                                    | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                             | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                             | <a href="#">View Document</a> |

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.38**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 1       | 2       | 2       |

| File Description                                                                                                                         | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                              | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                              | <a href="#">View Document</a> |

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Over the past five years, students are engaged in a diverse range of community-oriented extension activities that have profoundly impacted rural and tribal communities while nurturing holistic student development. These initiatives include:

1. **Cleanliness Drives:** Students actively cleaned public spaces, streets, and community centers, promoting hygiene and sanitation standards and fostering community pride.
2. **AIDS Awareness Rallies:** Educational campaigns raised awareness about HIV/AIDS prevention, treatment, and reducing stigma, enhancing early detection and community health.
3. **Women Empowerment Rallies:** Initiatives focused on women's rights, health, and education, encouraging participation in social, economic, and political spheres.
4. **Traffic Sense Awareness Campaigns:** Programs promoted road safety, emphasizing adherence to traffic laws and responsible driving practices to reduce accidents.
5. **Environment Protection Initiatives:** Efforts included tree planting, cleaning water bodies, and advocating for sustainable practices to raise awareness about environmental conservation.
6. **No-Plastic Campaigns:** Community education on plastic pollution hazards led to reduced plastic use and promoted eco-friendly alternatives.
7. **Tree Plantation Drives:** Engaged community members in planting and caring for trees, enhancing green cover and fostering environmental stewardship.
8. **Blind Beliefs Eradication Campaigns:** Challenged superstitions through workshops and street plays, promoting rational thinking and scientific awareness.



9. **Constitution Day Rallies:** Celebrated the Indian Constitution, educating on rights, duties, and democratic values like equality and justice.
10. **Vishwa Adivasi Day Celebrations:** Honored tribal culture, promoting awareness about rights and cultural contributions through events and exhibitions.
11. **Health and Hygiene Awareness Rallies:** Distributed hygiene kits, conducted health check-ups, and promoted good health practices in the community.
12. **Anti-Drug Campaigns:** Raised awareness about drug abuse dangers, encouraging a drug-free lifestyle and supporting healthier choices.
13. **Water Conservation Rallies:** Educated on efficient water use and conservation practices to preserve water resources.
14. **Digital Literacy Campaigns:** Provided basic digital skills to enhance community members' digital literacy and empower them in the digital age.
15. **Blood Donation Drives:** Organized blood donation camps to increase blood availability and save lives within the community.
16. **Sickle Cell and Thalassemia Awareness Campaigns:** Educated about genetic disorders through screening camps and information dissemination.
17. **Matru Bhasha Divas (Mother Language Day):** Promoted linguistic diversity and cultural heritage through literary events celebrating mother languages.
18. **Rashtra Bhasha Divas (National Language Day):** Celebrated Hindi's cultural significance and promoted its use in daily life and education.
19. **Save Extinct Species Campaigns:** Raised awareness about endangered species, involving the community in habitat restoration and wildlife protection.
20. **Promotion of Limited Mobile and Social Media Use:** Encouraged healthier lifestyles by reducing excessive screen time and promoting better mental health.

Participation in these activities has enriched students' empathy, critical thinking, and communication skills, nurturing their development as socially responsible citizens and future leaders. M R Desai Arts & Commerce College's commitment to community engagement and holistic education is evident through these impactful initiatives, which have significantly improved local quality of life and empowered both students and community members alike.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

Dr. Falguni Desai, Principal of our college and a representative of Veer Narmad South Gujarat University, Surat, has emerged as a champion for humanities and tribal education. Her recent participation in the prestigious Leadership for Academicians Program (LEAP) has equipped her with the skills and vision to become a transformative leader within the academic community.

LEAP, a Government of India initiative, aims to cultivate future leaders in education. She's participation was particularly noteworthy. While most participants hailed from prestigious institutions like IITs and NITs, She brought a unique perspective, representing the often-undervalued sectors of humanities and tribal education. Her presence enriched program discussions and broadened its scope, highlighting the critical role these areas play in a holistic educational framework.

The LEAP program unfolded in two key phases. The domestic leg, held at the Tata Institute of Social Sciences (TISS), Mumbai, provided She with a foundation in advanced leadership skills tailored for academic administrators. She delved into best practices in governance and institutional management, gaining invaluable insights crucial for effective educational leadership.

Despite initial postponements due to the pandemic, the international leg at the University of Pennsylvania (UPENN) proved equally enriching. Here, She gained a global perspective on educational leadership. She immersed herself in UPENN's renowned academic environment, learning from leading educators and administrators about international best practices in higher education. This exposure broadened her professional horizon, positioning her as a catalyst for positive change within her own academic community.

The LEAP program yielded significant benefits for She's leadership repertoire. She returned equipped with advanced strategies and techniques for academic administration. The program fostered her ability to drive policy changes and educational reforms within her institution. She's enhanced mentoring skills empower faculty members to strive for academic excellence and embrace a culture of continuous improvement.

LEAP also proved to be a platform for collaboration. Networking opportunities with peers from top-tier institutions across India laid the groundwork for future collaborations and exchange programs. These partnerships hold immense potential to benefit She's college by fostering academic partnerships and enhancing educational quality.

Perhaps most importantly, She's participation in LEAP served as a powerful advocacy tool. She used the

platform to underscore the importance of humanities and tribal education in the broader academic discourse. Her voice brought much-needed attention to the specific needs and contributions of these sectors, advocating for greater support and recognition to ensure educational diversity and inclusivity.

Dr. Falguni Desai's journey through LEAP is a testament to her dedication to educational advancement. Her participation marks a significant milestone in her professional journey, significantly augmenting her leadership capabilities.

The skills and vision she gained promise to shape educational practices at Shri M R Desai Arts & EELK Commerce College. Beyond her own institution, She's innovative leadership and strategic initiatives have the potential to exert a positive influence on the wider Indian educational landscape. As She continues to champion humanities and tribal education, the future of education appears brighter, shaped by a leader who prioritizes inclusivity and excellence. She has also received an award from Sharda Foundation a government approved NGO.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 4

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01      | 03      | 00      | 00      | 00      |

| File Description                                                                                                                                                                   | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.                                                                                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                        | <a href="#">View Document</a> |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                        | <a href="#">View Document</a> |

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response: 5**

| File Description                                                                                                   | Document                      |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | <a href="#">View Document</a> |
| List of year wise activities and exchange should be provided                                                       | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise     | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                        | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                        | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

Our college campus, sprawling over 482,129.41 square feet, is meticulously designed to support a wide array of academic, cultural, and sports activities. Located amidst lush greenery, the campus offers a serene environment conducive to learning and growth. The main academic building houses 21 spacious classrooms, each spanning 875.76 square feet to facilitate effective teaching and learning. Additionally, there is a Digital Smart Classroom of the same size for interactive learning experiences. The Activity Room, extending across 446.40 square feet, provides space for extracurricular activities, student gatherings, and cultural events. The Exam Section, covering 446.40 square feet, is dedicated to ensuring the smooth conduct of examinations. The Conference Hall, with an area of 875.76 square feet, and the Seminar Room, covering 615.16 square feet, are ideal for academic discussions and events. The Common Room-Staff offers a space of 450.00 square feet for faculty members, while the Computer Lab, spanning 875.76 square feet, supports computer-based learning. The Girls Common Room and the Ladies Common Room, each 446.40 square feet, serve as dedicated spaces for female students to socialize and unwind. The NSS Office also occupies 446.40 square feet. Additional classrooms of 646.00 square feet and 319.00 square feet cater to smaller group sessions. The Administrative Office, covering 885.60 square feet, and the Principal Office, 432.00 square feet, are designed for administrative functions. The Staff Room spans 875.76 square feet, and the IQAC and UGC Unit covers 482.00 square feet. Mohankaka Hall, a spacious 2,800.00 square feet hall, hosts large-scale events, conferences, and cultural programs. The Library “Arvind Bhavan,” named after Shri Aurobindo, spans 2,025.00 square feet and offers a serene environment for research, study, and academic exploration. The lush green playground spans 11,887.00 square feet, and the Sport Complex (Gymkhana), covering 5,505.24 square feet, includes an array of indoor facilities such as a badminton court (56' x 31.8'), gymnasium, multi-gym (12 stations), exercise cycle, sit-up bench, massager, weight lifting set, dumbbells, exercise machines, abdominal exercise machine, thigh exercise machine, double bar, twisting machine, chess and carom room (56.7' x 21'), pool table, and table tennis tables (3 tables). The basement area (76.9' x 22.4') is dedicated to indoor exercise and yoga. There are also dedicated sports office (15' x 14.4') and store rooms (21.9' x 21.9') . The toilet block includes changing rooms for boys and girls. Outdoor sports facilities feature a cricket ground with two turf wickets (10,398.42 sq.mt. / 111,887.00 sq.ft.) with a 60-meter boundary, a football field, a hockey field, a 200-meter standard athletics track, kho-kho ground (13 x 10 sq.mt.), kabaddi ground (27 x 16 sq.mt.), volleyball courts (2 courts, 18 x 9 meters each), a basketball court (490 sq.mt. / 5,272.49 sq.ft.), and archery equipment with a target stand. Athletics training facilities include provisions for long jump, triple jump, high jump, shot put, discus throw, hammer throw, javelin throw, and hurdles run. Our college celebrates tribal culture through dances, music, folk arts, and

culinary events, with annual festivals and workshops deepening cultural awareness and pride among students. College epus safety and convenience with CCTV surveillance, strategically placed water coolers, and comprehensive fire safety measures. These amenities contribute to a secure, comfortable, and well-equipped environment for students, faculty, and staff.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 4

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.81    | 0.59    | 0.82    | 0.89    | 1.88    |

| File Description                                                                                                                                                                                                              | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                   | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

Our central library, named after Shri Aurobindo as "Arvind Bhavan," is an airy and spacious place with a 2025 sq. ft. carpet area. As Shri Aurobindo said, "True knowledge is not attained by thinking. It is what you are; it is what you become." This phenomenon of becoming is deeply embedded in the heart of our institute, our library. The library is a learning resource center equipped with computers, internet, and photocopying facilities. We house approximately 46,108 titles and provide facilities for economically weaker sections, issuing books for the entire year. We subscribe to various journals, magazines, and periodicals and welcome suggestions from faculty and students for continuous improvement.

Library Advisory Committee

- **Dr Rosana Patel Head Library committee**
- **Dr. Tai (Senior Faculty)**
  - Maintenance of physical facilities
- **Dr Manish Patel Head Librarian**
- **Ms Rima Tandel ( Assistant Librarian)**
  - Execution of suggestions

Initiatives Implemented by the Committee

- Maintain discipline in the library
- Suggest and select books
- Represent infrastructure and facility requirements to authorities
- Hold meetings with faculties and HODs for suggestions and requirements
- Prepare annual plans, budgets, and activities
- Prepare a roadmap for future library plans
- Continuously evaluate library work and services
- Plan and justify the annual budget
- Ensure expertise and training of library staff

- Arrange user-orientation programs
- Introduce innovative ideas for library users
- Create a reader-friendly environment and promote a reading culture

#### Library Statistics

- **Total Area:** 188.37 sq. mts.
- **Seating Capacity:** Minimum : 100
- **Working Hours:**
  - Working days, holidays, and before exams: 7:30 a.m. to 3:00 p.m.
  - During vacations: 8:30 a.m. to 1:30 p.m.

Our library covers a total area of 188.37 sq. meters with a seating capacity of 50. It operates from 7:30 a.m. to 3:00 p.m. on working days and before exams, and from 8:30 a.m. to 1:30 p.m. during vacations. We ensure access, use, and security of materials through various user services, as detailed in the table below:

| User Service Provided                    | Average Per Day |
|------------------------------------------|-----------------|
| Issue/Return Service                     | 30              |
| Newspaper Clipping Service               | 0.5             |
| Information Display and Notification     | 0.5             |
| Reference Services                       | 10              |
| Photocopy Services                       | 10              |
| User Orientation Services (Average/Year) | 5               |
| Resource Sharing Services                | 5               |
| Periodical Catalogue Services            | 1               |
| Competitive Exam and Guidance Services   | 15              |
| Career Guidance Services (Udisha Cell)   | 5               |

The following tables show the number and value of books added to our library in the last five years (college purchase) and under UGC plans in the last three years:

| Subject     | UG Books | UG Amount | PG Books | PG Amount |
|-------------|----------|-----------|----------|-----------|
| Account     | 511      | 91633     | 375      | 44833     |
| Economics   | 764      | 65005     | 66       | 5902      |
| Banking     | 255      | 20477     | -        | -         |
| B.A.        | 275      | 20477     | -        | -         |
| Statistics  | 211      | 16857     | -        | -         |
| Environment | 207      | 79105     | -        | -         |
| Management  | 7        | 6027      | 104      | 11966     |
| Marketing   | 5        | 3153      | 20       | 2147      |



|             |       |       |        |       |
|-------------|-------|-------|--------|-------|
| M.Law       | 90    | 9955  | -      | -     |
| History     | 545   | 42830 | 159    | 12508 |
| Gujarati    | 551   | 61460 | -      | -     |
| Hindi       | 414   | 86421 | 16     | 621   |
| Sanskrit    | 393   | 38429 | 44     | 6457  |
| English     | 204   | 26603 | -      | -     |
| Psychology  | 164   | 25493 | -      | -     |
| Total       |       |       |        |       |
| Subject     | Books |       | Amount |       |
| Account     | 105   |       | 17689  |       |
| Economics   | 151   |       | 61405  |       |
| Banking     | 32    |       | 7100   |       |
| Management  | 05    |       | 4071   |       |
| Marketing   | 09    |       | 4175   |       |
| Environment | 13    |       | 4276   |       |
| History     | 65    |       | 12406  |       |
| Gujarati    | 13    |       | 1176   |       |
| Hindi       | 34    |       | 7526   |       |
| Sanskrit    | 93    |       | 11241  |       |
| English     | 12    |       | 2941   |       |
| Psychology  | 13    |       | 1420   |       |
| General     | 11    |       | 4160   |       |
| Total       |       |       |        |       |

### Statistics of Library

|  | Type of Material        | Quantity | Amount | Quantity | Amount |
|--|-------------------------|----------|--------|----------|--------|
|  | 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  |
|  | Encyclopedia/Dictionary | 4        | 5495   | 2        | 1800   |
|  |                         | 1572     | 137749 | 899      | 220793 |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

|  |
|--|
|  |
|--|

**4.3.1****Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

M R Desai Arts & EELK Commerce College in Chikhli has consistently focused on enhancing its IT infrastructure to support its academic and administrative functions. The college's commitment to providing robust IT facilities, including high-speed Wi-Fi, has been significantly bolstered by grants such as the Digital Education Development Fund (DEDF) from the Government of Gujarat. On 12th June 2021, the college utilized the DEDF grant to establish a comprehensive Wi-Fi network across the campus. This initial setup included the installation of multiple high-speed routers and access points to ensure seamless internet connectivity for students, faculty, and administrative staff. In June 2023, the college upgraded its Wi-Fi infrastructure to address the growing demand for internet access due to increased online activities. This included installing additional access points in classrooms, libraries, hostels, and common areas, ensuring 100% campus coverage. Furthermore, the internet bandwidth was increased from 100 Mbps to 200 Mbps to support high-speed connectivity for all users. Regular maintenance is conducted to ensure the optimal performance of the IT infrastructure, and in January 2024, the college further increased its bandwidth to 300 Mbps to cater to higher usage needs, including online classes, research activities, and administrative functions. The annual maintenance contract for the IT infrastructure is given to Great Computers, ensuring continuous and effective performance. Additionally, the website maintenance is handled by Arpan Company, ensuring that the college's online presence remains updated and functional.

The college also boasts additional IT facilities. Initially set up in 2020 and upgraded in August 2022, the college has two state-of-the-art computer labs equipped with the latest hardware and software. In August 2022, the labs were updated with new computers featuring advanced specifications to support various academic software and online resources. Smart classrooms, implemented in 2021 and updated in March 2023, are equipped with interactive boards and projectors. These facilities were further upgraded in March 2023 to include better projection systems and enhanced audio-visual aids to improve the teaching-learning process. The digital library, set up in 2020, provides access to numerous e-books, academic journals, and databases. This digital library is regularly updated to include new resources and ensure students and faculty have access to the latest academic material. The college's dedication to maintaining and upgrading its IT facilities, including Wi-Fi infrastructure and internet bandwidth, demonstrates its commitment to providing an enriching educational environment. These continuous enhancements ensure that students and faculty have reliable access to high-speed internet and modern IT resources, supporting the institution's academic and administrative needs effectively. Government of Gujarat has launched UDAYAM COGENT portal. It houses all the government circulars, resolutions, salary statements are uploaded and verified by the competent authorities. All the government functionaries are done via this COGENT portal and we are the active part of this portal.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 42.13**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 32

| File Description                                                                                          | Document                      |
|-----------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 11.91**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.36    | 2.56    | 2.04    | 4.96    | 1.95    |

| <b>File Description</b>                                                                                                                                                                                                         | <b>Document</b>               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                     | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                     | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 80.75

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1057    | 1136    | 1143    | 987     | 867     |

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** B. 3 of the above

| File Description                                                                                                                                                                                                                | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs                                                                                                                                                            | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                                                                     | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                     | <a href="#">View Document</a> |

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 1.15

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34      | 40      | 0       | 0       | 0       |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** C. 2 of the above

| <b>File Description</b>                                                                                                                | <b>Document</b>               |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance                                               | <a href="#">View Document</a> |
| Proof related to Mechanisms for submission of online/offline students' grievances                                                      | <a href="#">View Document</a> |
| Proof for Implementation of guidelines of statutory/regulatory bodies                                                                  | <a href="#">View Document</a> |
| Details of statutory/regulatory Committees (to be notified in institutional website also)                                              | <a href="#">View Document</a> |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 54.77

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 204     | 194     | 233     | 205     | 220     |

**5.2.1.2 Number of outgoing students year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 405     | 504     | 361     | 353     | 305     |

| File Description                                                                                                                                                                                                                                   | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)                                           | <a href="#">View Document</a> |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                                                                                        | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                                        | <a href="#">View Document</a> |

### 5.2.2

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

**Response:** 0

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                          | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**



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

**Response: 0**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                                            | Document                      |
|-----------------------------------------------------------------------------|-------------------------------|
| Upload supporting document                                                  | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates                | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

### 5.3.2

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response: 10**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 6       | 1       | 14      | 15      |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

Our Alumni association is yet to be registered. Sarita L. Gayakwad, a valued alumna, has distinguished herself in athletics, earning multiple medals across various national and state-level competitions. She was selected for the Indian camp for the SAF Games. Notable achievements include winning silver medals in the 400-meter run at the All India Inter University Athletics Championship (2015-16) and the Rajiv Gandhi Khel Abhiyan National Level Women's Athletic Championship (2015-16). She also secured a bronze medal in the 400-meter run at the All India Inter University Athletics Championship (2014-15) and another silver at the Rajiv Gandhi Khel Abhiyan National Level Women's Athletic Championship (2014-15). Additionally, Sarita claimed numerous gold medals at the Khel Mahakumbh State Level Competition across various events, including the 200 meters, 400 meters, 400-meter hurdles, and relays. Her consistent performance earned her individual champion titles at the Gujarat State Open Athletics Meet and the Veer Narmad South Gujarat University Athletic Meet. **She is now the outstanding alumni of our college, she is nation's pride. She is the winner of 4x400 mts relay international Gold Medal at 18th Asian games 2018, Indonesia, now she is class 1 officer DYSP at Gandhinagar.**

Some of our other notable alumini are:

Priyanka Patel ( Athletic coach, Veer Narmad South Gujarat University, Surat, Dhrumil Desai cricket coach Baroda cricket Association, Navsari center, Chintal Gandhi Ranji Trophy Player, Said Mustak Ali bowler for IPL, Luknow super giants 2023,2024, Royal Challengers Bengluru 2021,2022. Rahul Ahir played for Panama National cricket Team in world cup 2024, qualifiers T-20. Jiten Ramanandi, Mohit Patel & Akshay Patel palyed for Oman cricket Leauge. Dhaval Sharma, Hardik Patel, Hemangini Bohye Physical Education Teachers, Romeo D'soza Trainer & Fitness coach at Baroda cricket Association, Navsari center. sector, Patel Vupul atheletic coach, Naresh Tandel working in District Post office.

As an active member of the Alumni Association, Sarita contributes significantly to the development of the institution through financial support and other services, fostering growth and providing inspiration to current students. Her involvement ensures the continuous enhancement of facilities and opportunities at the institution, benefiting both present and future generations of students. She was the brand ambassador and youth icon of our Veer Narnnad South Gujarat UNiversity , Surat.

Alumini association meeting is held once in a year. They contribute to the best practices and they give their valuable inputs in the development of the institution.

The alumni of our College in Chikhli significantly contribute to the college's mission of providing quality education and opportunities for tribal students. They often return to mentor current students, offering guidance on academics, career choices, and personal development. Alumni conduct guest lectures and workshops, bridging the gap between theoretical knowledge and practical application. They also provide valuable networking opportunities, connecting students with professionals in various industries, which opens doors to internships, job placements, and collaborative projects.

Alumni actively engage in community development initiatives such as environmental conservation projects, health camps, and educational outreach programs, fostering a sense of social responsibility among students. They play a crucial role in preserving and promoting the cultural heritage of the tribal community by contributing to cultural events and programs.

Notable alumni, like Sarita L. Gayakwad, bring recognition to the college through their achievements, serving as an inspiration to current students. Overall, the alumni of the college enhance the educational experience, provide support, and contribute to the college's development and success.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

Our vision and mission are effectively translated into strategies and plans for the development of our institution. We are committed to providing education without any discrimination, ensuring that our admission policy is transparent and our evaluation policy is free from corruption.

We have cultivated a culture of community oriented services and extension, encouraging academic inquiry and community engagement. Our institution is having well-functioning NSS (National Service Scheme) units for both boys and girls, fostering discipline, leadership, and social responsibility among students.

Each department, committee, and cell within the college designs and conducts student-centered activities. These activities are aimed at enhancing the learning experience and ensuring that students are actively engaged in their educational journey. We encourage our students to participate and excel in sports and cultural activities, recognizing the importance of a well-rounded education. In collaboration with NGO's like Sarada foundation we groom our students to be responsible citizens, a step towards Nation building.

Our Innovation club, SSIP & Planninf Forum are particularly active, playing a vital role in career guidance, placement assistance, and promoting holistic development. These initiatives are part of our broader goal to ensure that students develop not only academically but also socially and personally.

Our institutional governance is robust, with the management, principal, department heads, and faculty all working in unison. This collaborative approach ensures that the college functions smoothly and effectively, with a shared commitment to the institution's vision and mission. Here are the key ways in which our governance operates:

- 1.Strategic Planning and Development:** Our VUKTrust formulates strategies and plans that align with our vision and mission. These plans focus on continuous improvement in academic quality, infrastructure, and community engagement.
- 2.Transparent Admission Policy:** We ensure that our admission process is fair and transparent, providing equal opportunities for all applicants.
- 3.Non-Corrupt Evaluation Policy:** Our evaluation procedures are designed to be fair, unbiased, and free from corruption, ensuring that students are assessed solely on their merit.
- 4.Research and Extension Culture:** We actively promote a culture of research and extension,

encouraging faculty and students to engage in research projects and community service activities.

5. **Active NSS Units:** Our NSS units are vibrant and active, providing students with opportunities to develop leadership skills and contribute to community welfare.
6. **Student-Centered Activities:** Departments, committees, and cells organize various activities focused on student engagement and development, ensuring that students have a well-rounded educational experience.
7. **Promotion of Sports and Cultural Activities:** We encourage students to participate in sports and cultural events, recognizing their importance in fostering teamwork, creativity, and physical fitness.
8. **Holistic Development:** Through the efforts of our Udisha and Swarnim Gujarat cells, we aim to support the holistic development of our students, preparing them for successful careers and responsible citizenship.
9. **Collaborative Governance:** Our management, principal, heads of departments, and faculty work collaboratively, ensuring that the institution runs smoothly and effectively, always aiming to fulfill our vision and mission.

By adhering to these principles and practices our College ensures that our students receive a comprehensive education that prepares them for the future, both academically and personally.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The college has embraced NEP by integrating its principles into the curriculum designed by VNSGU . Decentralization is a key feature of the institution’s governance model. We follow the NEP alligned courses in the programs at UG & PG. We teach IKs, Bhartiya Gyan Parampara , Major, Minor, MDC are offered with summer internships.

The organizational structure includes clearly defined roles and responsibilities for various Committees and cells like IQAC, Time-table, Udisha, Library, Women cell, Admission & counselling, SC/ST & Minority, Prospectus & Identity Card, Saptadhara, Alumni, Grievance and Redressal, Ecology, Red Ribbon, Dhyana-Yoga, Akshay Patra, Literary/Sahityavad, Discipline, Gymkhana, Cultural, Planning Forum, Excursion & Field Trip, and Exam Committee. We promote efficiency by enabling independent decision-making within departments and specialized committees, fostering a collaborative environment where faculty and staff contribute to governance.

Active participation in governance is encouraged among all stakeholders, including faculty, staff, and students. The institution employs a merit-based recruitment process to ensure the selection of qualified individuals and provides continuous professional development programs to enhance their skills. Effective grievance redressal mechanisms are in place to address concerns promptly, maintaining a harmonious and productive academic environment.

The institution's short-term and long-term perspective plans are meticulously made to support sustained growth and development. These plans include infrastructural projects such as the construction of a sky pavilion and an auditorium by PM USHA grant of 5 crores availed by us, as well as the introduction of more postgraduate courses, this year we started M A History, MA Economics. By doing so we make education assessable to the tribals, we contribute to inclusivity & equity, contributing to SDG's & *Viksit Bharat 2047*

We have ERP system, HRMS and almost everything digitalized in our coordination with VNSGU. Commissioner of Higher Education Gandhinagar communicates with us via cogent portal a part of Digital Gujarat Mission. Our salaries are approved at one click on this portal all resolutions & notices are on this portal. We have GCAS Gujarat state central admission portal for transparency in admissions. We are active digitally as an institution at all fronts in governance & management..

Service Book of all permanent staff is well maintained. We give maternity and paternity leave as per the UGC & Gujarat government norms. We provide uniforms to our peons & all class 4 employees. We give duty leave for election duty & conferences, orientation, refreshers. We have staff credit society for providing loans to staff in case of emergency.

The college maintains Student Teacher welfare Fund. Counselling services, and dedicated support for SC/ST students is provided by us. Active NSS units foster a culture of social responsibility and community service among students. These initiatives not only support students' academic and personal development but also promote a sense of community and civic engagement. Looking forward, the institution aims to establish a sports academy and sports hostel, further enhancing its infrastructure and student facilities. We are committed to driving continuous improvement and innovation, ensuring the institution adapts to changing educational landscapes and meets the needs of its stakeholders.

Our good governance and leadership is characterized by a strategic alignment with the institution's vision and mission, a decentralized and transparent administrative structure, a commitment to professional development, and a focus on student and community welfare. These elements collectively ensure sustained growth, adherence to core values, and the creation of an environment conducive to holistic development and academic excellence.

| File Description                                                       | Document                      |
|------------------------------------------------------------------------|-------------------------------|
| Upload Additional information                                          | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

### 6.2.2

#### *Institution implements e-governance in its operations*

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

**Response:** C. 2 of the above

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI                                                | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

Promoting equity and inclusivity, particularly for tribal students, remains a core focus of the college's mission. The institution's performance appraisal system, welfare measures, and career development opportunities for staff are fully operational. The performance appraisal system entails regular assessments based on teaching effectiveness, research contributions, and participation in professional

development activities, ensuring continuous improvement through constructive feedback and identification of areas for growth.

Effective welfare measures encompass health and wellness programs, financial assistance provided by the staff credit society, and policies that support work-life balance. Career development and progression are facilitated through professional development programs, opportunities for higher education, mentorship, and schemes for career advancement offered by the Government of Gujarat. Students are actively encouraged to participate and excel in sports and cultural activities, facilitated by dedicated cultural and sports committees. Initiatives like SSIP (Student Startup and Innovation Policy), Innovation Club, and the Finishing School further bolster student support, fostering holistic development and preparing them for diverse career paths and responsible citizenship.

The institution's governance, from top management to faculty, collaborates synergistically to uphold its vision and mission, creating a nurturing educational environment. Faculty members are actively encouraged to engage in continuous professional development through participation in faculty development programs, conferences, and seminars. Recently, Dr. Falguni Desai, Principal of the college, was selected to participate in the prestigious Leadership for Academicians Programme (LEAP). This flagship training initiative, spanning three weeks with both domestic and international components, aims to enhance leadership skills among academic functionaries in higher education institutions under the PMMMNTT Scheme. Dr. Desai was among 21 participants selected nationwide, including representatives from NIITs and IITs, highlighting the college's commitment to academic excellence and leadership development.

The college supports faculty members by providing library facilities and leave for attending conferences and seminars, encouraging them to contribute to the academic community through publications in high-impact journals like those listed in CARE and Scopus. These efforts enrich the scholarly discourse and expand the knowledge base in their respective fields, furthering the college's academic stature and impact.

We prioritize the well-being and support of our non-teaching staff through various initiatives. We ensure that non-teaching staff members are equipped with uniforms, raincoats, and umbrellas to enhance their comfort and efficiency during their duties. Additionally, the college offers loans to non-teaching staff appointed by the management, providing financial assistance when needed.

Moreover, recognizing the importance of residential stability, we provide quarters to non-teaching staff, ensuring they have convenient and comfortable accommodation. These measures are part of our commitment to creating a supportive and conducive work environment for all staff members, cultivating a sense of belonging and ensuring their overall well-being as one family on campus. 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

Institution nurtures individuals in an inclusive and supportive environment where all stakeholders thrive. Through strategic initiatives, robust governance, and a commitment to continuous improvement, the college prepares its students and staff to meet the challenges of a dynamic world while contributing meaningfully to society.



| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**6.3.2**

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

**Response:** 1.69

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description                                                                                                                                                 | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Policy document on providing financial support to teachers                                                                                                       | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                      | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                         | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies | <a href="#">View Document</a> |

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 17.57

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2       | 3       | 4       | 3       | 1       |

### 6.3.3.2 Number of non-teaching staff year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 03      | 3       | 3       | 3       | 3       |

| File Description                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                          | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.                                                                        | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers                                                                | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                          | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

We developed comprehensive strategies for the mobilization and optimal utilization of resources and funds from diverse sources, including government and non-government organizations. These strategies are crucial for ensuring financial sustainability, supporting academic and administrative functions, and fostering growth and development across the institution.

Central to the institution's approach is the effective mobilization of resources. This involves actively seeking funding opportunities from government schemes, grants, and initiatives aimed at enhancing

educational infrastructure, faculty development, and student support services.

Additionally, partnerships with non-government organizations (NGOs) play a significant role in resource mobilization. Collaborative projects and sponsorships from NGOs enable the institution to implement special initiatives such as community outreach programs, environmental sustainability projects, and social welfare activities. These partnerships not only diversify funding sources but also enrich the college's impact on societal and environmental issues.

Optimal utilization of funds is equally prioritized through meticulous financial planning and management practices. The institution conducts regular financial audits, encompassing both internal and external assessments, to ensure transparency, accountability, and compliance with regulatory standards.

Internal audits are conducted by independent auditors within the institution to review financial procedures, internal controls, and budget adherence. These audits provide insights into operational efficiencies and areas for improvement. They also facilitate continuous refinement of financial strategies to align with institutional goals and regulatory requirements.

External audits, conducted by certified external auditors appointed by government bodies, verify the accuracy of financial statements and adherence to statutory requirements. These audits ensure that the institution maintains high standards of financial stewardship and governance, thereby enhancing credibility and trust among stakeholders. They also serve as a benchmark for best practices in financial management within the higher education sector.

Moreover, strategic financial management extends to resource allocation across academic and administrative departments. Budgeting processes are designed to prioritize investments in faculty development, infrastructure enhancement, research facilities, and student support services. This approach ensures that resources are allocated effectively to support teaching and learning excellence, faculty research endeavors, and the overall student experience.

The institution's commitment to financial prudence and accountability extends beyond audits and budgeting. It involves fostering a culture of responsible resource management and stewardship among faculty, staff, and students. Financial literacy programs and workshops are organized to educate stakeholders about budgetary constraints, resource optimization strategies, and the importance of fiscal responsibility in achieving institutional goals.

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. All our other accounts like DEDF, Finishing, Udisha, Saptadhara where we get grant from Gujarat government are regularly audited.

College's strategies for resource mobilization and optimal utilization are integral to its mission of providing quality education and holistic development opportunities. By securing funds from diverse sources and implementing rigorous financial management practices, the institution ensures sustainability, growth, and continuous improvement in its educational offerings and community impact. These efforts not only support the institution's strategic objectives but also strengthen its position as a leader in higher education, contributing positively to the broader socio-economic fabric.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

We maintain continuous communication channels. Management, Principal, and faculty collaborate during meetings to exchange ideas and offer suggestions. Decisions on college policies and activities are made through discussions involving management, the Principal, and staff members. Suggestions from management meetings are relayed to the institutional head, who subsequently communicates them to the staff. This structured communication ensures transparency, facilitates decision-making on existing systems, policies, and new implementations, and provides necessary information for effective institutional governance and stakeholder engagement.

Our College exemplifies a commitment to quality assurance through its active Institutional Quality Assurance Cell (IQAC). It plays a pivotal role in overseeing and enhancing various aspects of academic and administrative operations to ensure continuous improvement and adherence to high standards.

Established and proactive, our IQAC unit with Dr Kureshi from Economics department as IQAC coordinator. IQAC with its members has been integral in driving initiatives aimed at improving teaching-learning processes, evaluating student progression, and availing PM USHA grant upgrading infrastructure. Following First cycle accreditation cycle, we organized a significant IQAC conference with support from NAAC, underscoring our dedication to quality enhancement and educational excellence.

The IQAC committee at our institution is structured to include key stakeholders: the Chairman of the Trust, the Principal, the IQAC Coordinator, and faculty members. This diverse composition ensures comprehensive oversight and strategic guidance across all quality assurance parameters. These parameters include leveraging ICT for educational purposes, organizing enriching co-curricular and extra-curricular activities to foster holistic student development, and closely monitoring the functions of essential student organizations like NSS, Red Cross, Saptadhara, Udisha Cell, and sports initiatives.

Decisions endorsed by the management based on IQAC recommendations have had good impacts on campus culture and infrastructure. Initiatives such as bench repairs, campus fencing, establishment of new BAOU centers, restroom renovations, and more installation of CCTV cameras, increase in sports &

ICT facilities demonstrate our proactive approach to improving facilities and security. Furthermore, strategic planning for new postgraduate courses, national conferences, and readiness for NAAC assessments cycle -3 underscore our commitment to academic advancement and accreditation standards. Promoting YOGA & creating stress free zone on campus is also one of the aim of IQAC IKS execution && NEP implementation. Various committees, including those for admissions, library management, and examinations, operate under the guidance of the IQAC, ensuring systematic functioning aligned with our quality assurance objectives.

IQAC is functional in maintaining and upgrading infrastructure purchase committee , promoting faculty research and publications, and actively engaging in community service through collaborations with initiatives like the Sarda Foundation and Akshaypatra Yojana. These efforts are complemented by programs aimed at holistic student development, such as the publication of 'Vidyarthi Pathey' prayer book.

Meetings trustees and HODs, official notices, the college prospectus, publications like the "Vimal" college magazine, updates on our institutional website, student and library orientations, alumni meetings, and engagements with NGOs and community leaders. Our leadership goals transcends formal titles, we recognize that effective leadership empowers individuals, fosters teamwork, maintains positive morale, and aligns diverse perspectives towards common goals. This leadership is crucial in navigating challenges, preventing conflicts, and guiding collective efforts towards constructive outcomes.

Our leadership is instrumental in driving quality initiatives, By promoting a culture of excellence and accountability, we strive to uphold our commitment to providing a transformative educational experience that prepares students for success in an ever-evolving world and strong India @ 75.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** B. Any 3 of the above

| <b>File Description</b>                                                                                                               | <b>Document</b>               |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period.                                                  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions                                                                              | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                           | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website                                                                                | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

#### **Gender Equity and Sensitization Initiatives at M R Desai Arts & EELK Commerce College**

we are proactive in promoting gender equity and sensitization through various curricular and co-curricular activities over the last five years. Recognizing the importance of creating an inclusive and equitable environment, the institution has undertaken several initiatives to ensure gender parity and raise awareness about gender issues among students and faculty members.

#### **Curricular and Co-curricular Activities:**

##### **1. Gender Sensitization Workshops and Seminars:**

- The college regularly organizes workshops and seminars on gender sensitization, aiming to educate students about gender equality, stereotypes, and biases. These sessions often feature experts in the field who provide valuable insights and encourage open discussions.

##### **2. Curriculum Integration:**

- Topics related to gender equity are integrated into the curriculum across various courses. This approach ensures that all students, regardless of their major, are exposed to and understand the importance of gender issues.

##### **3. Special Programs and Campaigns:**

- The institution runs campaigns and special programs focusing on gender sensitization. These include awareness drives, poster competitions, and essay writing contests that engage students and encourage them to think critically about gender issues.

#### **Facilities for Women on Campus:**

##### **1. Women's Cell:**

- The college has established a Women's Cell that works actively to address issues related to women on campus. It serves as a support system for female students and staff,

providing guidance and assistance when needed.

## **2.Safety and Security:**

- Ensuring the safety and security of female students and staff is a top priority. The campus is equipped with CCTV cameras, and security personnel are present to maintain a safe environment. Additionally, self-defense programs are conducted regularly to empower women with the skills to protect themselves.

## **3.Health and Wellness Programs:**

- The college organizes regular health check-up programs specifically for women. These include gynecological consultations, general health screenings, and mental health support, ensuring the overall well-being of female students and staff.

## **4.Support Services:**

- Facilities such as a dedicated counseling center, grievance redressal mechanism, and helpline services are available to address any issues faced by women on campus.

## **Key Initiatives and Events:**

### **1.Symposium on Women Empowerment - JIVANTIKA:**

- A significant event organized by the college, where 15 women sarpanchs from surrounding villages were felicitated for their dedication and service. This event, in collaboration with the NGO Sarda Foundation, saw active participation from students and faculty members. Additionally, 1,000 women from weaker segments of society were facilitated with the Pradhan Mantri Bima Suraksha Yojana, providing them with accidental death and disability coverage.

### **2.One Stop Sakhi Group Program:**

- This initiative aims to provide comprehensive support to women facing violence and abuse. The program offers legal, medical, and psychological assistance, creating a safe haven for women in distress.

### **3.Abhayam Helpline Awareness:**

- The college conducts awareness programs about the Abhayam helpline, a 24/7 emergency response service for women in Gujarat. This initiative ensures that female students and staff are aware of the resources available to them in times of need.

### **4.Self-Defense Program:**

- Regular self-defense training sessions are organized to empower female students with the skills and confidence to protect themselves in adverse situations.



By undertaking these comprehensive measures, our college is contributing towards fostering an environment of gender equity and ensuring the safety, well-being, and empowerment of all its female students and staff and thus contributing to the sustainable development goals to make this planet a better place to live.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** C. 2 of the above

| File Description                                                                      | Document                      |
|---------------------------------------------------------------------------------------|-------------------------------|
| Policy document on the green campus/plastic free campus.                              | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                      | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric    | <a href="#">View Document</a> |

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

**Response:** C. Any 2 of the above

| <b>File Description</b>                                                                                                      | <b>Document</b>               |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency                                         | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies                                                                | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).                                                         | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                  | <a href="#">View Document</a> |

#### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

College, affiliated with VNSGU, Surat, has made significant efforts to foster an inclusive environment that promotes tolerance, harmony, and sensitivity to cultural, regional, linguistic, and socioeconomic diversity. The institution is also committed to educating students and employees about their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens.

#### **Promoting an Inclusive Environment**

The college celebrates various cultural and regional festivals such as Navratri, Diwali, Eid & National festivals. These celebrations provide a platform for students from different backgrounds to share their traditions and foster mutual respect. Cultural exchange programs and events, like traditional dance, folk dance and folk dangi music and tribal culture & heritage are promoted in the campus activities. Recognizing the tribal culture, the college encourages the promotion of the nature, culture and literature of tribal belt of dangs forests. Language forums for Gujarati, Hindi, Sanskrit, and English promote linguistic proficiency and cultural appreciation on campus. We celebrate Matrubhasa Divas & Hindi Day.

Socioeconomic Inclusivity is given prime importance at our institution. The college offers government scholarships as DBT (direct benefit transfer) to SC, ST, OBC & minority students from economically disadvantaged backgrounds. Regular workshops career counseling sessions are held to empower these students. Additionally, the institution ensures that all students have access to necessary academic

resources, including textbooks, digital literacy, and internet WIFI facilities, regardless of their socioeconomic status. WE cater to the underprivileged tribal belt students and thus promote inclusivity which is a quality initiative in itself.

Our college is the symbol of Communal Harmony as we are M R Desai Arts ( Hindu ) & Esmail Esab Laher Kosadiya Commrece ( Muslim ) . A unique combination of Hindu - Muslim College: The institution regularly organizes seminars, debates, and discussions on communal harmony and the importance of peace and unity in society. Programs featuring spirituality like Bhramkumaris, Swaminarayan, Gayatri Parivar are regularly done on the campus and diffrent social backgrounds promote dialogue and understanding. Anti-discrimination policies are in practise to maintain a respectful and inclusive campus environment.

### Sensitizing to Constitutional Obligations

**1. Values and Ethics:** The college integrates courses on human values and professional ethics into its curriculum. Workshops and seminars on ethical decision-making, integrity, and empathy are regularly conducted. These initiatives aim to instill strong moral values and a sense of social responsibility in students.

**2. Rights and Duties:** Programs about the Indian Constitution, fundamental rights, and duties are organized on campus. Observing Constitution Day with activities discussions and debates on constitutional amendments helps students understand and appreciate the country's legal framework.

**3. Civic Responsibilities:** The institution promotes active citizenship through community service programs and participation in national initiatives like Swachh Bharat Abhiyan (Clean India Mission) and tree plantation drives. Students and staff are encouraged to engage in activities that benefit the community, fostering a sense of civic duty and social responsibility. Awareness campaigns on gender equality, environmental conservation, and social justice are conducted.

The college is dedicated to creating a harmonious and inclusive environment that respects and celebrates diversity. Through various cultural, linguistic, socioeconomic, and communal initiatives, the college not only promotes tolerance and harmony but also sensitizes its students and employees to their constitutional obligations. These efforts ensure that the institution not only educates academically but also nurtures responsible, ethical, and socially conscious citizens to build new VIndia @ 75.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format**

**provided in the Manual**

**Response:**

**Best Practice : 1**

**Sarda Suvarna Medical Van Initiative: Serving the Community**

**1. Title: Sarda Suvarna Medical Van Initiative: Serving the Community**

**2. Objectives:**

- To provide essential primary healthcare services to needy tribal & rural communities.
- To educate villagers about basic health practices and preventive healthcare.
- To engage students and faculty in direct community service, enhancing their practical skills and social awareness.

**3. Context:**

The Sarda Suvarna Medical Van, generously provided by the Sarda Foundation, is a key initiative aimed at delivering primary healthcare services to the surrounding villages of Chikhli. This project, managed by Shri M R Desai Arts & E E Laher Kosadiya Commerce College, enables students and faculty to engage in meaningful community service, improving health outcomes for rural populations and fostering a sense of social responsibility among volunteers.

**4. Practice:**

**Services Provided:**

**1. Health Check-Ups:**

- Regular screenings for blood pressure, blood sugar, and BMI.
- General medical consultations for common ailments.

**2. Preventive Healthcare:**

- Vaccination drives to prevent common diseases.
- Distribution of health and hygiene kits, including masks, sanitizers, and basic medications.

**3. Health Education:**

- Workshops and seminars on nutrition, hygiene, and preventive health practices.

- Awareness campaigns on maternal and child health, communicable diseases, and healthy living.

#### 4. Referral Services:

- Referring patients in need of specialized care to nearby hospitals.
- Coordinating with local healthcare providers for ongoing treatment and follow-ups.

#### Role of Students and Faculty:

##### • Students:

- Assist in conducting health check-ups and consultations.
- Participate in health education and awareness activities.
- Help organize and distribute health and hygiene kits.
- Participate in logistical planning and coordination for mobile van visits.
- Engage in follow-up visits and data collection to assess the impact of health interventions.

##### • Faculty:

- Provide medical expertise and oversee health check-ups.
- Lead educational workshops and seminars.
- Mentor and supervise students in their volunteer efforts.
- Coordinate with the Sarda Foundation and other healthcare providers.

#### 5. Evidence of Success:

- **Improved Health Outcomes:** Regular check-ups and early disease detection improve health outcomes in rural areas.
- **Increased Health Awareness:** Educational initiatives promote better understanding of health and hygiene practices.
- **Community Engagement:** Active involvement of students and faculty strengthens the bond between the college and the community.
- **Accessible Healthcare:** The mobile van ensures that even remote villages have access to vital healthcare services.

## **6. Problems Encountered and Resources Required:**

### **Problems Encountered:**

- Limited resources for extensive medical care and specialized treatments.
- Logistical challenges in reaching remote villages.
- Ensuring consistent participation from students and faculty.

### **Resources Required:**

- Medical supplies and equipment for health check-ups and treatments.
- Training programs for students and faculty involved in the initiative.

## **7. Notes:**

The Sarda Suvarna Medical Van, generously provided by the Sarda Foundation, exemplifies College's dedication to community service and healthcare accessibility. By offering primary healthcare services to neighbouring villages, this initiative addresses immediate health needs while also fostering long-term wellness. The active involvement of students and faculty highlights the institution's commitment to instilling social responsibility and practical skills through direct community involvement.

### **Best Practice: 2**

## **Tree Planting and Maintenance on Chikhli Highway Dividers**

### **1. Title:**

## **Tree Planting and Maintenance on Chikhli Highway Dividers**

### **2. Objectives:**

- To increase green cover along the Chikhli highway.
- To promote environmental awareness and responsibility among students.
- To contribute to reducing air pollution and improving local biodiversity.
- To create a pleasant and visually appealing environment along the highway.

### **3. Context:**

College, in alignment with its commitment to environmental sustainability, has implemented a best practice initiative focused on planting and maintaining trees along the dividers from the college to the Chikhli highway. This initiative not only enhances the aesthetic appeal of the area but also contributes to ecological balance.

#### 4. Practice:

##### Implementation Plan:

##### 1. Planning and Coordination:

- **Initial Assessment:** Conduct an assessment of the highway dividers to determine suitable spots for planting.
- **Collaboration:** Collaborate with local authorities.
- **Selection of Species:** Choose native and hardy tree species.
- **Preparation:** Prepare the soil and planting spots along the dividers.
- **Planting Event:** Organize a tree planting event involving students, faculty, and community members.
- **Planting Process:** Ensure proper planting techniques are followed to enhance the survival rate of the saplings.

##### 3. Maintenance:

- **Regular Watering:** Establish a watering schedule, especially during dry seasons, to ensure the saplings receive adequate water.
- **Weeding and Mulching:** Perform regular weeding and mulching to protect the saplings from weeds and retain soil moisture.
- **Pruning and Care:** Prune the trees as needed to promote healthy growth and remove any damaged or diseased branches.
- **Monitoring:** Set up a monitoring system to track the growth and health of the trees.

##### 4. Community Engagement:

- **Awareness Campaigns:** Conduct awareness campaigns and workshops on the importance of trees and environmental conservation.
- **Student Involvement:** Involve students in the maintenance activities to instill a sense of responsibility and ownership.

- **Planting Activities:** Students actively participate in the tree planting events, working in teams to plant saplings along the highway dividers.
- **Maintenance Tasks:** Students are involved in regular watering, weeding, and mulching activities. They follow a schedule to ensure the saplings are well-cared for.
- **Educational Workshops:** Students attend workshops on proper planting techniques, tree care, and the environmental benefits of trees.
- **Monitoring and Reporting:** Students help monitor the health and growth of the trees, keeping detailed records and reporting any issues to faculty supervisors.

### 5. Evidence of Success:

- **Environmental Benefits:** The trees help in reducing air pollution, providing shade, and supporting local wildlife. They contribute to lowering the urban heat island effect and improving air quality.
- **Aesthetic Improvement:** The green cover along the highway dividers enhances the visual appeal of the area, creating a more pleasant environment for commuters and pedestrians.
- **Educational Value:** The initiative serves as a practical educational tool for students, teaching them about the importance of environmental stewardship and sustainability.
- **Community Involvement:** Engaging the community fosters a collective sense of responsibility towards environmental conservation, strengthening community bonds.

### 6. Problems Encountered and Resources Required:

#### Problems Encountered:

- Limited resources for extensive tree maintenance and care.
- Ensuring consistent participation from students and faculty.

#### Resources Required:

- Financial support for purchasing saplings, soil, and maintenance supplies.
- Tools and equipment for planting and maintenance activities.
- Training programs for students and faculty involved in the initiative.

### 7. Notes:



The tree planting and maintenance initiative along the Chikhli highway dividers is a testament to College's dedication to environmental sustainability. This best practice not only contributes to ecological balance and aesthetic improvement but also serves as an educational and community-building exercise. **By involving students, faculty, and local residents, the initiative promotes a culture of environmental responsibility and ensures the long-term success of the project.**

| File Description                                      | Document                      |
|-------------------------------------------------------|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**A Commitment to Tribal Education**

Shri M.R. Desai Arts and E.E.L.K. Commerce College affiliated to Veer Narmad South Gujarat University, Managed by Vimal Ucchhattar Kelavni Trust, located in the Chikhli, Gujarat, educating the tribals has long been a symbol of educational empowerment for underprivileged communities. Since its establishment in 1969, the college has remained dedicated to uplifting the educational status of tribal students, providing them with quality education that has transformed lives and empowered communities.

**A Legacy of Commitment**

The college's journey began with just 148 students, facing significant challenges, including financial difficulties that almost led to its closure in the early 1970s. However, through the unwavering support of community leaders and philanthropists, particularly Late Shri Mohankaka Desai, the institution was revived and set on a path of continuous growth. Within a decade, the number of tribal students rose from 19% to 90% of the total student body, reflecting the college's success in its mission to educate the tribal population.

**Expanding Educational Opportunities**

In response to the growing demand for higher education, the college expanded its academic offerings. Starting with undergraduate programs in Arts and Commerce, it soon introduced postgraduate courses in Hindi (1973), Sanskrit (1990), Commerce (2002), and later in Economics and History(2024) .Today, the

college offers a comprehensive range of programs, including Ph.D. courses in English, Sanskrit & Hindi.

The implementation of the National Education Policy (NEP) has further enhanced the institution's curriculum, aligning it with modern educational standards. The college has integrated ICT-enabled teaching methods to provide a contemporary learning experience, equipping students with the skills necessary to thrive in the digital age.

#### Supporting Tribal Students

The college is distinguished by its unwavering dedication to supporting tribal students, particularly those who encounter financial barriers. Recognizing the unique challenges faced by these students, the college takes a proactive approach to ensure they have the necessary resources to succeed. One of the primary ways this support is provided is through facilitating access to government scholarships and various forms of financial aid, which are crucial for overcoming economic obstacles.

In addition to scholarships, the college offers food bill subsidies for students staying in hostels, funded through government schemes. This initiative ensures that students have access to essential meals, alleviating one of the significant burdens associated with living away from home. This support is instrumental in creating a stable and nurturing environment for students to focus on their studies. Our college extends its financial assistance to students excelling in sports. By covering the fees of those who demonstrate exceptional talent and achievement at the college, local, university, or national levels, the college encourages and recognizes their hard work and dedication.

#### Community and Social Impact

The college has made significant contributions to the social and economic development of the region through its NSS unit, which organizes regular programs on important social issues such as gender equity and environmental conservation. The institution also plays a key role in promoting gender equity and women empowerment. From just 35 girls in 1969, the number of female students rose to around more than 747 in year 2022 -23 2023 and 706 in year 2023-2024, reflecting a significant shift in the educational landscape for women in the region.

#### Achievements and Recognition

The college's efforts have been recognized through various forms of financial assistance from the University Grants Commission (UGC) under schemes such as the Remedial Course Scheme and funding for colleges with a high proportion of SC/ST students through all these years.

The most recent accomplishment is securing a grant of ₹5 crore under the PM USHA scheme, which will be used to further enhance educational opportunities for tribal students.

The institution's impact is also evident in the success stories of its alumni, such as international athlete Sarita Gayiakwad, who has brought pride to the college and the community. Her achievements underscore the college's role in nurturing talent and providing a platform for students to excel.

#### Vision for the Future

As the college is in 54th year, it continues to be guided by its original vision and mission. The institution is committed to integrating economic, social, political, and spiritual wellness into its educational programs, with the ultimate goal of improving the quality of life for tribal and non-tribal people alike.

The implementation of the National Education Policy (NEP) and the integration of ICT-enabled teaching methods have positioned the college at the forefront of modern education, ensuring that students are equipped with the skills necessary for the digital age. The institution's motto, "Knowledge is Power," reflects its belief in the transformative potential of education.

Our institute stands out for its unwavering commitment to educating the tribal population of the Dang belt in South Gujarat. By focusing on this marginalized community, the college has played a pivotal role in transforming the lives of thousands of students, bringing them into the mainstream of society. This dedication to quality education is not just about academic instruction; it's about empowering an entire community, providing them with the tools and opportunities needed to thrive.

Our efforts align with Sustainable Development Goals (SDGs), particularly in the areas of quality education, reducing inequalities, and promoting sustainable economic growth. By uplifting the tribal community, college contributes to these global objectives, fostering social inclusion and economic empowerment. Moreover, the institute's mission is deeply intertwined with the vision of Viksit Bharat 2047, a commitment to building a developed and self-reliant India by the centenary of independence.

As the college continues to grow and evolve, it remains a vital force for positive change in the region, staying true to its mission of transforming lives through learning. Central to this mission is a commitment to equity, ensuring that all students, regardless of their background, have access to quality education and opportunities for personal and professional growth. By focusing on the educational needs of the tribal population, our college addresses long-standing disparities and works towards leveling the playing field for marginalized communities.

Our college adopts holistic approach to education—integrating human values, sustainability, equity, and professional ethics—ensures that students are not just academically equipped but also socially and environmentally conscious. This approach nurtures a sense of responsibility and inclusivity among students, empowering them to contribute meaningfully to society.

| File Description                             | Document                      |
|----------------------------------------------|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

Aligning with Dang forest department continuously with students, and faculty exemplifies a commendable best practice for colleges committed to sustainable development. This initiative enhances environmental conservation.

Girls outnumber the boys in our institution as we have full fledged Arts faculty. We educate girls, more than 90 percent are female tribal students, thus we contribute to gender equity & inclusivity. Most of our students are first generation learners in a way we strive to bring the individuals from margins to mainstream since last 54 years.

Beginning with the identification of suitable locations in collaboration with relevant authorities, such as Government departments, Millet cooperative society, Nursing college, NGO Sarada Foundation we ensure effectiveness. Our students volunteered in Pradhan Mantri Bima Suraksha Yojana is a government-backed accident insurance scheme providing coverage for accidental death and disability. For a nominal annual premium, it offers financial protection to individuals and their families, ensuring security and support during unforeseen accidents and emergencies. 5000 needy women are registered by us.

Engaging students from diverse disciplines through awareness campaigns and workshops educates them about the ecological benefits of tree planting. Plantation events involving students, faculty, and local communities encourage teamwork and ensure proper tree spacing and alignment for optimal growth and aesthetics.

Establishing a regular maintenance schedule, managed by student volunteers, ensures trees receive necessary care like watering and weeding. This ongoing effort not only nurtures the planted trees but also provides educational opportunities for students to learn about ecosystem services, carbon sequestration, and climate change mitigation.

This initiative enhances environmental conservation, fosters community engagement, instills a sense of responsibility among students, and promotes sustainable practices, aligning with the United Nations Sustainable Development Goals (SDGs), particularly SDG 13 (Climate Action) and SDG 15 (Life on Land).

Collaboration with government agencies, environmental organizations, and sponsors enhances project support and safety measures along highways. Monitoring tree survival and growth rates, alongside community outreach programs, ensures continuous project evaluation and broader community involvement.

By fostering long-term sustainability through student ownership and advocacy, colleges can sustain the project's impact on local biodiversity, air quality, and community resilience. This holistic approach not only beautifies roadside landscapes but also contributes to a greener future, reflecting our institution's commitment to environmental stewardship and sustainable community development.

Availing the PM USHA grant of INR 5 crore will be our life line for serving the underprivileged tribals and bringing them to mainstream promoting inclusivity.

### **Concluding Remarks :**

In conclusion, our institution stands committed to holistic development, community welfare, and student-centered excellence. Through initiatives such as our mobile medical van, we extend our educational mission beyond traditional boundaries, addressing critical healthcare needs in tribal communities. By prioritizing regular outreach, comprehensive services, health education, collaboration with stakeholders, rigorous data collection, and continuous improvement, we ensure that our efforts make a meaningful impact. These initiatives not only provide essential healthcare but also empower communities and students, embodying our ethos of serving as a catalyst for positive change.

We conduct self-defense programs for female students and promote awareness through Abayam helpline programs. Additionally, we promote yoga and fitness activities on campus, upholding the Fit India Movement. We conduct health and hygiene programs, blood donation, and organ donation awareness campaigns, and actively participate in cleanliness drives under the Swachh Bharat Abhiyan. We celebrate significant events like Mission Moon and the G20 Presidency of India.

Catering to our tribal students, where girls constitute 80% of the student population, is a key focus. We provide special support and resources to ensure they receive a quality education and holistic development. Our initiatives include scholarships, special coaching, and support services tailored to the unique needs of tribal girls, promoting their academic and personal growth. We provide excellent infrastructure facilities, and 98% of our students benefit from government scholarships, ensuring that financial constraints do not hinder their educational pursuits.

Moving forward, we remain dedicated to innovation, inclusivity, and continuous learning, striving to uphold our values and make a lasting difference in the lives of those we serve. We take pride in our alumni, such as sports star Sarita Gayakwad, and our students' academic excellence. This year, one of our female students in history received a University Gold Medal.

We work towards environmental conservation in collaboration with the forest departments of Dang, emphasizing sustainable practices and awareness. Most of our students are first-generation learners, and we strive to bring marginalized communities, particularly the Adivasi, into the mainstream. Through these efforts, we actively contribute to the Sustainable Development Goals (SDGs) and are committed to the vision of Viksit Bharat 2047.

Our institution fosters an environment where students are not only academically nurtured but also socially and morally developed. We focus on the overall well-being of our students, preparing them to be responsible citizens and leaders. By integrating traditional values with modern teaching methodologies, we ensure a well-rounded education that equips our students with the skills and knowledge needed to excel in their personal and professional lives.

In summary, our commitment to holistic development, community welfare, and student-centered excellence is reflected in our diverse initiatives. From healthcare outreach and environmental conservation to academic achievements and sports excellence, we are dedicated to making a lasting impact. By supporting first-generation learners and promoting inclusivity, we work towards a brighter future for all, contributing significantly to the nation's progress and the global goals of sustainable development.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |         |         |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 21<br/>Answer After DVV Verification :20</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |         |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.3.2     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b><br/>Answer before DVV Verification : 167<br/>Answer after DVV Verification: 0</p> <p>Remark : Values have been updated as per the supporting document provided by the HEI; HEI has provided supporting documents beyond the assessment period; HEI has not provided the relevant document.</p>                                                                                                                                                                                                                                                                                                                                                                                    |         |         |         |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.4.1     | <p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website<br/>Answer After DVV Verification: C. Feedback collected and analysed</p>                                                                                                                                                                                                                                                                                                                                                                          |         |         |         |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b><br/>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>744</td> <td>744</td> <td>744</td> <td>744</td> <td>624</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>744</td> <td>744</td> <td>744</td> <td>744</td> <td>623</td> </tr> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 744 | 744 | 744 | 744 | 624 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 744 | 744 | 744 | 744 | 623 |
| 2022-23   | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2020-21 | 2019-20 | 2018-19 |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2022-23   | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2020-21 | 2019-20 | 2018-19 |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 744       | 744                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 744     | 744     | 624     |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2022-23   | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2020-21 | 2019-20 | 2018-19 |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 744       | 744                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 744     | 744     | 623     |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.2     | <p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |         |         |         |         |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

**reservation policy for the first year admission during the last five years****2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 439     | 433     | 439     | 439     | 306     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 167     | 140     | 181     | 179     | 151     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 439     | 439     | 439     | 439     | 306     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 365     | 365     | 365     | 365     | 306     |

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7       | 6       | 6       | 7       | 7       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 7       | 7       |

**3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)****3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.5     | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Values have been updated as per the supporting document provided by the HEI; only research grant to be considered.

**3.2.2** *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 2       | 1       | 0       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 1       | 0       |

**3.3.1** **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 4       | 0       | 1       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 0       | 0       |

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



**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 2       | 2       | 5       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 1       | 2       | 2       |

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.****3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21      | 34      | 07      | 42      | 25      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01      | 03      | 00      | 00      | 00      |

Remark : HEI has not provided the Attendance sheet duly signed by attendees and also not provided the geo-tagged photos; HEI has not provided the Students Sensitization Workshop, (2021-22).

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification : 6

Answer After DVV Verification :5

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years****4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.93    | 1.01    | 6.26    | 1.74    | 6.27    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.81    | 0.59    | 0.82    | 0.89    | 1.88    |

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 50

Answer after DVV Verification: 32

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 30.46   | 22.95   | 18.30   | 26.67   | 17.89   |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.36    | 2.56    | 2.04    | 4.96    | 1.95    |

Remark : Values have been updated as per the supporting document provided by the HEI.

5.1.1 ***Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years***

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1057    | 1136    | 1143    | 987     | 867     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1057    | 1136    | 1143    | 987     | 867     |

| 5.1.2   | <p><b><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Soft skills</i></b></li> <li><b><i>2. Language and communication skills</i></b></li> <li><b><i>3. Life skills (Yoga, physical fitness, health and hygiene)</i></b></li> <li><b><i>4. ICT/computing skills</i></b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>         Answer After DVV Verification: B. 3 of the above</p> <p>Remark : HEI has provided the course completion certificate "Finishing school programme" beyond the assessment period; HEI has not provided the softcopy of circulars/brochures or geo-tagged photos with caption and date.</p>                                                                                                                                                                                       |         |         |         |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|---|---|---|---------|---------|---------|---------|---------|----|----|---|---|---|
| 5.1.3   | <p><b>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</b></p> <p><b>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 987 1046 1122"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>277</td> <td>136</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1200 1046 1335"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>40</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 277 | 136 | 0 | 0 | 0 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 34 | 40 | 0 | 0 | 0 |
| 2022-23 | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
| 277     | 136                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0       | 0       | 0       |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
| 2022-23 | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
| 34      | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0       | 0       | 0       |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
| 5.1.4   | <p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>         Answer After DVV Verification: C. 2 of the above</p>                                                                                                                                                                                                                                                                                                 |         |         |         |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
| 5.2.1   | <p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p><b>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2018 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                             | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
| 2022-23 | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |         |         |         |         |     |     |   |   |   |         |         |         |         |         |    |    |   |   |   |

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 206 | 194 | 233 | 205 | 220 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 204     | 194     | 233     | 205     | 220     |

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 405     | 504     | 361     | 353     | 305     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 405     | 504     | 361     | 353     | 305     |

Remark : Values have been updated as per the supporting document provided by the HEI.

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 14      | 5       | 3       | 4       | 3       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0       | 0       | 0       | 0       | 0       |

Remark : HEI has not provided the examination clearance certificate.

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

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

Answer before DVV Verification:

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08      | 10      | 01      | 22      | 48      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 29      | 15      | 1       | 25      | 21      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 6       | 1       | 14      | 15      |

6.2.2 ***Institution implements e-governance in its operations***

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 0       | 2       | 2       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

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

Remark : Values updated.

6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3       | 4       | 3       | 3       | 3       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 4       | 3       | 1       |

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 02      | 00      | 00      | 02      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 3       | 3       | 3       | 3       |

7.1.2 **The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**

3. **Clean and green campus initiatives**  
 4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

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

## 2.Extended Profile Deviations

| ID      | Extended Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>           Answer before DVV Verification : 17<br/>           Answer after DVV Verification : 16</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>14</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>11</td> <td>11</td> <td>13</td> <td>14</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 12 | 12 | 12 | 14 | 15 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 10 | 11 | 11 | 13 | 14 |
| 2022-23 | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 12      | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 12      | 14      | 15      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 10      | 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 11      | 13      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |