



# **SELF STUDY REPORT**

**FOR**

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

## **SHRI MANIBHAI VIRANI AND SMT. NAVALBEN VIRANI SCIENCE COLLEGE**

SHRI MANIBHAI VIRANI AND SMT. NAVALBEN VIRANI SCIENCE COLLEGE,  
ATMIYA GROUP OF INSTITUTIONS, YOGIDHAM GURUKUL, KALAWAD  
ROAD  
360005  
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### **Shree Manibhai Virani and Smt. Navalben Virani Science College: Pioneering Excellence in Education**

**Foundation-&-Affiliation:** The College was founded in June 1968 by Sarvodaya Kelavani Samaj, Rajkot. It began with Chemistry as its main undergraduate program and has been affiliated with Saurashtra University, Rajkot, since its inception.

**Transformative Leadership:** In 1988, Yogi Divine Society of Haridham, Baroda, took over the management, infusing the institution with their values of Harmony, Brotherhood, Unity, and Spirituality. Under the dynamic leadership of H.D.H. Shree Hariprasad Swamiji, the college thrived.

**Academic Expansion:** With the guidance of the Hon. Secretary P. P. Tyagvallabh Swami, the institution expanded its programs, gaining recognition from UGC under sections 2(f) and 12(B). Since 1988, the college has witnessed remarkable academic growth, focusing on enhancing its infrastructure for teaching, learning, and research.

### **Accolades-&-Achievements:**

- NAAC accreditation at the "A" level with an impressive CGPA of 3.28 during cycle-2.
- "Star College" status bestowed by MST-DBT.
- Recognized as a "College with Potential for Excellence – CPE" by UGC.
- Environmental Auditor Schedule-1 accreditation by GPCB.
- Ranking: A1 level in AAA-2012-13 by Government of Gujarat.
- Designated as the Gujarat State Biotechnology Mission Nodal Center for Capacity Building.
- Recipient of the UGC-DDU KAUSHAL Kendra, offering Vocational programs.
- Outstanding recognition by NIRF-2017 with an All India 37th Rank and placement in Rank-band of 101-150 in NIRF-2022
- Recognized as a 5 Star Institution by GSIRF from 2020-to-2022, a testament to its quality education.
- Active Local Chapter of SWAYAM- NPTEL, contributing to online education initiatives.

### **Autonomous Status:**

- UGC granted autonomy in 2013; but implementation approval only from 2016-17 by Government of Gujarat & Saurashtra University in consonance with Judgment of Hon'ble High Court of Gujarat No. C/SCA/11372/2014 dated 30/10/2015
- Extension of Autonomous status granted by UGC for a period of five years up to 2023-24.
- The college redesigned & revised the curriculum framework in AY 2016-17 for its existing **08-UG, 04-B.Voc. & 05- PG programs** and **introduced new 03- Integrated B.Sc.- M.Sc. & 02- PG Programs** followed by **01-UG program** in 2017-18.
- **Transferring of all self financed UG & PG programs** from June-2018 & onwards to the newly

establish state private **Atmiya University** on campus managed by the same trust.

- Hence the admission for only **04- UG** programs fully revised in **light of NEP-2020 with CBC & OBE systems**; continued from 2018 until now and for 05- Ph.D. programs.

**Current Affiliation:** Merging of the college with a state private Atmiya University, managed by the same trust, following the Gujarat Private Universities-GPU-Amendment Act, 2021 Gazette Notification dated 22/5/2021.

However, Government of Gujarat promulgated Ordinance on 25/08/2021 that the affiliation of Grant-in-Aid colleges will remain with the Universities to which they were affiliated prior to the date of commencement of GPU-A-Act 15-of-2021, thus maintaining affiliation with Saurashtra University, Rajkot.

**Education Redefined:** Following the Gurukul philosophy and the principle of **Atmiyata**, the institution aims to impart quality science education, nurturing knowledgeable, skilled, and values-driven individuals.

**Nurturing the Roots! Nurturing the Youth!**

## Vision

To be a premier Institution of Science, Technology and Human values, aiming at the holistic sustainable development of youth, society and mother earth, leading to excellence

## Mission

- To create, acquire and disseminate knowledge, fostering skills and global competence among the students, through the intellectual facilitators, teachers and mentors, the “Gurus”.
- To provide holistic science education through well structured relevant Programs, learner centric approaches, pedagogic innovations, along with the adoption of modern technologies and strategies.
- To provide dedicated qualified and competent faculty, state-of-art infrastructure and other support facilities to facilitate better learning and research activities.
- To motivate teachers and students to develop research culture and undertake scientific investigation to realize their scientific creativity, contributing to sustainable development as a means of better life and living.
- To inculcate lived values, culture, morality and spirituality in the heart of youths to foster universal brotherhood, patriotism, righteous living and selfless service through the practice of “ATMIYATA” and “Gurukul”.
- To protect and promote Indian culture, heritage, and respect Indian Constitution and global charter of human rights and environmental protection.
- To make youth self reliant and productive through proper employment or entrepreneurship, ultimately in the service of society and humanity.
- To establish linkages and collaborations for the betterment of the educational process and objectives.
- To promote strategies and activities towards the overall personality development of youth, through defined student support and welfare systems.
- To facilitate cultural, sports and community development activities involving all stakeholders, as a means of institutional social responsibility.
- To aim at innovations and adopt best practices to move towards excellence.

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

### Institutional Strength

**Curriculum Development:** The College has a demonstrated capacity for curriculum development, as evidenced by its adaptation of various contemporary education models, including CBCS, Vocational education, LOCF/OBE and alignment with the NEP-2020.

**Infrastructure & Laboratories:** The state-of-the-art physical infrastructure and world-class laboratories equipped with modern equipment facilitate scientific innovations and research initiatives, providing students with practical experience and research opportunities.

**Financial Support:** The College benefits from strong financial support from the Sarvodaya Kelavani Samaj Trust & Central/ State Government which ensures the institution's stability and the ability to invest in its academic and research programs.

**Technological Support:** The deployment of strong technological support for academic activities, including examinations and assessments, enhances the efficiency and effectiveness of teaching and learning processes. The integrated and transparent examination systems support the effective implementation of Outcome-Based Education (OBE) and contribute to the overall quality of education.

**Faculty Research Profile:** The strong research profile of the faculty, with multiple sponsored research projects and Ph.D. supervision, enhances the college's academic and research reputation.

**Student Development:** The College excels in multidimensional student development, fostering excellence in sports, cultural activities, and national/international-level participation.

**Industry Collaboration:** Strong industry collaborations and partnerships provide students with practical exposure through training-internships, on-the-job-training, and placement opportunities.

**Library Resources:** The automated library with access to leading journal databases ensures that students and faculty have access to world-class knowledge resources.

**Social Responsibility and Values Integration:** The integration of social responsibility and human values into the curriculum differentiates students in terms of their positive outlook and orientation. The College actively engages with the community through trust-driven initiatives, such as its contributions during crises like the COVID-19 pandemic and other natural disasters.

**Reputation:** The college's strong reputation is reflected in its NAAC grading, NIRF ranking, and GSIRF rating, reinforcing its commitment to academic and research excellence.

### Institutional Weakness

**Less Pan- India Representation:** Being a Grant-in-aid college, students are predominately from Gujarat state. The college's low regional diversity limits exposure to different perspectives and cultures.

**Financial Support:** Financial support from UGC's autonomous college grant, research project and other schemes and plan grants are not supported during this period due to UGC's policy of the past few years.

**Constant change of the nature of the college** (in the past 5 years): This has happened because of initiation of Government of Gujarat to form a State Private University. Hence, certain self financed UG & PG programs have moved away to the newly formed University of the same managing Trust, since 2018.

**Existing Programs:** Very few programs existing - 04- B.Sc. at UG level & 05-Ph.D; No PG level programs in the last 03 years, due to Government's policy of not granting new programs and awaiting understanding & complete implementation of NEP- 2020 by Government of Gujarat.

### **Institutional Opportunity**

**NEP 2020 and Flexible Curriculum:** The National Education Policy 2020 emphasizes flexible curriculum and new pedagogical approaches. The college can align its programs with NEP 2020 guidelines to offer more innovative and adaptable educational experiences.

**Industry Collaboration:** Collaborating with industry and external stakeholders for new program development is a great way to ensure that the college's offerings are aligned with industry needs, making graduates more industry-ready.

**Research & Innovation Initiatives:** Government's new schemes and support from regulatory and professional bodies, such as SHODH, SATHI, SSIP, and Innovation Clubs etc. create opportunities for research and innovation endeavours.

**International Collaboration:** Collaborative Online International Learning (COIL) programs and partnerships with foreign universities and research institutions can provide students and faculty with global exposure and opportunities for cross-cultural exchange.

**Integration of Courses/Programs:** Integrating courses and programs from other universities and institutions, including Massive Open Online Courses (MOOCs) and Open and Distance Learning (ODL), can diversify the college's offerings and provide students with a broader range of educational opportunities.

### **Institutional Challenge**

**Changing Demographics and Enrollment Trends:** The declining enrolment trend in science education at the +2 level poses a significant challenge.

**Vernacular Background:** The majority of students entering from a vernacular background might face language and communication challenges.

**Emergence of Multi-Disciplinary Institutions:** The rise of multi-disciplinary institutions and universities in the region suggests increased competition.

**Slow Recruitment Process:** The creation and filling of new teaching and non-teaching positions is a time-consuming process, which can affect the quality of education and administrative efficiency. The availability and retention of experienced staff, especially in specialized fields is also a challenge.

**Funding Challenges:** The College faces financial constraints due to relatively lower funding from the government and sponsoring bodies, especially compared to stand-alone colleges and specialized institutions.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Shri Manibhai Virani and Navalben Virani Science College prioritize curriculum development and implementation to prepare students for the future and address societal needs.

**1.1 Curricular Design and Development:** From 2017 to 2023, SMNVSC has undergone significant changes in its curriculum

- **In 2016-17**
  - In 08 UG and 07 PG programs, three tier Curriculum – Part I language, Part II- Domain specific core, DSC core and electives and Part III Skill and Ability Enhancement courses implemented.
  - Five year Integrated B.Sc-M.Sc programs were introduced in Microbiology, Chemistry and Mathematics in 2016, offering diverse entry and exit options.
- **In 2017-18,**
  - College revised 04 Vocational Programs of DDU Kaushal Kendra and Introduced 01 -B.Sc. Physics program.
  - In 2019-20, 04 PG programs were revised under UGC-OBE framework and 05 UG programs revised under UGC- LOCF framework.
  - In 2020-21, NEP-2020 inspired OBE-based undergraduate curriculum revision focusing on employability and skill development was undertaken.
  - In 2023, UGC-CCFUP curriculum design and implementation of Honors/ Honor with Research program at UG level is in progress.

### 1.2 Academic Flexibility:

- Over five years, college updated 1208 courses to align with emerging trends, with 100% of courses having focus on Employability, Entrepreneurship and Skill development.
- More than 85% of new courses have been introduced out of the total number of courses across all programs during past five years.
- Self-study components and Elective courses prioritize student choice and aptitude.
- Lateral entry in UG and multiple entry/exit options cater to student needs.

### 1.3 Curriculum Enrichment:

- Curriculum incorporates cross-cutting themes like ethics, gender equality, sustainability, and holistic growth.
- Included key components courses i.e. Value Education, Environmental Science, Communication, Soft Skills, Design Thinking, Concept-to-Practice, SIP and Career Acceleration Program.

- The Universal Human Value Education Cell promotes ethical awareness and is beacon of holistic development on which best practice of institute is based upon.
- More than 85% of the programs have component of field project/research project/internship
- Student engagement is fostered through NSS/NCC/Sports, and multi disciplinary electives empower students to tailor their education.

#### **1.4 Feedback Mechanism:**

- Feedback is collected from students, alumni, academic peers, and industry through digitalized mechanism & are analyzed, action taken & communicated to relevant bodies & hosted on website.
- Semester wise feedback covers curriculum, infrastructure, content, and faculty.

In summary, College is at the forefront of curricular innovation, providing students with a holistic and relevant education to succeed in a dynamic world.

### **Teaching-learning and Evaluation**

#### **2.1: Student Enrollment and Profile**

Over the last five years, our institution has maintained an average enrollment percentage of 91.28%, showcasing our consistent appeal to students. We ensure transparency by providing data on the number of students admitted and sanctioned seats for each academic year.

#### **2.2: Catering to Student Diversity**

We prioritize student diversity and personalized support through orientation programs and guest speaker invitations. Various methods are employed to differentiate between slow and advanced learners, with tailored programs and teaching methodologies for both groups. Data for the latest completed academic year indicates a student-full time teacher ratio of 14:1.

#### **2.3: Teaching-Learning Process**

Our institution adopts student-centric methods, emphasizing experiential & participative learning and problem-solving methodologies. ICT-enabled teaching optimizes interactive and visual learning, while experiential learning through laboratory methodologies imparts practical insights. Engaging with MOOC Courses and diverse in-house competitions enhances holistic development.

##### **2.3.2: ICT-Enabled Teaching-Learning Process:**

We leverage ICT tools and online resources effectively for teaching and learning process. Diverse ICT tools are harnessed, encompassing multimedia resources, e-learning platforms, and digital libraries. Google Classroom, YouTube, and Google Meet amplify interaction and content dissemination.

##### **2.3.4: Preparation and Adherence of Academic Calendar**

It includes essential dates of CIA, final examination and significant events and allocates 90 effective working days per semester to enhancing transparency and accountability.

## **2.4: Teacher Profile and Quality**

Over the past five years, we have consistently maintained the utilization of sanctioned teaching positions, demonstrating our commitment to a strong faculty presence. Around 55% of total teacher are having Ph.D. as highest qualification.

## **2.5: Evaluation Process and Reforms**

We are committed to timely assessment and feedback, with data showcasing our efficiency in result declaration i.e. all results are declared within 20-days.

## **2.6: Student Performance and Learning Outcomes**

Our curriculum aligns with OBE, and we assess the attainment of outcomes to implement improvements. Our commitment to academic excellence is reflected in our high pass 94%-percentage

## **2.7: Student Satisfaction Survey**

We regularly conduct online SSS to shape our continuous improvement efforts based on student feedback. This has supplemented our efforts for quality achievement during CoViD period. This comprehensive assessment highlights our dedication to academic excellence, faculty quality, examination process efficiency, and student learning outcomes.

## **Research, Innovations and Extension**

### **3.1 Promotion of Research and Facilities**

- The College stands as an exemplar of academic excellence and a hub of research innovation.
- The fact is underpinned by an active research advisory committee, consultancy policy and State-of-Art instrumentation-&-infrastructural facilities that permeate its dynamic research landscape.
- Around 15% of teachers are receiving financial supports from the various state and national level agencies for research and development.

### **3.2 Resource Mobilization for Research**

- College's unwavering commitment to research spans from faculty involvement in Ph.D. programs, undertaking research projects and nurturing undergraduate students' minor research initiatives.
- Cutting-edge facilities, including the ATC and PTC Laboratory, Central-&-departmental instrumental facility that contributes to a dynamic research ecosystem and secured research grant of Rs. 140 lakhs.
- More than 26% of the teachers are research supervisors and 18% are having research projects.

### **3.3 Innovation Ecosystem**

- The College actively encourages entrepreneurship, community engagement, and research through the state government's Student Start-up and Innovation Policy fund and innovation club.
- The college periodically organizes seminars, webinars and workshops to strengthen research skills and innovation ecosystem.



### 3.4 Research Publications and Awards

- The managing trusts' unwavering dedication to research is evident by incentives for peer-reviewed publications, book authorship, and policy for IPR.
- From 2017-2022, faculty members authored over 150 research articles, over 99 books / book chapters.
- The institution has supported 66 Ph.D. scholars registered.

### 3.5 Consultancy

- The institute provided consultancy services for Soil health cards, Microbiological testing, and Environmental auditing and generated revenue of Rs. 141 lakhs.
- Under the National Mission for Sustainable Agriculture, the college analysed 39,953 soil samples and issued 2,18,498 soil health cards to farmers.
- As a Schedule-1 Environment Auditor of GPCB, Gandhinagar, around 20 industries for air, water and soil monitoring with recommendation report for the environmental compliance.

### 3.6 Extension Activities

- The college places a strong emphasis on community engagement which is incorporated as a regular credit course in the curriculum.
- Total 181 extension/outreach programs have been conducted during past five years.
- Aazadi Ka Amrut Mahotsav, Swachh Bharath Abhiyan, Self-defense, Yoga, Health-&-hygiene awareness, 5000+ tree plantations and participation in various social initiatives recognized by state-&-central government, NGOs etc. are to name the few.

### 3.7 Collaboration:

- The College maintains fruitful partnerships with over 180 institutions-&-industries through 25+ MoUs to facilitate curricula, training, placements, and industrial visits.

The College continues to shine as a beacon of academic excellence and innovation, catalysing positive transformations within and beyond its campus.

## Infrastructure and Learning Resources

### 4.1 Physical Facilities

**Campus-&-Building:** Situated on a 23.5-acre campus our institution boasts a three-story-building covering 9,788.04/10536.77 sq. meters, housing science departments and essential support facilities.

**Classrooms-&-Laboratories:** We offer 16-classrooms across and access to 22+2 laboratories, catering to student labs, research, and specialized areas and more.

**Additional-Infrastructure:** Our commitment extends to facilities like sports rooms, NCC-&-NSS rooms, cultural spaces, gas plants, skill centers, and more. We've incorporated essential amenities like solar power panels, RO-water & rainwater storage tanks, recycling units, and eco-friendly generators. Average INR 98 lakhs/year budget allocated for infrastructure augmentation during past five years.

**Central-Facilities:** The common facilities on campus are Step Auditorium-900+seatings, Two Chair Auditorium-350+seatings, Two Seminar Rooms, a dining hall, and an Atmiya Wellness Centre with multi-gym-yoga facilities. Furthermore, we offer indoor sports rooms, boys' hostels, maintenance cells, water supply via an RO-plant, canteens, guest houses, and essential facilities.

**4.2 Library as a Learning Resource:** Our library stays technologically updated with OPAC, open access, DDC21 classification, and automation through New Gen Lib Software. It's integrated with the UGC's NLIST program, providing access to a vast collection of e-books and e-journals.

**Facilities for Holistic Development:** We nurture holistic development among students through:

- **Sports-and-Games:** Our 5-acre ground accommodates various sports, including cricket-football-hockey, and more. We have indoor sports rooms and a rooftop badminton court. The Atmiya Wellness Centre promotes multi-gym and yoga.
- **Yoga-Integration:** We offer diverse yoga classes in a dedicated training hall, along with elective co-curricular courses related to yoga and wellness.
- **Cultural-Activities:** Our spacious halls and auditoriums host cultural events, workshops, and training sessions, earning recognition at district, state, and national levels.

**4.3 IT Infrastructure-Library-&-Administrative Facilities:** Our technologically advanced library features integrated ICT tools, e-books, and e-journals. Web-OPAC with Web-2.0 Features: Enriched Web-OPAC offers patrons access to the entire collection, encouraging engagement through ratings and comments. Patrons access multimedia resources using E-Library PCs equipped with headphones, enhancing offerings. The college has very strong 2:1 student-computer ratio.

**4.4 Maintenance of Campus Infrastructure:** Over the past five years, the college has made 72% of total expenditure for the maintenance of physical & academic support facilities. Maintenance Issues are reported, approved, and addressed through a structured process.

## Student Support and Progression

### 5.1 Student Support:

- **Average 17% of students benefited from scholarships-free ships over the past five years.**
- In the last five years, 534 students received scholarships and free ships worth Rs. 40,67,795 from both the institution and non-government agencies, with 51.16% benefiting during this period.
- 18,181 students availed themselves of our capacity development and skills enhancement programs over the past five years, emphasizing our commitment to student empowerment.

- On average, 976 students benefited from guidance for competitive examinations and career counselling, representing 43.5% over five years.
- The College have a robust framework for addressing student grievances, including mechanisms for submission and timely redressal, adhering to guidelines set by statutory/regulatory bodies.

### **5.2 Student Progression:**

- **Over the past five years, an average of 87 students secured placements annually, totalling 433 placements during this period.**
- 85% of our previous graduating batch progressed to higher education programs in various disciplines, illustrating our dedication to fostering academic excellence.
- Average 87% of students are qualifying in various competitive examinations out of the total students appeared during past five years.

### **5.3 Student Participation and Activities:**

- **Our institution organized an average of 30+ sports-cultural events/competitions annually over the past five years and 400+ awards/medals have been achieved at various levels by the students, showcasing our commitment to holistic development.**
- We actively involve students in academic and administrative bodies/committees, enhancing their leadership and management skills.

### **5.4 Alumni Engagement:**

- While our Alumni Association is not registered, it contributes significantly through book donations, interaction with students, assistance in placement and career guidance, campus recruitment, summer internship opportunities, and entrepreneurship awareness.
- Alumni meets serve as platforms for networking and sharing industry trends.
- We're engaged in social responsibility activities during times of natural disasters.

## **Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

- Shree M.N. Virani Science College envisions itself as a premier center of scientific, technological, and humanistic education, dedicated to nurturing holistic development among students, society, and the environment.
- The institution's leadership, epitomized by the Principal and enabling committees, exemplifies effective guidance rooted in the institution's vision and mission. Representations of teachers have been made in administrative committees to provide necessary inputs so that the decisions and/or recommendations arrived at such deliberations and meetings are converted into materialized action.

### **6.2 Strategy Development and Deployment**

- The strategic and perspective plan is in tune with vision & mission is well articulated & execute for

quality education and holistic student growth.

- The college intertwines the Guru-Shishya tradition with modern methodologies, creating an ambience akin to a Gurukul.
- A multidisciplinary approach, innovation ecosystem, and student empowerment drive incremental advancements in academic excellence.
- The college enhanced e-governance through digitized administration, finance, accounts, admissions, student support, and examinations.

### **6.3 Faculty Empowerment Strategies.**

- Over the last five years, 51% of teachers participated in online/face-to-face FDPs, including Professional Development, Orientation, Refresher Courses, and Short-Term Courses.
- Over the last five years, 26% teachers received financial support for conferences, workshops, and professional body memberships.

### **6.4 Financial Management and Resource Mobilization.**

- Stringent financial audits (Internal & External) ensure fiscal accountability and compliance.
- Received 5.3 lakh funds/grants from non-government sources and philanthropists in the past five years
- Resource mobilization strategies encompass diverse sources like fees, government grants, industry collaboration, and philanthropy.
- Rigorous budgeting, procurement procedures, and audits maintain optimal resource utilization.

### **6.5 Internal Quality Assurance System.**

- IQAC propels improvements in academic and administrative realms through strategic actions, fostering a quality culture.
- The IQAC's initiated internal & external audit has impact as evident in curriculum innovations, research initiatives, student support, and engagement with external evaluations.
- The college's strong reputation is reflected in its NAAC grading, NIRF ranking- 37th-&-101-200 rank band and GSIRF-5-Star rating, reinforcing its commitment to academic and research excellence during 2017 to 2022.

## **Institutional Values and Best Practices**

### **7.1 Institutional Values and Social Responsibilities**

- The College earnestly upholds institutional values and best practices, striving to foster a gender-equitable atmosphere and an inclusive environment.
- The college commitment to gender equity is evident through its Women Empowerment Cell, AWAKE, which conducts events and activities promoting gender awareness and empowerment.
- Safety measures, including trained female wardens, security checkpoints, and awareness campaigns, create a secure environment. Additionally, counseling services and common rooms bolster student well-being.
- The Institution has Solar energy based electricity & water heating and Water conservation facilities &

developed robust waste recycling & management system on campus.

## 7.2 Best Practices

- **Implementation of Universal Human Values Education for Holistic Development and Living to** address “Universal Human Values” and the issue of Consciousness development that leads to a fundamental –inner transformation resulting into Happiness and wellbeing of the individual, family, society and Environment at large.
- **Green Campus Revolution: Nurturing Sustainable Practices and Responsible Citizens** for "Harmonizing with Mother Earth" initiative seeks to address challenges through a series of interconnected practices that collectively foster sustainability and mindful consumption.
- The institution prioritizes accessibility with ramps, barrier-free facilities, Divyangjan-friendly washrooms, signage boards, and human assistance for a fully inclusive environment
- The institution maintains a Code of Conduct for all stakeholders, conducts awareness programs, and has a dedicated committee for monitoring adherence. The code is prominently displayed on the website
- Collaborations with NGOs and agencies, along with increased consultancy services, has enriched the institution's societal impact.
- Its commitment to best practices reflects its dedication to holistic education and societal betterment.

## 7.3 Institutional Distinctiveness

- The Atmiya Group of Institutions, established by Sarvodaya Kelavani Samaj, encompasses a diverse educational ecosystem offers a spectrum of educational programs from kindergarten to post-graduate and research in various fields.
- Yogidham emphasizes the fusion of religion and science, spirituality and technology, making it an organization that makes a difference. It fosters harmonious human living values, including harmony in oneself, family, society, and nature.
- The college has attained academic autonomy and offers diverse programs & has also focused on curriculum development and aligning with NEP-2020.
- With a strong reputation reflected in NAAC grading, NIRF ranking, and GSIRF rating, the college stands as a leader in academic excellence, research, and community engagement in the region.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI MANIBHAI VIRANI AND SMT. NAVALBEN VIRANI SCIENCE COLLEGE
Address	Shri Manibhai Virani and Smt. Navalben Virani Science College, Atmiya Group of Institutions, Yogidham Gurukul, Kalawad Road
City	Rajkot
State	Gujarat
Pin	360005
Website	<a href="http://www.vsc.edu.in">www.vsc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K. D. Ladva	0281-2562681	9824803333	-	principal@vsc.edu.in
IQAC / CIQA coordinator	R. S. Tank	0281-2563445	9825114015	-	rstank@vsc.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	15-06-1968			
Date of grant of 'Autonomy' to the College by UGC	16-01-2013			
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Gujarat	Saurashtra University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	20-05-1976	<a href="#">View Document</a>		
12B of UGC	04-05-1989	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Gujarat Pollution Control Board Gandhinagar
Date of recognition	01-04-2011

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Shri Manibhai Virani and Smt. Navalben Virani Science College, Atmiya Group of Institutions, Yogidham Gurukul, Kalawad Road	Rural	23.5	10536.77

## **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	BSc,Chemistry,Chemistry	36	HSC	English	60	52
UG	BSc,Mathematics,Mathematics	36	HSC	English	60	17
UG	BSc,Microbiology,Microbiology	36	HSC	English	70	70
UG	BSc,Biochemistry,Biochemistry	36	HSC	English	50	46
Doctoral (Ph.D)	PhD or DPhil,Chemistry,Chemistry	36	MSC	English	6	3
Doctoral (Ph.D)	PhD or DPhil,Microbiology,Microbiology	36	MSC	English	6	3
Doctoral (Ph.D)	PhD or DPhil,Biochemistry,Biochemistry	36	MSC	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Biology Botany Zoology,Zoology	36	MSC	English	6	0
Doctoral (Ph.D)	PhD or DPhil,English,English	36	MA MSC	English	6	0

**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	0				15				7			
Recruited	0	0	0	0	10	5	0	15	6	1	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				12			
Recruited	0	0	0	0	1	0	0	1	8	4	0	12
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				9
Recruited	8	1	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
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				6
Recruited	5	1	0	6
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	0	0	8	5	0	12	3	0	28
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	3	2	0	7
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
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	0	0	0
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>Total</b>
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	75	1	0	0	76
	Female	108	1	0	0	109
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	9	7	8	22
	Female	7	7	10	21
	Others	0	0	0	0
ST	Male	2	1	5	7
	Female	2	1	1	0
	Others	0	0	0	0
OBC	Male	92	89	116	182
	Female	78	88	100	160
	Others	0	0	0	0
General	Male	146	213	263	558
	Female	218	253	322	573
	Others	0	0	0	0
Others	Male	10	3	3	4
	Female	17	2	2	3
	Others	0	0	0	0
Total		581	664	830	1530

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	<a href="#">View Document</a>
Biology Botany Zoology	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Microbiology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>National Education Policy 2020 aims quality multi disciplinary higher education at par with global standards and expecting “HOLISTIC INDIVIDUALS” with definite sets of skills immersed with character-ethical &amp; constitutional values – intellectual curiosity – scientific temper creativity – spirit of service and 21st century capabilities. NEP 2020 seeks to advance individuals' unique potential with a comprehensive multidisciplinary or interdisciplinary educational model. The college is reciprocating the same in its manifold actions by adopting NEP 2020 into its curriculum and overall academic set-up as per the guidelines in 2021-22. The college has planned and prepared itself well in advance for NEP 2020 by preparing required mindset, infrastructure, staff orientation and trainings commenced from 2019 followed by the formation of Task Force for NEP 2020 on 28th Sept. 2020 as per recommendation of the Knowledge Consortium of Gujarat. The college as one of the Atmiya Group of Institutions has a representation in Leadership Mentoring, Academic Restructuring and Research, Innovation, Entrepreneurship and Community Engagement team/committee of the Task Force. The visionary approach of the managing trust is reflected in the implementation of multidisciplinary and interdisciplinary aspects in all UG, Integrated, Vocational and PG program curriculum since 2016-17 i.e. first year of the implementation of UGC’s academic autonomy. It has been revised in 2021-22 as per the recommendation of NEP 2020 which is turned fruitful and enriching. In the year</p>
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	<p>2016, Functional Language, Discipline Specific Core, Elective core, Generic Elective, Ability Enhancement, Skill Enhancement, Value Education courses with multi and interdisciplinary approach were offered to all students. In the year 2019 LOCF/OBE is introduced as pilot project at all PG program. In the academic year 2021-22 the college has implemented new curriculum in light of NEP 2020 for all prevailing programmes. Gradually the multidisciplinary and interdisciplinary approach is knitted well in curriculum of the college and value addition is done with useful, innovative courses as well as their hands-on experience approaches. The Discipline specific Core courses of the curriculum are supported by core electives, allied, Industry/ Institution defined projects, Research Skills, Internships, Skills Training and online courses truly make the college's curriculum multidisciplinary and interdisciplinary and allow learners to get the best exposure to the important aspects of life and career. Under Ability Enhancement Component of the curriculum; Jeevan Vidya, Environment Science, Co-curricular electives, Value added electives, Finishing School, Career Acceleration program, Extra Credit Courses, MOOCs, Concept to Practice, Design thinking, and SDG courses lead the education towards trans-disciplinary, multi and interdisciplinary approach. These courses also instil values in individual and transform their behaviour to explore domain specific skills in nurturing sustainable practices as responsible citizens. This institution's teaching and learning pedagogy ensures that students' intellectual, scientific, emotional, social, and cultural growth is integrated with skills set they require in professional and social lives. The college has readily provided a flexible interdisciplinary programme that allows for multiple entry and exits as per the provisions made by affiliating university and the state government.</p>
2. Academic bank of credits (ABC):	<p>Shri Manibhai Virani and Smt. Navalben Virani Science College is prepared to introduce &amp; implement ABC system. The affiliating University and Government of Gujarat have developed the mechanism for ABC implementation. The college is waiting for detailed guideline and SOP to be received from Saurashtra University and Government of Gujarat. The college has registered for Digi- locker</p>

	National Academic Depository (NAD) in 2022 and the ABC – ID has been generated of the students admitted in 2021-22 & 2022-23.
3. Skill development:	<p>The skills development initiatives are adopted by the college since last two decades and through these initiatives set a remarkable example in the society. In opinion of the Honorable secretary of Sarvodaya Kelavani Samaj Trust, P.P. Tyagvallabh Swamiji, three skills are very much necessary for any human being for the Development of Self, Society and Nation i.e. Communication Skills, Domain Specific Skills and Life Skills. Focus is placed on skill development at the College so that learners can achieve targeted competency levels. The college has experience in designing and implementation of Vocational education B. Voc. programs in Chemical, Computer &amp; Life science domains in association with Industry and relevant Skill council under UGC's DDU Kaushal Kendra. Training and Placement Cell of the college strives hard to instil skills among students in terms of capacity building programs for various disciplinary and interdisciplinary communication skill &amp; soft skills. Special Finishing school training programmes are offered to all the final year undergraduate students. The curricular structure of the programs offered at the college has skills-based core courses, and ability enhancement courses spread across semesters. These courses are structured in a way that students gain practical experience and enhance their skills through internships, fieldwork, industry visits, project work, and other hands-on teaching techniques. Under CBCS, the UG students are offered opportunity and convenience to adopt the courses of their choice from the baskets of Value-added &amp; Co-curricular courses focused on various skills. Functional language which enhances Communication Skill in English is one of the compulsory courses. Multiple Ability Enhancement courses are offered as part of curriculum and students are motivated to take up extra credit courses for advance learning. College also offers language lab facility for improvement in LSRW skills which is being evaluated by Cambridge University under SCOPE - a Govt. of Gujarat initiative to all the learners and organizes orientation program, bridge courses and training workshops for linguistic skills enhancement on timely basis. In</p>



	<p>addition, the college's sister institution, Atmiya University, located on the campus offer a wide range of diploma and certificate courses for skills enhancement. For enhancing employability, each department further offers trainings which make learners industry ready.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The founding body of the college, Sarvodaya Kelavani Samaj's one of the chief agendas is nation building. The man making has remained at its core in this college for last 50+ years. The college management has very high regards for the Indian Knowledge System and always remained at the forefront to instil the Bhartiyata – Bhartiya Sabhyata among the youth through various youth centric cultural, spiritual and academic activities. The college has introduced Jeevan Vidya – Universal Human Value, a concept based on nectar of Vedas propounded by Sh. A. Nagrajji, Amarkantak on art of living happily in the year of 2014-15 at UG level (two programs) followed by at all UG, PG, B.Voc., Integrated &amp; PG programs in 2016-17 &amp; onwards i.e. first year of implementation of academic autonomy . Jeevan Vidya program has been adopted by the sponsoring body at all levels &amp; processes and a dedicated department/cell has been set up to bring the best output. The stakeholders of the college are the beneficiaries, by now college have touched lives of thousands of youngsters positively and impacted their lives with values. The college honours the Indian languages and cultures hence following Skill enhancement/ elective courses are offered. • ‘Herbal Remedies’ – Biology Department • ‘Vedic Mathematics’ - Mathematic Department, • ‘?????? ?????’ (Panchgavya Vigyan) in collaboration with Sanskruti Samvardham • ‘Sanskrit Gyanvardhanam’ in collaboration with AGS and Sanskrit Bharti, Rajkot • ‘Ashtanga Yoga: Introduction to Principals &amp; Practices’ in collaboration with LIFE Centre, Rajkot • ‘Introduction to Indian Classical Vocal Music’ in collaboration with AGS, Rajkot The college honours the Indian languages and culture hence following a rigorous tradition of celebrating culture through various day celebrations in Bharatiya way. Various Competitions held at institution, university level and state-national levels where the students of the college participate in good numbers and also earns the ranks. Youth festivals also help to</p>

	<p>promote Indian languages, arts, and customs. Essay, poetry, speech, folk song, folk dance, and skit competitions help students keep connected to their rich Indian heritage and culture. This proves that college has not been limited to the teaching of the subjects but also training and instilling cultural values and traditions among the learners. A special committee namely, SAPTDHARA – AVSAR cultural committee is formed to make sure that the learners get adequate exposure to rich Indian culture and knowledge tradition. A special talk series is organized for the learners of all programmes where they have been introduced with scientific approach towards the rich cultural, historical heritage of Gujarat and India. Spiritual base of the sponsoring society benefits the college in achieving targets and goals in implementing Indian Knowledge System at various levels.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Approach that calls for changing curriculum, pedagogy, and assessment procedures to reflect high-order learning performance rather than the simple accrual of course credits, OBE is a student-centric paradigm that emphasizes what is learnt rather than what is taught which is the focus of traditional education. This is the first science college of the region to introduce OBE. The IQAC held several FDPs/ faculty empowerment program on OBE concept understanding and implementation by inviting national level resource persons. The vision &amp; mission of the college are in line/tune with that of Managing trust's vision mission &amp; core values. The Graduate attributes were framed and all programs were reframed using the OBE paradigm and included programme outcomes (PO), programme specific outcomes (PSO), and course outcomes (CO) that were all based on the trainings. AY 2019-20 saw the introduction of OBE integration into the PG curriculum and in 2021-22 for UG programs in light of recommendations of NEP 2020, OBE becomes more relevant in the curricular structure of the college. The student induction programme includes an orientation to the concept of outcome-based education as well as an explanation of the programme outcomes for the students. Innovation in OBE Implementation: The college has implemented innovative assessment OBE tools and Question Bank mapped with Course Outcomes and Taxonomy levels</p>

	using QnSmart i software. The college have adopted innovative methods to implement Assurance of Learning (AoL) and for attainment mapping calculations through deQ OBE software tool to differentiate among slow learners, advanced learners & outliers etc.
6. Distance education/online education:	The Institute has demonstrated a proactive and progressive approach in its integration of SWAYAM-NPTEL courses and other MOOCs within its academic framework. Currently, students are afforded the opportunity to select MOOCs as Extra credit courses. The selection of the NPTEL platform as an accredited provider is underpinned by its practice of conducting proctored examinations, with the added convenience to Rajkot for serving as an examination centre for NPTEL exams. As NPTEL Local chapter & characterized by its consistent and progressive participation, the college has earned the prestigious designation of an "Active Local Chapter," recognition maintained for a continuous period of 5 years. The college initiated the implementation of SWAYAM-NPTEL examination in 2017-18 for faculty & students through SPOC. Total 386 student & staff members have successfully completed NPTEL- MOOCs since past five years. As a part of ATMIYA Group of institutions; the college has partnered with COURSERA (American MOOC provider) during C-19 pandemic and total 713 courses have been successfully completed by the stakeholders of the college. Total 230+ Coursera MOOCs have been completed by the first batch students (2021-22 & onwards) of UG programs under NEP curriculum as an assignment of the course entitled Career Acceleration Program. Looking ahead, the Institute remains steadfast in its commitment to explore additional avenues for the integration of the SWAYAM-NPTEL & IGNOU initiative, in the context of implementing credit transfer mechanisms for MOOCs, as recommended by UGC.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. An Electoral Literacy Club is a platform to engage students through interesting activities and
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	<p>hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities. Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation among young and future voters. The Electoral Literacy Club (ELC) is set up by Shri Manibhai Virani and Smt. Navalben Virani Science College in academic year of 2015-16. Since then it is working effectively to fulfill its goals. ELC is set up with the primary goal of building the awareness among stakeholders of the college on Electoral rights and duties. It enables the young minds to envision the democratic values of the nation and builds strong sense of belonging among stakeholders. The awareness instilled at this juncture helps students grow as good citizen. Composition of the ELC  SN=Designation=Role=No. of Members  1 = Principal=Chairman=01  2=NSS Programme Officer=Member Coordinator=01  3=ANO, NCC Girls &amp; Boys Units Member=01 from each, total 2  4=Campus Ambassador – VAF (approved by Local Administration)=VAF- Student Member=01  5=Student – I (Male Representative) Student Member=01+01  6=Student– II (Female Representative) Student Member=01+01  7=Invited Member (Local Administration Representative) Co-opt Member=01</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>Yes. ELC is fully functional at the college as per the guideline of Government of Gujarat as well as Election Commission of India and gets revised as per the norms on timely basis. The student and faculty co-ordinators are appointed by the college through an established method and they regularly report to the principal. The local administration has approved the college appointed Voter Awareness Forum VAF- Campus Ambassador. As a member of the ELC the VAF ambassador serves as bridge between administration and the college. The VAF ambassador actively participates in the innovative activities of building electoral awareness. The members of the ELC is guided and trained on timely basis through various events, camps and meetings on their roles and responsibilities for enhancing voting awareness among masses. This process helps students identify leadership qualities. ELC is in character and</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>formation details are mentioned above metrics-1.</p> <p>ELC of the College focuses on Awareness Building among in house &amp; community stakeholders of various age group through Rally, Events like, Poster presentations, Competitions like Elocution, Debate, Group-discussions, Street play, Survey etc. Table-1. The college Staff members bear election duties in the capacity of Zonal officer, Presiding officer, Polling officer, Booth Level Officer, Supervisor, Peon etc. Their election duty experience and exposure to EVM and election procedures enable ELC to organize awareness events efficiently. Do's and don'ts during election, things to be considered before and after elections are being addressed through interactive experience sharing sessions of the senior faculties with students of the college and other institution. The college has conducted 3 to 7 innovative activities each year from 2017 to 2022. Total 4000+ beneficiary have been benefited since past five years. In support of local governing authorities, registering, updated - voter ID card and voting awareness are being strengthened on timely basis. Students coming from diverse geo-socio background are trained to build awareness among their family and society members at various levels on timely basis.</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 electoral processes, etc.</p>	<p>As an autonomous college the college has introduced NSS &amp; NCC as credit course under ability enhancement elective course category of the curriculum. The course is spread over four semesters and the syllabus includes Leadership Quality Development and Rights &amp; Responsibilities as citizen of India. The Awareness drives, Assignments, Surveys, PBL etc. are the evaluation tools of the course. The ELC circulates awareness literature received from local administration among students, staff and community members. The students are motivated to prepare reports of ELC activities and the best performing student volunteers are felicitated for their contribution. The ELC events are covered in the annual activity calendar of NSS &amp; NCC. Socially important and relevant initiatives are taken by ELC keeping the need major election events in center for enhancing the awareness of youth on elections, voting, democracy and rights of citizens. Awareness drives have been conducted among college students by contacting class to class. Awareness for Voting is spread by students and NSS Volunteers and NCC</p>

	<p>Cadets. District Collector appointed NSS Volunteer as Campus Ambassador to co-ordinate the ELC. Surveys have been taken for EPIC during NSS Camp. Details are as per the following Table-2. SN Year NSS Camp Village No. of Individuals Surveyed 1 2016-17 Vagudad 348 (Visit 1) 2 2017-18 Vagudad 154 (Visit 2) 3 2018-19 Mahika 189 (Visit 1) 4 2019-20 Mahika 421 (Visit 2) *2020-21 &amp; 2021-22: Due to COVID - 19 Permission for NSS Annual Camp was not Granted by the Government (Details of the EPIC Survey made by ELC)</p>
<p>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.</p>	<p>Students over the age of 18 who qualify for voter registration are being educated on their democratic rights, including the right to vote. College ELC celebrates Voter's day, Constitution Day, Voter Awareness Forum activities etc. to help students understand about the democracy. The college also have events and activities where participants may learn about the election process, such as hands on training for EVM operation, poster presentations, debates, mock parliaments, elocution, and essay writing.</p>

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	9	20	23	23
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 10

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
644	781	1350	2224	2366
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	331	896	1093	286
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
644	781	1350	2224	2366
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
19	17	56	200	155

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
167	131	211	322	377
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.2****Number of full time teachers year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
45	63	103	109	119
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**



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

2021-22	2020-21	2019-20	2018-19	2017-18
50	68	110	116	125
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
641	1099	1532	1633	3089
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	220	120	735
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 18****4.4****Total number of computers in the campus for academic purpose****Response: 270**

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

2021-22	2020-21	2019-20	2018-19	2017-18
179.73	160.62	407.55	637.31	485.86

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

##### **Response:**

In HEIs curriculum has to empower the learners to form their unique identity, learn to use and share information intelligently and responsibly, and find solutions to today's pressing issues through innovative ideas, prototypes, designs, etc.

Implementation of CBCS, OBE, LOCF and National Education Policy (NEP) 2020, led to a radical change in the way institute facilitates knowledge creation, knowledge acquisition, and knowledge sharing.

Institute has well defined procedures to design new curricula and revise/amend the existing curricula. For this purpose, the apex body is the Academic Council well supported by bodies including Faculty concerned, Board of Studies (Under-Graduate and Post-Graduate) of the concerned subjects.

##### Major Curriculum Design and Revision at SMNVSC

Year	Details
2016-17	Filling the gap in University curriculum by implementation of UGC Academic Autonomy.
2017-18	Implementation of Vocational Programs under Deen Dayal Upadhyay KAUSHAL Kendra Scheme.
2018-19	Preparation of OBE Curriculum
2019- 20	Pilot Plan for Implementation of OBE in PG Programs and Mapping of Outcomes using dQOBE software
2020-21	Formation of Task Force for Implementation of NEP-2020 as per guidelines of Government of Gujarat.
2021-22	<ul style="list-style-type: none"> <li>• Adopting NEP- 2020 and UGC – Learning Outcome based Curriculum Framework</li> <li>• UGC Quality mandate &amp; Sustainable Development Goals with Choice Based Credit System for all UG programs</li> </ul>
2022-23	<ul style="list-style-type: none"> <li>• Designing &amp; development process of FYUGHP, which is based on followings of UGC guidelines on curriculum and credit framework for Undergraduate programme,</li> </ul>

2022

- Common Curriculum and Credit Framework under the National Education Policy-2020. Government of Gujarat, Education Department.

Under OBE, the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are framed focusing on the local, regional, national, and global developmental needs. The suggestions from different stakeholders were taken into consideration while preparing syllabus based on institutional Vision and Mission for all UG and PG programmes.

The college displays sensitivity to changing educational, social and market demands with a view to ensure employability through autonomy which provides Academic Flexibility to introduce new value added courses, co-curricular and generic courses for overall development and up gradation to the current job market needs. The major employment sectors in and around Rajkot region, are – Petroleum Industry, Horticulture, Chemical industry, Hospitals, Cement industries, Pharmaceutical industries etc. The programmes offered by the institution are in line with the requirements of the above stated employment sectors. To cater to different levels of students, activities like quiz, workshops, hands on training, field and industrial visits, expert talks , group discussion, placement training , internship and industrial training are inculcated in curriculum . As part of the curriculum, students from various departments undertake Field Projects and Internship. Introduction of online courses from educational portals like NPTEL, MOOC and Swayam have encouraged many students and staff to enroll for the same.

Autonomy imparts the freedom to revamp and restructure the syllabus in tune with the ever-changing educational scenario.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2

**Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 100

**1.1.2.1 Number of all Programmes offered by the institution during the last five years.**

**Response:** 23

**1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years**

**Response:** 23

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.3

**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 67.76

**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
54	60	202	262	315

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 85.51

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

Response: 1033

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1208

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.2.2

**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 100

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

Response: 5

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<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 into the Curriculum**

**Response:**

The college is dedicated to providing a holistic educational experience, seamlessly integrating crucial cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability. The following courses are embedded in the curriculum of all programmes to cater the required needs:

- Value Education for Consciousness Development.
- Environmental Science
- Communication Skill/Soft Skills
- Co-Curricular Course
- Value Added Courses
- Career acceleration program
- Design thinking
- Community Engagement

As an integral part of student engagement in social activities during their program of study, college also mandates all the students to enrol as NSS/NCC Volunteers. It aims at inculcating values, ethics and socially responsible qualities. Students organize street plays, awareness campaigns, debates etc.

This strategic integration speaks to the institution's visionary approach to education – nurturing not only subject knowledge but also responsible and well-rounded individuals equipped for the complexities of the global landscape.

Within our curriculum, a remarkable aspect is the intentional inclusion of Professional Ethics. Acknowledging ethical conduct's significance in professional spheres, we've established a framework nurturing moral reasoning and ethical decision-making. By instilling these values, we shape professionals who not only excel but also embody integrity and ethical leadership. Our personality and career development initiatives, including workshops backed by the Gujarat State Biotechnology Mission, play a pivotal role in nurturing professional ethics. This foundation enhances self-confidence, self-esteem, and societal responsibility. Underlining its significance, our Training and Placement Office, priming students for success, offers tailored training in personality, career, and corporate readiness.

Gender sensitivity and inclusivity are essential in our curriculum. Acknowledging the need to challenge stereotypes and establish gender parity, we employ a multifaceted strategy. Our curriculum actively advances gender equality, fostering an environment where students grasp eradicating biases and promoting inclusivity. By integrating these principles, we empower students as advocates for equality and social justice, transcending classroom boundaries. MNVSC's Empowerment of Girls program has transitioned into the Smart Girl Program under the Outcome-Based Education approach.

Human values, the moral compass of individuals, are skillfully interwoven into the curriculum. Recognizing academic excellence's insufficiency without values like empathy, compassion, and respect for diversity, we integrate them into learning. This holistic approach equips students to engage meaningfully and contribute positively to society. MNVSC incorporates Human Values for Holistic Living into all programs, imparting skills to harmonize with themselves, families, society, and nature.

As stewards of the planet, it's crucial to empower generations with a deep understanding of environmental issues and sustainability. Our institution proactively integrates environmental awareness

and sustainable practices. Engaging students in discourse about challenges and solutions nurtures responsibility toward the planet. Graduates champion sustainable practices in personal and professional spheres, catalyzing positive change. Our college offers 'Introduction to SDG' and 'Environmental Conservation and Sustainable Development' courses as part of the Ability Enhancement Course, aligning importance with curriculum incorporation.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2

**Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 57

**1.3.2.1 How many new value-added courses are added within the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	10	2	40

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.3

**Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 137.04

**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise**



**during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
958	1095	1155	2510	4680

<b>File Description</b>	<b>Document</b>
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.3.4**

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

**Response:** 80.59

**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 519

<b>File Description</b>	<b>Document</b>
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

**Structured feedback for design and review of syllabus – semester-wise / year-wise is received from**

- 1) Students, 2) Teachers, 3) Employers,**
- 4) Alumni**

**Response:** A. All 4 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 1.4.2

**The feedback system of the Institution comprises of the following :**

**Response:** B. Feedback collected, analysed and action taken

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrolment percentage (Average of last five years)**

**Response:** 91.28

##### 2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
217	202	411	236	1324

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

2021-22	2020-21	2019-20	2018-19	2017-18
240	240	440	240	1470

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

#### 2.1.2

**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years ( exclusive of supernumerary seats)**

**Response:** 52.12

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
78	55	106	70	318

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**

**Response:**

Institute has tradition to arrange “**Deeksharambh**”-A **Student Induction Program** followed by an Orientation event for new students to make them familiar with the Values, Culture, Mission and overall environment of the Institute and thereby ensuring smooth transition with confidence from School to College. They are oriented regarding the framework of the curriculum, the examination patterns, general academic rules and regulations and the various learning opportunities available in the campus, this programme also help them to build bonds with other students and faculty members, and expose them to a sense of.

It is a regular practice of an institute to invite Alumni, Motivational Speakers, Industrialists and Spiritual Leaders to share their wisdom and experience which can inspire them to achieve holistic growth and excel in life.

Institute is appointing a Faculty Mentor class wise/batch wise for monitoring student for academic and personal growth. Moreover, institute also provides Institute and Department wise Course Coordinator (for courses like VAC, CoC, GE, TDE, SDG, Finishing School etc.) to guide students in an efficient way depending on nature of course.

Initially institute differentiate learners based on their 12th Standard results, then progressively based on Mentor’s remarks about student’s performance in classroom, CIA examination and other activities like Debate, Group Discussions, Decision Making Exercises, Quiz etc. slow learners and advanced learners are identified in periodic manner.

Institute have offered Ability Enhancement Courses course like Value added Courses (40 Hours), Co-curricular Courses (80 to 160 Hours), SDG, Finishing School (SIP, Orientation to Design Thinking, Career Acceleration Program, Community Engagement), Concept to Practice for slow learners & advanced learners.

Institute have offered Communication Skills for slow learners and Soft Skills for advanced learners.

After identifying Slow and Advanced learner, following teaching methodologies are adopted to help and enhance their performance.

**Slow learners:**

- Bridge courses are arranged for foundation courses, which helps in advanced courses.
- Remedial coaching by Faculty and By Advanced learner (Peer Learning) has been arranged regularly for result improvement.
- Visual Aids, Participative learning are offered for better understanding of concept.
- Corrected assignments and answer scripts are shared and discussed to enable students to recognize their problem areas and improve.
- Individual counselling by faculty handling course as required.
- Lecture notes in simple English and easy language
- Relate the subject matter to real-life situations and examples that slow learners can connect with, making the learning more relatable and engaging.
- Organize small group activities where slow learners can collaborate with peers, fostering a supportive learning community.

**Advanced Learners:**

- Advanced learners are encouraged to enrol in MOOC Courses -SWAYAM-NPTEL, COURSERA and other reputed online platforms for career progression. Following are the details of such successfully completed courses by students.
- **SWAYAM-NPTEL Overall performance:**

Course Run	Present	Awards				
		Gold	Silver	Elite	Successful	Participation
July - Dec 2017 to Jan - April 2022	368	9	47	59	153	100

- Organized participative learning session's i.e. Teachers Day by advanced learners.
- Mentored & motivated to participate in the in-house competitions such as Debate, Group Discussion, Problem Solving, Decision Making Exercises and Quiz.
- Overall mentored and motivated to participate in extra-curricular activities, exhibitions and cultural competitions.
- Institute offers Extra Credit Courses for Fast Learners and Nearer to 156 UG Students have participated and 94 students have passed successfully the opted course and earn an extra credit, as their academic achievement.
- Institute also offers Indian & Foreign Languages Courses and Advanced Design Thinking for advanced learners.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 14.31

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1**

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

**Response:**

Vision and Mission of managing trust & college is reflected in Graduate Attributes.

To attain it, all academic departments work towards developing knowledge and skills through experience and participation instead of explaining.

**The implementation of UGC's Academic Autonomy in 2016, Curriculum of all UG, PG & Vocational programs were reframed in a way that student centric learning methodologies can be incorporated which involve students as active learners and help them to evolve as critical thinkers and problem solvers and teacher as facilitator/mentor.**

Focus is to prepare students for successful careers in the industry and empower them to become future leaders and entrepreneurs.

Shift to autonomous status lead to introduction of Activity based Elective Courses; to site a few among are,

- Functional English - Communication Skills - Soft Skills
- Value Added Courses – Co-curricular Courses
- Domain specific Core & Elective courses e.g. Self Study Courses, MOOCs

With Introduction of **UGC – LOCF / OBE in 2019 for PG and in 2021 for UG** respectively, there was paradigm shift in TLE, as under beyond domain specific core/allied/inter disciplinary/multidisciplinary etc. course

- Introduction of course entitled '**Concept to Practice**' which is well supported by **Design Thinking** Course - focusing on problem solving methodologies & societal/community engagement.
- **Career Acceleration Program-CAP** spanned from 1st to 5th Semester under Finishing School component to prepare students for placement / progression using Active Learning methods.

- **Internship and Community engagement** - focusing on Experiential learning and Participative learning

**Reforms are also made in assessment & evaluation** methodology. Continuous Internal Evaluation includes assignments, Activities, and formative & Summative exams, and mapping of COs-POs-GAs using software.

**Experiential learning activities** include, Problem Based Learning, Field Trips, Model & Poster Preparation / Presentation, Lab Practicum, Skill based assignments, Finishing School, Jeevan Vidya assignments, Collaborative Minor Research Projects, Internships, and OJT.

**Participative learning activities** include, Concept Mapping / Mind Charts, Preparation of MCQ Bank, Student Seminars & Workshops, Exhibitions/Science fair, Quiz, Peer Learning for slow learners, Peer Teaching for Advanced learners. Surveys, Role Playing, Sci-Simulations , Assignments, Group Discussions, Group research projects, Surveys, and MOOCs- NPTEL, Coursera etc. and Self Study Courses.

**Problem Solving Methodologies** include, Innovation Club- DIY Kits, Lab to Land, Outreach Activities , Pilot plant (Lab to bulk Scale) , Prototype & Product Design & Development , Case Studies , Concept to Practice Community Engagement, Hacathons/Biothoness/BIRAC E-Yuva competitions and activities under Student Start-up & Innovation Policy. .

**Implementation of NEP 2020**, major curriculum transformations was brought about; Scheme of Instruction & Evaluation was transformed to Scheme of Learning & Evaluation. Teachers became facilitators and students became active partners. Course wise facilitator- teachers have freedom to incorporate appropriate learning & assessment methods/tools/ rubrics.

The new curriculum & credit structure in light of NEP incorporates three tiers CBCS-OBE syllabus i.e. Part I, II & III,

Part I comprising of Functional and Advanced English Language. Part II consisting of Domain specific Core, Core electives Interdisciplinary, Multidisciplinary , Concept to Practice, CRT, Self study courses, which includes activities, practical, field trips, quiz, case studies, etc.

And Part III courses encompassing various courses viz., Ability & Skill Enhancement courses, Sustainable Design Goals course, Jeevan Vidya (Life Skills), Finishing School, Community Engagement, Internship etc.

Overall, student-centered learning help students to achieve their full potential and prepare them for success in the future.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.3.2

**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

**Response:**

The integration of ICT in education has brought about profound changes in the roles of both teachers and students. This transformation has been accelerated by the COVID-19 pandemic, which necessitated a shift to virtual and blended modes of teaching and learning, thereby stimulating innovation within the education sector.

<i>Changes in Teachers Role</i>		
<i>A shift from</i>		<i>To</i>
Knowledge transmitter;	--->	Learning facilitator, collaborator, coach,
Primary source of information		Knowledge navigator and Co-learner
Teacher controlling and directing all aspects of learning		Teacher giving students more options and responsibilities for their own learning

<i>Changes in Student Role</i>		
<i>A shift from</i>		<i>To</i>
Passive recipient of information ,	--->	Active participant in learning process
Reproducing knowledge		Producing Knowledge
Learning as solitary activity		Learning collaboratively with others

The institution has embraced these changes by leveraging a wide array of ICT tools and resources:

**Classroom Technology:** The use of LCD projectors and smart boards in classrooms and Laboratories facilitates interactive and multimedia-rich teaching, making learning engaging and effective.

**Computer Labs:** Specialized labs equipped with ICT infrastructure support various academic programs, enhancing the practical application of knowledge.

**Functional Language Lab:** For Communication Skills, Career Acceleration Programs and Government of Gujarat initiative SCOPE program

**Digitalized Library:** An ICT-enabled library offers e-books, journals, and efficient information retrieval, reducing the time required for research. Provision of NLIST program of UGC having access to 75000+ e-books and 7000+ e-journals.

**Online Teaching Skills:** Faculty members have enhanced their online teaching skills through training



programs, Faculty development programs and workshops ensuring the delivery of high-quality education in virtual environments.

**Curriculum Integration:** The curriculum incorporates online courses, self-study options, and digital platforms like NPTEL, SWAYAM, Course era, Edx , aligning with the principles of autonomous learning and the National Education Policy (NEP) 2020. Specific portions of curriculum are covered in blended/flipped mode.

**ICT in Assessment:** Faculty use e-resources and digital platforms for assessments, making use of tools like quizziz, Kahoot, and Google Forms for quizzes and tests.

**Initiatives for OBE implementation- NEP readiness:** Implemented innovative assessment tools focusing on OBE- **QnSmart i** software -innovative assessment tools focusing on OBE. And we are developing OBE aligned quality Question Bank mapped with Course Outcomes and Taxonomy levels for the question paper generation.

Institute has Implemented use **deQ OBE** tool to prepare the attainment calculation, attainment calculation reports using software and have initiated to implement Assurance of Learning (AoL).

**Feedback:** Online feedback is obtained from students for every course about teaching/learning Parameters and the required corrective measures are taken.

**Campus-Wide Digitalization:** The institution has adopted paperless governance, relying on email, SMS, and messaging apps for academic and administrative communications.

**In conclusion,** the integration of ICT in education has revolutionized the roles of teachers and students, promoting active learning, collaboration, and digital literacy. The institution's commitment to embracing these changes has facilitated effective teaching and learning.

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>

### 2.3.3

**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 14.64

#### 2.3.3.1 Number of mentors ?????????????? ???????

**Response:** 44

<b>File Description</b>	<b>Document</b>
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.4

#### **Preparation and adherence of Academic Calendar and Teaching plans by the institution**

##### **Response:**

In the world of academia, the Academic Calendar stands as a guiding light, meticulously charted and executed by the dedicated Academic Calendar Committee. It serves as the bedrock upon which the entire academic year is structured, ensuring a seamless flow of educational activities.

Academic calendar is synchronized with the Academic calendars of the Parent University and Government of Gujarat, while also considering the official holidays. Once approved by the academic council, this calendar is disseminated to Heads of Departments, staff members, and made accessible through Campus Management Systems (CMS) and the institution's website.

The Academic calendar is a comprehensive document, encompassing essential dates such as semester commencement and end dates, Continuous Internal Assessment slots and Semester End examination dates, assignment submission deadlines, FDPs, holidays, vacation periods, and dates of national and religious significance. Its meticulous planning is a testament to the institution's dedication to providing students with a well-structured and organized educational journey.

Each department and service unit aligns its activities and programs with this common calendar. This proactive approach allows for micro-level planning, enabling activities to be scheduled well in advance and optimizing the utilization of infrastructure and Information and Communication Technology (ICT) facilities.

Furthermore, specialized calendars are crafted for various domains, including Sports, National Service Scheme (NSS), National Cadet Corps (NCC), Arts, and Culture events. These calendars are synchronized with the respective offices and university calendars, ensuring seamless planning and harmony in execution.

An integral aspect of the Academic calendar is its allocation of 90 effective working days per semester. The Principal, along with senior colleagues, collaboratively constructs timetables, distributes theoretical and practical work, and ensures the efficient delivery of the academic program. Vigilant monitoring by the Principal and HoD council ensures timely progress and effective course completion within the specified timeframe.

Before the commencement of each new academic session, the HoD council conducts a thorough review

of calendar adherence and addresses any issues that may have arisen during the previous academic year.

Preparation for upcoming semesters starts well in advance, including the selection of Discipline-specific electives and other courses. HoDs, in consultation with department faculties, meticulously allocate courses to respective faculty members, affording ample time for course preparation, including the development of e-resources for teaching and assessment.

The teaching plan for each course is another vital aspect, visualizing the instructor's strategy for engaging and educating students effectively. Faculty members use the CMS to structure teaching plans, timetables, and manage classes.

To maintain transparency and accountability, course outcomes, total hours per week for each course, and the number of hours allocated for specific units/modules are clearly laid out in the syllabus for reference.

Regular internal academic checks & audits, conducted during departmental monthly meetings and HoD council meetings, ensure syllabus coverage and prompt resolution of any gaps, including the scheduling of extra revision classes and remedial coaching classes if necessary.

Finally, critical information, including the academic calendar, academic programs, curriculum structure, course details, rules, regulations, facilities, scholarships, and more, are readily available on the institution's website. New students are introduced to these resources during the Student Induction Program.

In conclusion, the Academic Calendar is more than just a schedule; it is the cornerstone of institutional functioning. It embodies meticulous planning, coordination, and execution, guaranteeing that the institution can deliver quality education aiming at holistic development of the students

File Description	Document
Upload Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 93.09

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.2**

**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**Response:** 53.36

**2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
36	43	46	43	41

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 15.33

**2.4.3.1 Total experience of full-time teachers**

Response: 690

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

**Response:** 19.95

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
29.25	12	20	20.5	18

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

### 2.5.2

**Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 4.96

**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
19	17	56	200	155

#### File Description

#### Document

Number of complaints and total number of students appeared year wise

[View Document](#)

Any additional information

[View Document](#)

### 2.5.3

## **IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**

### **Response:**

The conduct of examinations and declaration of results is one of the important activities of an Autonomous Institute. The examination system of the institute is fair, efficient, reliable, transparent and follows the rules and regulations **given as per UGC guidelines** for Autonomous College & also **as per affiliating Saurashtra University norms**. The institute has taken several initiatives to ensure better standards and improve precision, efficiency and transparency in the various steps involved in the examination and evaluation process.

### **IT Integration**

Various CIA & Semester End Examination (SEE) processes are performed by Examination Management Software (EMS) as follows:

#### **Digitization of CIA Process:**

- CIA Components of Courses are created dynamically in software based on nature of course.
- Assigning CIA Marks entry rights to Faculty handling course for defined timeline.
- Verification of CIA Marks on Student Portal in the defined timeline.

#### **Digitization of SEE Process:**

- Digitalization of **Paper Setting Process** Using SQPD (Secured Question Paper Delivery system) as follows:
  - Create & Send Appointment letters of Paper setter in registered email-ID by software.
  - Paper setter can accept invitation online and upload Question Paper in Software.
  - Receives acknowledgement receipt in email on successful submission.
  - Encryption & Decryption of Papers done by software.
- Create & Send Appointment letters of Practical Examination, Central Valuation and Revaluation in email by software.
- Barcoding & Decoding of Answer books.
- SEE Theory & Practical Marks Entry using Barcode Reader.
- Online Web-Result Declaration on Portal.
- AEC-Ability Enhancement Courses -Registration, Marks Entry, Marks Verification by coordinator on portal. (Synchronization of AEC Marks with Examination Portal).
- Student Result Summary & Student Examination Summary generation by software.
- Calculation and allocation of marks/grading/SGPA/CGPA is automated through the ERP software
- Data access, data editing and report generation are under the direct control of the Controller of Examinations

**COVID 19 Initiative:** During COVID-19 pandemic, institute has developed **Proctored Based Online Examination Software** with following features:

### MCQ based Examination

- Question Bank Entry by Faculty and based on that software automatically generate Question Paper.
- Proctored based MCQ Examination Conduction.
- Immediate Result Display on Screen after completion of Examination.
- Supported in Desktop/ Laptop/ Mobile Phones/ Tablet

### Descriptive Examination

- Question Paper Uploading by Examiner
- Proctored based Examination Conduction.
- E-Assessment by concerned faculty.
- Result Downloading.

### Online Services provided to Students

- Online Application of Semester End Examination (SEE) on student portal (Course Selection /Attendance Approval/ HoD Approval/ Examination form Submission)
- Hall Ticket Generation.
- Online Application for Supplementary Examination.
- Declaration of Web-result on Student Portal.
- Online Application for Reassessment (Re-Totalling, Transparency and Re-valuation) and online result declaration after Reassessment on Student Portal.
- Online Applications for Transcript / Migration / No backlog certificate.
- **Quick Response System for Education Verification** Genuineness verification of mark sheets issued by the college through 'Direct Verify' System -**World Education Service (WES)**.

### Data Portability

EMS facilities Course details for each programme from CoE to departments & Vice Versa; Student details, list of electives, CIA marks from academic departments to CoE; Enrollment numbers from Student Section to CoE and academic departments.

### Reforms -Examination Conduction & Evaluation:

**Reforms in examination conduction**, both in **Continuous Internal Assessment (CIA)** and **Semester End Examination (SEE)** are as follows:

- Examination calendar for CIA and SEE is announced one month prior to commencement taking into consideration exam dates of State and National level competitive exam & MOOCS.
- **Feedback on Question Paper** is taken by Faculty Handling Course which helps for assessment and moderation.
- Unique colour code (Program wise) and Question Paper printing:
  - **Yellow colour:** UG Program, **Green colour:** B.Voc.Program and **Pink colour:** PG Program.
- **CIA components are different for different types of courses**, Courses are classified in Part-I, Part-II & III based on Curriculum framework.

- **Weightage of CIA & SEE** is varies from **CIA: SEE = 40: 60, 30: 70, 50: 50, 60:40, 100: 00** as per the need & nature of the course, summary is as follows:

Course Type	CIA Marks (%)	SEE Marks (%)
<b>Part -I Courses:</b>	40	60
Language Courses		
<b>Part -II Courses (Theory &amp; Practical):</b>	30 to 60	70 to 40
Core Course, DSE-Allied Courses, DSE-Core Courses, IDC (Interdisciplinary Courses), Self-Study Courses		
Research / Dissertation / Projects	40	60
Industrial Training	50	50
	60	40
Generic Elective /Transdisciplinary Elective Courses, Computer Based Test (CBT) / Concept Recapitulation Test (CBT)	100	-
<b>Unique courses to the Department</b> Lab to Land, Outreach course, Competency Enhancement courses etc.	100	-
<b>Part –III Courses:</b>	100	-
<ul style="list-style-type: none"> <li>• Ability Enhancement Courses (AEC)</li> <li>• Value Education</li> <li>• Environmental Course</li> <li>• Value Added Course (VAC)</li> <li>• Co-curricular Courses (CoC)</li> <li>• Communication Skill / Soft Skill (CS/SS)</li> <li>• Introduction to SDG</li> <li>• Concept to Practice (C2P)</li> <li>• Career Acceleration Program (CAP)</li> <li>• Orientation to Design Thinking</li> </ul>		

- Online Application for Regular & Supplementary Examination form
- Integration of COs, POs with assessment tools; the COs are attained by fixing the knowledge levels which are incorporated in the both CIA and SEE. (*OBE System adopted in Year 2019-20 for PG & in Year 2021-22 for UG*).



- Students can earn extra credit based on their choice and calibre.
- Evaluation through Central assessment is completed in 15 days and web result announcement is done within 21 days from the last day of exam.
- Evaluation of CIA components are shown to students for their performance boosting. (Evaluated answer scripts and assignments)
- Online applications for Reassessment within 5 days after web result declaration.
- For final year students, additional supplementary exam within one month of declaration of result for helping in career progression.
- Issuing Separate certificate for Value Added Courses (VAC) and Co-Curricular Course (CoC).
- **Result analysis of student's performance** in the SEE provides inputs for continuous improvement in curriculum design and teaching methods.
- **Feedback from stakeholders** for continuous improvement
  - Feedback from students regarding conduct of Examination & Feedback from Faculty Handling Course regarding Question Paper helps to improve the processes.
- Course Equivalency module for the transferred students from other institute.
- Question Bank Creation & Automatically Generation of QP

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

#### **Response:**

Outcome-Based Education (OBE) has been meticulously introduced in postgraduate (PG) programs since 2019 and subsequently in undergraduate (UG) programs from 2021 onward. Prior to adopting this approach, meticulous background research and comprehensive preparation were conducted, ensuring a seamless integration of OBE principles into our curriculum. Our faculty members participated in extensive orientation workshops for developing the Programme Specific Outcomes (PSOs), Programme Outcomes (POs), Course Outcomes (COs), & Graduate Attributes (GAs) facilitated by the IQAC. The college drafted and stated program outcomes and course outcomes of all the PG Programs and the Courses under PG programs. The college has communicated POs & COs to the teachers and students by the following mechanism:

- Hard Copy of syllabi stating POs & COs are available in the departments for ready reference to the teachers and students
- The importance of the POs & COs has been communicated to the teachers in HoD council meetings, IQAC meetings and College Committee meetings.

- The students are also made aware of the same through institutional website as well as departmental study material circulated digitally.

During the orientation program, first-year students are introduced to the POs and GAs. At the beginning of each semester, our facilitators diligently strategize teaching-learning methods and assessment techniques, with the session plan seamlessly integrated into the syllabus. The syllabus also comprises the mapping of POs to COs, encompassing a unit-wise breakdown, allocated hours, and recommended reference materials.

In the commencement of each course, our facilitators provide an all-encompassing overview of the COs that students are expected to master upon completing the course. The overarching educational objectives for all programs and courses at College are centered on equipping students with entrepreneurial, administrative, and decision-making competencies.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

### 2.6.2

**Attainment of programme outcomes and course outcomes are evaluated by the institution.**

**Response:**

Our curriculum is meticulously designed to align with outcome-based education, with well-framed POs, PSOs and well-defined COs for every course of the program.

Each CO is mapped to the POs and PSOs. The mapping strength of COs to POs/PSOs is defined at three levels – Level 1 (Low), Level 2 (Moderate) and Level 3 (High)

The course articulation matrix of each course maps the strength to which COs address POs and PSOs

- **PS.** Cyclic process chart of internalization of OBE concept is uploaded at additional information.

Continuous formative assessments such as assignments, quizzes, presentations, projects etc are used as indicators of students' progress.

Uncomplicated rubrics with well-defined assessment criteria ensure transparency, consistency, and fairness in the process of continuous assessments

Outcome assessment reviews help identify slow learners and areas for improvement to facilitate continuous remedial enhancement.

The assessment structure comprising various assessment tools for direct and indirect assessment enables the computation of outcome- attainment.

The assessment computation is done using an automated tool for OBE assessment and evaluation (*deQ OBE*), which provides valuable feedback. Reports from this analysis tool give insights that nurture the refinement of teaching-learning-assessment methods and ensure students' progress.

### **Direct Assessment**

#### ***Continuous Assessment***

Targets for each CO-level attainment corresponding to each course will be set in the software by the teacher-in-charge.

They also set up the assessment plan for the course comprising various components (activity), considering the nature of COs.

Rubrics are also set up by the teacher-in-charge for each component, which are then mapped to the relevant COs.

The assessment plan is administered meticulously and scores are fed into the deQ system by different teachers who evaluate the assessment. (by concerned teachers who evaluate the students level of attainment)

For internal exams, question-wise mapping to the applicable COs and Bloom's Taxonomy level is done.

#### ***Semester-end Exams***

The semester-end exams are designed to cover the entire COs related to the course of study and each question of the question paper is mapped to respective COs in terms of the level to which the question addresses the COs.

The college has also taken steps to automate question paper generation against blueprints that specify CO evaluation in terms of the weights on types of questions, levels of Bloom's Taxonomy and COs themselves.

### **Indirect Assessments**

At the end of every course, *Surveys* provide the students with an opportunity to make a self-assessment of the extent to which they think they have attained the targeted COs.

Assessment is also done from peer evaluation on how the students collaborate on various collaborative activities.

The scores from all the above assessments are fed into and the software calibrates the CO-level attainment and also the PO/PSO-level attainments at each stage.

Various reports generated from the software enable the teachers to identify slow learners and advanced learners. This helps in organising remedial teaching to enhance the level of attainment of slow learners and enrichment programs to foster the capabilities of advanced learners.

**Level of Attainment of PO's, PSO's and CO's**

- **PS.** Kindly refer the document of detailed analytical reports of attainments with graphical expression.

**Closing the loop based on attainment reports:**

Asses the attainment of Cos : below target	--->	Action: Changes in curriculum, pedagogic approach, assessment plans, students support	--->	Re-assess
--	------	---	------	-----------

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.6.3****Pass Percentage of students(Data for the latest completed academic year)**

**Response:** 93.55

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

**Response:** 232

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

**Response:** 248

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.96**

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### **Response:**

A meticulously crafted Research Policy offers essential guidelines and benchmarks, regularly updated and accessible through the institutional website. Introduced in 2016 and endorsed by both the Academic Council and Governing Body, this policy underscores a Code of Ethics imperative for all student and faculty researchers on campus.

The policy's objectives are multifaceted:

- Fostering research, innovation, and intellectual growth,
- Ensuring research integrity, quality, and ethical conduct,
- Intertwining teaching and research via translational and instructional research,
- Encouraging the creation of intellectual capital.

The college extends research provisions & existing research resources in the thrust area, dissertation as well as sponsored research project.

The Central Instrumentation Facility (CIF) within the college stands as a cutting-edge hub, housing a diverse array of sophisticated instruments dedicated to advanced research across Biological, Chemical, and Physical Sciences. With a focus on both fundamental and progressive exploration, CIF supports researchers with an extensive lineup of high-end equipment.

For scholars and faculty, 300+ computers and a specialized Bioinformatics Laboratory are accessible, serving as pivotal tools for literature reviews, referencing, proposal formulation, and related tasks. The campus offers a range of research-oriented software and databases, fostering disciplinary, interdisciplinary, and multidisciplinary investigations.

The institution fosters advanced scientific research through dedicated laboratories for Plant Tissue Culture, Animal Tissue Culture, Genetic Engineering, Ph.D. research, Soil Testing, and Environmental Audit. Additional provisions include a central walk-in cold room (maintaining temperatures of 4°C and -20°C), a Botanical garden, and a dedicated maintenance cell equipped with glass-blowing facilities and scrubbers. These homegrown facilities uphold the principles of cleanliness and cost-effectiveness.

Within the academic realm, the institutional library, supplemented by the SKS Trust central library on campus, stands as a treasure trove. It encompasses a diverse compilation of subject-specific books, research journals, periodicals, and reference materials, available in both traditional print and

contemporary digital formats. By utilizing platforms like INFLIBNET and DELNET, the library affords access to a e-databases comprising 6293 e-journals and 198000+ e-books. Faculty members enjoy the benefits of N-LIST memberships, guaranteeing seamless access to resources. Additionally, the institution adeptly administers its institutional repository, harnessing the power of the open-source DSpace software for efficient management.

Established in 2016, the Research Advisory Committee (as outlined by UGC Guidelines) operates proactively. Chaired by the Principal, the committee comprises all HODs and Ph.D. guides. Regular conduction of meetings, reviewing ongoing in-house research, funded projects, upcoming proposals, and collaborative research prospects. Strategic planning for innovative research is a key focus. This committee significantly drives faculty engagement in pursuing funded research projects. A comprehensive Consultancy policy (2016) delineates parameters, revenue generation, and sharing guidelines. The college maintains meticulously audited accounts for all consultancy endeavors.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 0.42

**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0.88	1.20

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3**

**Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

**Response:** 10.71

**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	06	14	18

<b>File Description</b>	<b>Document</b>
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1**

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

**Response:** 140.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.26	2.82	42.62	40.46	51.51



<b>File Description</b>	<b>Document</b>
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.2****Percentage of teachers having research projects during the last five years****Response:** 18.22**3.2.2.1 Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	26	20	23

<b>File Description</b>	<b>Document</b>
Names of teachers having research projects	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3****Percentage of teachers recognised as research guides****Response:** 26.67**3.2.3.1 Number of teachers recognized as research guides**

Response: 12

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.4**

**Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**

**Response:** 35.87

**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	4	5

**3.2.4.2 Number of departments offering academic programmes**

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	9	9	9

<b>File Description</b>	<b>Document</b>
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

**Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

The college has cultivated a unique environment that fosters new ideas, creativity, and the sharing of knowledge. This accomplishment has been achieved through the establishment of various initiatives such as **SSIP (Student Start-up and Innovation Policy - 2018)**, **BIRAC E-YUVA supported student projects (2021)**, **Deen Dayal Upadhyay Kaushal Kendra (DDUKK-2014)**, and an **Innovation Club**

(2021), which have garnered recognition and accolades from both the State and Central governments.

Under the banner of SSIP 1.0, the college secured a grant of **Rs. 1,97,999**, benefiting over **1200 students**. Additionally, in 2022, four students from the college earned the E-YUVA innovation fellowship of **Rs. 2,00,000** to validate their innovative ideas. The establishment of the Innovation Club in 2021-22 was aimed at nurturing students' interest in research and encouraging the initiation of their own projects. The club undertakes diverse activities, including instructing students in coding, exploring sensors and smart devices, and engaging in hands-on creation. It also guides students in crafting prototypes and models to bring their ideas to life.

Renowned for its commitment to science and research, the college features departments that serve as hubs for scholarly investigation. A number of experienced educators also serve as supervisors for Ph.D. candidates at the affiliating Saurashtra University. These faculty members impart their wisdom through teaching, committee participation, and aiding research evaluations. The college's students are dedicated to researching subjects that hold significance for society, the environment, and industries. They endeavour to address crucial challenges by discovering novel and improved solutions. The college's well-equipped laboratories, specialized research facilities, and contemporary equipment empower students to conduct exceptional research. Computer labs and a comprehensive library contribute to learning about the latest developments.

These opportunities empower both students and educators to explore novel concepts and launch their own endeavours. The college routinely invites accomplished individuals to share their experiences with students, championing innovative and ethical approaches. The institution further arranges virtual and in-person events that facilitate cross-location dialogue and knowledge exchange. The college boasts excellent event facilities and an extensive library collection to facilitate research pursuits.

The college boasts three centers, **Samarth, Paper recycling unit and Sarjan**, where students acquire the **skills** to independently produce valuable outputs. These centers foster autonomy and expertise among students. Additionally, the college operates a **soil testing laboratory sanctioned by the government**, providing farmers with soil health evaluations and insights. The college curriculum emphasizes community engagement through courses focused on **Sustainable Development Goals (SDGs)**, core electives covering agriculture, dairy, health, and hygiene.

In essence, the college stands as a hub for learning, research, and innovation. Its multifaceted initiatives support both students and educators in their journey of growth and discovery.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.3.2

**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

**Response:** 103

**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	15	42	29

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 3.4.2

**Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 5.5

## 3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 66

## 3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 12

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

## 3.4.3

**Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 1.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	23	28	35	43

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4.4

**Number of books and chapters in edited volumes / books published per teacher during the last five years****Response:** 1.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	05	19	34	33

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.5****Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 4.82

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 6.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 140.61

**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0.42	1.93	32.22	42.47	63.57

<b>File Description</b>	<b>Document</b>
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.2****Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).****Response:** 71.05**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
4.06	0.20	13.42	33.57	19.80

<b>File Description</b>	<b>Document</b>
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View Document</a>
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years**

#### **Response:**

SMNVSC places a strong emphasis on holistic student development, encompassing physical, emotional, and intellectual domains while fostering values such as education, environment, and human values. The institution has seamlessly integrated extension activities into its curricular, co-curricular, and extra-curricular processes, offering students the opportunity to engage with and address societal issues and challenges.

**Networking through the Managing Trust:** Sarvodaya Kelavani Samaj (SKS) is an NGO under the aegis of **Yogi Divine Society, Haridham- Sokhada - Gujarat**. The college is part of various MoUs of SKS with organizations like **Bhartiya Janshikshan Sansthan (BJS)** and **SVYASA** to actively engage in community service, including relief camps, empowerment of girls/family, medical assistance, health check-ups, diabetes awareness, and yoga promotion and village adoption programs. These initiatives are conducted under the watchful guidance of faculty members.

Health and hygiene, along with sustainable development, have been identified as the college's primary focus areas for extension activities, aligning with the UN-SDGs. Collaborations with **Project LIFE** for Thalassemia screening, blood donation camps, as well as partnerships with organizations like the **Kundariya Cancer Prevention Foundation, Rajkot Municipal Corporation, and Vedant Foundation**, demonstrate the college's commitment to community well-being through anemia screening, menstrual hygiene, cancer awareness programs.

During the **COVID-19 pandemic**, the college undertook special initiatives to support the community through raising scientific **Awareness** about social distancing and following SOP of COVID-19 appropriate behavior, **Vaccination** drives, distributing **AYUSH supplements**, providing medical and psychological **counseling**, offering **tiffin** to affected families and **refreshment** to COVID warriors, and converting hostels into makeshift COVID-19 isolation wards for mild to moderate infected/affected individuals.

**Curriculum integration:** The College has incorporated community engagement in curriculum. This includes Discipline-Specific **Core courses** like Lab to Land, Departmental Outreach Activities, Community Internship, and Concept to Practice. **Ability Enhancement Courses:** Value Added Skill Enhancement Courses, Co-curricular Courses, Environmental Science, Introduction to SDGs, Jeevan Vidya, helps orient students towards the social responsibility and its fulfilment.

**MST-DBT STAR College Scheme (Phase 2: 2016 to 2020):** the college has organized Science popularization activities and exhibitions for nearby schools and colleges. Students, under the motto "Each One Teach One," guide school children in scientific experiments, fostering a culture of knowledge



sharing.

**National Mission for Sustainable Agriculture:** During 2017 to 2019 total 39,953 soil samples has analyzed and 2,18,498 soil health cards has been issued to the **farmer beneficiary**. As a **Schedule-1 Environment Auditor** of GPCB, Gandhinagar, the college team made 60 visits of **20 industries** for air, water and soil monitoring and prepared recommendation report for the environmental compliance. **GSBTM Capacity building program** for student's academic progression has benefitted **1000+** students from the Saurashtra region.

**The integration of NCC and NSS units** with departmental forums has resulted in around 180 activities; Digital India, Swachh Bharath Abhiyan, self-defense, yoga, health and hygiene awareness, garden adoption, tree plantation (with over 5000 trees planted, earning recognition from **BAAG**), village adoption, and participation in various social initiatives of state and central government. These involved over 300 students, impacting approximately 50,000 people.

As part of the **Aazadi ka Amrut Mahotsav** celebration, more than 1400+ students have dedicated themselves to serving the community with empathy, energy, and unwavering commitment, showcasing the college's enduring commitment to societal development and progress.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.6.2

**Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

**Response:** 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	5	11	5	5

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6.3**

**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 151

**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
31	03	14	52	51

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6.4**

**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 154.61

**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2781	284	1064	2673	2504

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

**Response:** 119.8

**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2021-22	2020-21	2019-20	2018-19	2017-18
32	12	143	219	193

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.7.2

**Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 13

**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	2	2	3

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

#### Response:

The infrastructure at the College is meticulously designed to foster an enriching academic environment, focusing on teaching, learning, and research. Here's a breakdown of our infrastructure:

#### 1. Campus & Building

- Sprawling 23.5-acre campus centrally located in Rajkot, managed by **Sarvoday Kelavani Samaj Trust**.
- College housed in a three-story quadrangular building with annexes and a partial fourth floor with ramps & elevators.
- Total built-up area of 9,788.04/10536.77 sq. meters.
- Building houses science departments and support facilities.

#### 2. Classrooms & Laboratories

- classrooms (14 standard + 2 digital) spanning 18,472 sq. ft.
- 2 Seminar Hall rooms
- laboratories, including Research and Central Instrumentation Facilities-CIF, totalling 43,610 sq. ft.
  - 17 student laboratories, + 2 Bioinformatics Labs.
  - 3 research laboratories.
  - 2(+1) Central Instrumentation Laboratory.
- Following are **Special laboratories – 10+1**
  - 1 Pilot Plant & Unit Operation Lab.
  - 5 Vocational skill labs -DDU-KK (4+1).
  - 1 language laboratory with 40 stations (in the new building).
  - 1 Innovation Club Lab equipped with 14 DIY kits.
  - 2 Environment Audit Labs with a staff room.
  - 1 Biology Museum

#### 3. Library & Administrative Facilities

- 1 library, 1 e-library, 1 reference section, and 2+1 reading rooms.
- Administrative offices: 8 offices covering 1,917 sq. ft.
- Controller of Examination office, Printing Room, Stationary Room, Examination Processing Room, and more.

#### 4. Additional Infrastructure

- Chemical & Consumable Store (1+1), Sports Room (2), NCC & NSS Room (3), Cultural Instrument & Property Room (1) Glass blowing facility (1).
- Principal Office & Staff Rooms (9+1), IQAC Room & Board Room (1+1), Gas Plant (2), **Sarjan & Samarth** Skill Centres (1+1).
- Girls' Rooms (2), Biology Museum (1), Indoor Sports Hall (1), Maintenance Cell (1), Placement & Counselling Cell (1).

- Toilet Blocks: Boys (4) and Girls (3), Solar Power Panels on the Terrace, Waste RO Water & Rainwater Storage Tanks (underground).

#### 5. Common Central Facilities

- Auditoriums: 1 big (800-1000 seating, air-conditioned, ICT-enabled) and 2 medium-sized (350 seats each, air-conditioned, ICT-ready).
- Seminar Rooms: 2 medium-sized (350 seats each, air-conditioned, ICT-enabled).
- Common Dining Hall 'Aswad' (500 students, equipped with AHU), **Atmiya Wellness Centre** (Multi-Gym, Yoga & Zumba).
- Indoor Sports Rooms, Boys' Hostels (2 newly constructed 3-storied, 1 under reconstruction to 10-storied).
- - Maintenance Cell, Water Supply with RO Plant, Two Canteens, Guest House, Bachelors' Quarters, '**Yogikutir**' Working Women's Hostel.
- Student Store, Day Care Centre, ATM Room, Primary Health Centre, Botanical Garden, Outdoor Sports Fields (Cricket, Hockey, Football).
- Recycling Units (Paper, Plastic & Solvent), '**Niramay**' - Advanced Farming (Terrace Gardening, Hydroponics & Vertical Farming).
- Green Eco-friendly Power Generators (College & Hostel), Video Lecture Recording & Central Access Facility.

Note: Ample **Vehicle Parking** with identified blocks, while '**Suvidha**' Ladies' hostels are situated outside the campus. The augmentation and maintenance of infrastructure are supported by grants from UGC, DBT, Govt. of Gujarat, and managed by Sarvodaya Kelavani Samaj Trust.

1. The modern institutional **library** has evolved significantly with the advent of technology. Our institution has embraced this transformation:

- A digitally advanced library with ICT tools, e-books, and e-journals.
- Computerized management with features like OPAC, open access, DDC21 classification, and automation through New Gen Lib Software.
- Substantial collection: 35,292 books (9,450 titles), 30 print journals, and 22 periodicals.
- Integration of the UGC's NLIST program since 2014, offering access to 198,560+ e-books and 7,000+ e-journals.
- Facilities include spacious reading rooms, internet access, and collaboration with Atmiya University.
- Services range from lending, reference, and digital resources to Information Literacy Programs.
- Special collections on career guidance, PG student dissertations, and faculty publications.
- A dedicated Gandhi collection enriches our library's resources.
- Managed by qualified staff under the Librarian's supervision.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:**

**Facilities for Sports and Games:**

The College has modern infrastructure for sport facilities. The sports ground is spread over 5 acres of the campus and has outdoor sports field cum athletic tract of 6×400 meters. It is used for practicing and playing Cricket, Football, Hockey, Kabaddi, Kho-Kho, Volley Ball and other athletic events. A Basket Ball Cement Court with fibre board is made available. The college has created well protected roof top facilitates the shuttle Badminton Court. Indoor Sport room with facilities for T T, Carom, Chess etc.

To search & showcase the Sports talents the college conducts annually UTSAH- Sports week - an intercollegiate event of the campus and other sports related events/ training/ coaching camps in association with sister institutions, Rajkot Municipal Corporation and Parent University.

**Atmiya Wellness Centre** – A Multi Gymnasium & Yoga Wellness centre has Cardio, Flexibility, Strength, Functional ABS and Yoga divisions supported qualified Physiotherapist and certified fitness Trainers.

**Weight Reduction Program, Weight Management Program** including machine work-outs, group fitness, aerobics, Zumba etc. are given by fitness experts in Atmiya wellness Centre to the registered students and faculties to maintain fitness and health.

**Yoga Integration:** Separate training hall and a full-time yoga trainer is appointed for Atmiya Group of Institutions to conduct YOGA classes covering Rhythmic Breathing, Pranayam, Chair Yoga and Asanas.

The college has introduced elective Co-curricular course and Value added course pertaining to Yoga & Wellness for under graduate students to attain healthy and sound mind. The college has functional MoU with project LIFE and Gujarat State Yoga Board for the deployment of the programs and certified Yoga Coach.

The managing trust has a strong linkage with S-VYASA University, Jigani, Bengaluru; which helps in conducting awareness campaign and participation of the college in STOP diabetes moment jointly organised by the managing trust and S-VYASA University.

**Facilities for Cultural activities:** To facilitate the cultural activities of the students the college has an outdoor hall of 11395.0 sq ft & 1059.0 sq mt and activity room of 2200 sq ft & 206.0 sq mt as a common facility for practice & for performance.

A spacious well furnished, ICT enabled interiors decorated air conditioned auditorium (800-1000 capacity) on “12 hr. ready to use mode” is available. Two auditoriums (well furnished, ICT enabled, interiorly decorated, built in 350 cushioned seats system) on “12 hrs ready to use” are made available.

All programmes and competitions related to cultural activities, literary activities, debates, public speaking, yoga, lectures cum workshops on health, hygiene, moral education and personality development are arranged in these auditoriums. The college organises trainings/ workshops/ sessions for

cultural group/ solo events with the support of state level coach, Choreographers & professional Trainers.

To showcase the talents of students every year the college conducts cultural event week 'AVSAR' - an intercollegiate event of the campus and other festival related cultural events in association with SAPTDHARA- a cultural forum & departmental forums of the college.

For Special events & festivals, dome of 3000+ capacities can be erected on the open sports grounds.

The college has achieved quality reputation and have won District level Yuva Utsavs, University Youth festivals; State level Competitions & National level Cultural Performer & Achiever Awards.

Instruments, Equipment & Properties available with college for Atmiya wellness Centre, Cultural Activity and Sports/Games are enclosed as additional information to this metrics.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3

**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 88.89

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4

**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

**Response:** 28.28



**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
78.46	32.63	151.40	114.53	108.31

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1****Library is automated using Integrated Library Management System (ILMS)****Response:**

Shri M & N Virani Science College has fully embraced automation in its Library and Learning Center, employing NewGenLib, an indigenous Free and Open Source Software (FOSS) solution, as its core Library Management Software. This choice underscores the institution's dedication to innovation and efficiency in managing its vast collection and services.

**Key NewGenLib Details:**

- ILMS Software: NEWGENLIB 3.0
- Automation Level: Fully Automated
- Automation Year: From 2007 onwards.
- Version: NewGenLib 3.0 (Updated in March 2022)

NewGenLib offers a comprehensive feature set to list a few:

- Cataloguing and Patron Management: Streamlines book cataloging and patron data import, enhancing library operations.

- Circulation Management: Seamlessly manages book circulation, enabling patrons to reserve books in circulation.
- Stock Verification: Supports stock verification, ensuring collection accuracy.
- WebOPAC: Empowers users to search for books, and check their availability, and offers Google Preview and subject-based discovery.
- Transaction History: Enables patrons to access their transaction history, reducing overdue materials.
- Serials Management: Effectively handles serials, from subscriptions to binding.
- Binding Management: Simplifies bookbinding processes, including order placement and status updates.
- Online Acquisition: Automates book recommendation and acquisition, streamlining the process.
- MIS Reports: Provides various MIS reports for informed decision-making and ROI assessment.
- Bibliographies: Generates subject-specific bibliographies, enhancing research capabilities.
- Metadata Enhancement: Imports catalog records from standard library databases, improving metadata quality.
- Form letter for various communications: There are form letters prepared for various communications through the ILMS

The library embraces technology and modernization:

- Barcoding: Implements barcoding for efficient tracking via Integrated Library Management Software.
- Institutional Repository: Utilizes DSpace open-source software to build an Institutional Repository, showcasing faculty publications, student projects, and dissertations.
- Web-OPAC with Web 2.0 Features: Enriched Web-OPAC offers patrons access to the entire collection, encouraging engagement through ratings and comments.
- Multimedia Access: Patrons access multimedia resources using E-Library PCs equipped with headphones, enhancing offerings.
- CCTV Surveillance: Equips the library with CCTV surveillance for a secure environment.
- Online E-Resources: Provides online access to E-books and E-journals via the NLIST portal, with registered users receiving login credentials via email. Details are listed on the library's webpage for easy access. The institute extends services from the sister institute for subscribed e-resources,

including IEEE and Taylor and Francis e-journals and conference proceedings.

- E-CAS Service: The E-CAS service keeps faculty patrons informed about new arrivals in the library, including books and periodical issues.

Sister Institute E-Resources & Services: The library offers access to the Calibreebook server and NPTEL Video Server on LAN, even without an internet connection, through its sister institute's library resources. During Covid 19 Knimbus services were also introduced as online Digital Library facility. The Sister institute also supports with Plagiarism check facility using Ouriginal Software (previously Urkund part of Shodhsudhi of INFLIBNET)

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste Link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Institution has access to the following:**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.3

**Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****Response:** 3.27**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.41	1.05	1.8	3.48	8.60

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4****Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 25.83**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 178

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1**

*Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

**Response:**

Shri M. & N. Virani Science College's unwavering commitment to education excellence is evident in our cutting-edge IT facilities. These facilities, central to our institution, enhance learning, and fortify campus safety. Our robust IT infrastructure reflects our dedication to embracing technology, ensuring students have the best resources for enriched learning in a secure environment, positioning us as leaders in digital education.

Aspect	Description
<b>Computer Labs</b>	The college features 9 fully-equipped computer laboratories with a total of 270 interconnected computers via a Local Area Network (LAN), replicating industry settings.
<b>Servers</b>	High-performance servers with IBM, Lenovo, Dell, or HP XEON processors and 8/16/32 GB of RAM serve as the backbone of the IT infrastructure. These servers operate on the Windows Server operating system and are organized in a STAR Topology. Dedicated servers cater to various functions such as ERP, library management, E-content delivery, campus antivirus, and more.
<b>Data Protection</b>	For data protection and recovery, the college maintains backup servers capable of backing up and restoring databases and hard drives over the network.
<b>Software Repository</b>	The software repository includes licenses for Microsoft Campus and a wide range of software tools, including Java, C, C++, Oracle, XAMPP, NetBeans, R, R Studio, Scilab, and more.
<b>Security Measures</b>	Security is paramount, with a Seqrite Enterprise antivirus server console ensuring centralized server security. Hardware components such as the Sophos XG430 hardware firewall and Cisco Catyast 6500 core layer 3 switches are in place to effectively manage network threats.
<b>Internet Connectivity</b>	Internet connectivity is established through leased line connections with a 130 Mbps (1:1) high-speed unshared internet connection. Additionally, NAMO Wi-Fi provides 100 Mbps coverage across all laboratories, classrooms, auditoriums, and wireless networks. Campus-wide Wi-Fi is available through 13 access points connected via fiber optic cables.
<b>Network Infrastructure</b>	IT-enabled devices are connected via a comprehensive LAN infrastructure, incorporating CAT6 cabling, I/O, Rack, Patch panel, Patch cord, and Single-mode Fiber optic cable, with a single-mode Fiber optic ring topology for uninterrupted network access throughout campus buildings.
<b>CCTV Surveillance</b>	IP-based CCTV Camera DVR systems are installed for safety and surveillance purposes. These systems

	help protect campus assets, enhance personal safety, and assist in the prevention and detection of crime.
<b>Hardware Provisioning</b>	The IT Cell provides necessary hardware, including computers, printers, servers, and manages their procurement, maintenance, and disposal throughout their lifecycle.
<b>Software Management</b>	The IT Cell oversees the installation, maintenance, and renewal of both open-source and licensed software in the college's IT resources, with management approval.
<b>UPS</b>	Computer labs and server rooms are equipped with Uninterruptible Power Supplies (UPS) for uninterrupted operation.
<b>Time Attendance System</b>	An automated Face Detection Time Attendance machine is installed to record staff attendance and generate reports.
<b>ILMS/E-books</b>	The college subscribes to E-Books and Journals and deploys servers for Integrated Library Management Systems (ILMS).
<b>Cloud Services</b>	Cloud servers are utilized for applications such as the College of Engineering (COE) application and the college website.
<b>Language Lab</b>	The college utilizes Words Worth language software, enabling interactive English language learning through engaging online assignments and tasks, with progress tracking for teachers and students.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2

##### **Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 2.39

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Student - computer ratio	<a href="#">View Document</a>

#### 4.3.3

**Bandwidth of internet connection in the Institution.****Response:** 750 MBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.3.4****Institution has the following Facilities for e-content development**

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1****Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 71.72**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
101.27	127.99	256.15	522.78	377.55

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.4.2

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

#### **Response:**

The Sarvodaya Kelavani Samaj, the managing trust behind the Atmiya group of Institutions, is committed to providing top-notch facilities and creating an excellent academic atmosphere on the campus. Their dedication revolves around maintaining and enhancing quality through a systematic approach.

At the core of their commitment is a Quality Management System that integrates risk management into the Plan, Do, Check, Act cycle. This ensures that the institution continually assesses and improves its academic and support facilities.

The managing trust has meticulously defined policies and procedures for creating, enhancing, and maintaining all academic and support facilities on the campus. Moreover, the trust conducts internal audits every semester, focusing on planning, implementation, and risk assessment of quality activities.

#### **Mechanisms for maintenance and upkeep of the facilities:**

Efficient infrastructure utilization for academic activities is a priority, and the institution strategically plans and strategizes to optimize available resources.

To ensure effective maintenance, the institution boasts a centralized maintenance department known as "**Chidakash**." This department, staffed with full-time salaried employees, oversees various critical areas, including civil construction, ICT facilities, electrical and power generators, carpentry and painting, water management, transport, landscaping, gardening, licenses, and NOCs.

The institution employs **Atmiya e-portal** for the electronic booking of central facilities which has significantly improved their utilization. A paperless maintenance system, Atmiya- Online Maintenance Service includes maintenance call reports for lab equipment, auditorium requests, computer/telephone/sound system issues, studio requests, and more.

**Maintenance:** Maintenance activities encompass building construction, yearly upkeep, and furniture/equipment refurbishment during breaks. Issues are reported, approved, and addressed through a



structured process involving department heads, the principal, and the maintenance department.

**Purchase Procedures:** It's a streamlined process where department heads communicate needs to the Principal based on syllabus requirements. The purchase department centrally manages purchase orders, payments, equipment procurement, and delivery to departments. Additionally, they ensure that the necessary licenses for chemicals and consumables are regularly updated for compliance and safety.

**Academic Facilities:** Based on the need of the departments; fund allocation and laboratory maintenance is made by the trust. Lab assistants maintain and service instruments, with safety rules and procedures displayed. Stock registers maintained by departments/ store are annually cross-checked. Our Central Instrumentation Facility (CIF) promotes research and development, accessible to academic and research institutions for instrument use.

**Extension of the facilities:** The College has been providing its campus/premises for social activities Camps, Seminars, Conferences and other local tournaments. It is also used by the University, and District administration - GOs to conduct examinations, workshops, counselling and elections.

**Classroom management:** The well ventilated classrooms are equipped with modern ICT. CCTVs installed in each classroom to make sure of the safety and the security.

**Laboratory:** The wet & dry laboratories are equipped with major & minor instruments which are being maintained through AMCs or maintenance engineer appointed. Gas mechanic maintains the hydraulic gas plants, fuel- solvent & distribution lines. The chemical & consumable store has classified storage facilities for different types of chemicals.

Locations of laboratory safety showers, eyewash stations, fume hoods and fire extinguishers help to assure protective measures to minimize the casualties.

GLP are followed and general precautionary instructions to students regarding the safe and secure usage while in the laboratory are displayed in each lab and explained during SIP.

#### **Best Practices:**

- The College is organizing 6 days training workshops on Repair & Maintenance of opto-Analytical Instruments in association with WRIC- Bombay. The 2 days pre workshop event is also conducted for feasibility assessment.
- Installation - Operator- User trainings are mandatory for sophisticated instruments; thereby ensuring calibration and performance the equipment/instruments.

#### **Computer Laboratories**

- Network administrator leads a trained team of staff members for regular maintenance of computers, servers, network facility, high-speed internet, firewall, licensed software, data backup

and recovery. The software in the computer systems are regularly updated based on the need of the students and curriculum.

- The software maintenance is carried out by the Lab personnel, whereas any hardware replacement is done by the external agency after the approval of ICT cell.

#### **Library:**

- The Library Committee oversees budget approval for library acquisitions, including books and periodicals. It guides departments in recommending materials and ensures financial alignment.
- Departments contribute recommendations for acquisitions, while digital records track incoming books. DDC is used, with an open access system and data-driven decisions on library operations.
- The library maintains departmental collections, stock verifications, and manages periodicals. It adheres to Indian and global library standards and provides extensive e-resource access through INFLIBNET and DELNET.
- Library Orientation and Information Literacy programs empower students to utilize online resources effectively while respecting copyright and avoiding plagiarism.
- A documentation support implemented for accreditation/ranking standards and quality assurance.

**Sports:** PTI looks after maintaining the sports ground and sports equipment. Instructor organizes various indoor and outdoor competitions at intra and inter collegiate level. The celebration of the **IYD** is regular event of the college.

The physiotherapist & qualified fitness trainers maintain **Atmiya Gymnasium & Fitness centre**.

**E-governance:** The institutional e-governance system covers the entire process from admissions to graduation. The system is operated through a high bandwidth Wi-Fi enabled environment. ICT cell is responsible for management & maintenance of the standards.

#### **Support Facilities:**

Central Fire hydrant & sensor system installed is maintained by staff appointed and **Fire safety Certificate** is obtained.

Central Mess is well equipped and **License** from **FSSAI** is obtained.

**Solar panel** cleaning and management of electricity generated is done by qualified engineers.

**E-waste Disposal:** e-waste which includes discarded computer monitors, motherboards, mobile phones and chargers, television sets, AC etc. are recycled through **certified vendors**.

**Transport Facility:** Buses are piloted by experienced drivers and conductors to ensure safety of the students. Annual maintenance of vehicles and other transport facilities are monitored and maintained by the Trust.

**Friendly Campus for differently abled:** It is ensured that they don't have any physical obstruction. There is a provision of Elevators (usage licensed) and wheel chairs for vertical mobility & ramps for

horizontal mobility.

A dedicated **housekeeping & campus security** section works round the clock on the maintenance of building, corridors, roads, pavements. Vast **vehicle parking** with systematic allotment and segmentation has helped in orderly parking and vehicle mobility.

A robust **grievance redressal** system ensures that stakeholder satisfaction is continuously monitored and improved.

In summary, the trust and the college are dedicated to providing an exceptional academic environment while upholding high standards of quality, sustainability, and safety across all aspects of their campus life.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

**Response:** 16.92

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
158	105	291	327	245

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

#### 5.1.2

**Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years**

**Response:** 11.84

**5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
1	420	10	58	45

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.1.3

**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. Awareness of trends in technology

**Response:** A. All of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.4

**Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 51.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
195	90	625	1228	2742

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5

**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:** B. 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 18.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	33	92	136	161

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 40.32

**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 100

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3**

**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	3	0	1

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	3	0	1

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 240

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	24	26	48	100

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

#### 5.3.2

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



**Response:**

The institution demonstrates a robust commitment to fostering student engagement and empowerment through their active representation and involvement in various academic and administrative bodies/committees. The following committees and bodies showcase the institute's dedication to student participation:

- Board of Studies- Alumni Representatives
- Internal Quality Assurance Cell
- Grievances Redressal Cell
- Earn and Learn Scheme
- Innovation Club Committee
- Departmental Forum
- Electoral Literacy Club
- Alumni Association (Unregistered)

The institution prioritizes transparency by ensuring that students, parents, and other stakeholders are included in all activities. Student participation across these committees and activities serves as a platform for exposure to diverse social and corporate environments. This exposure contributes to the development of vital skills such as leadership, teamwork, decision-making, time management, and self-discipline. Ultimately, this approach cultivates proficient managers ready for the industry and encourages the generation of innovative ideas that invigorate the institutional environment.

Students actively contribute to the following:

- Restructuring of the curriculum through feedback
- Monitoring of academic and socio-cultural events
- Upholding discipline
- Coordinating extracurricular activities and annual festivals
- Initiating fundraising for social responsibilities
- Volunteering for conferences, workshops, sports events, and other functions.
- Class Representative

Through these multifaceted engagements, the institution creates an empowering atmosphere for students, enabling them to play a significant role in shaping academic and administrative endeavors.

File Description	Document
Paste link for Additional Information	<a href="#">View Document</a>

**5.3.3**

**Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 30.2

**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
32	8	33	41	37

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

**The institution's remarkable progress is greatly accelerated by the active engagement of the Alumni Association and its functional chapters, despite the current absence of official registration. The Alumni Association functions as a vital link, connecting various stakeholders and playing a pivotal role in fostering development. The members of this association played a very active and significant role in the Golden jubilee celebration of the college in 2018-19.**

**Alumni Association's Diverse Contributions :**

**Curriculum Design & Development:** Our alumni play a pioneering role in curriculum development, drawing from their extensive experiences to refine and keep our academic programs relevant. They actively bridge theory and real-world needs, ensuring our education aligns with industry demands. Their dedication to enhancing current and future students' learning journeys highlights the lifelong impact of our alumni.

**Training & Expert Sessions:** Our proactive alumni actively participate in training and expert sessions, drawing from their practical experiences and diverse expertise across various fields. They generously impart their knowledge to our current students, effectively bridging the gap between theoretical knowledge and practical application. Their commitment to enhancing our students' skill sets and career prospects shines as a testament to their unwavering support for our institution.

**Placement & Progression:** Representing diverse roles in various organizations, our alumni maintain close coordination with our faculty and placement officers. They ensure that students are well-informed about available job opportunities and provide guidance and mentorship to excel in interviews.

**Sponsorships:** Our dedicated alumni have been pivotal in enriching our institution through diverse sponsorships, including financial aid, scholarships, infrastructure development, and support for special projects. These contributions have significantly enhanced our academic and extracurricular activities, benefiting our overall growth. Additionally, alumni generously donated books, instruments, and chemicals, enriching our academic resources and enhancing current students' learning experiences.

**Consultancy:** Our alumni have significantly contributed to our institution through sponsorships, encompassing financial aid, scholarships, and infrastructure support. Their generosity extends to donating books, instruments, and chemicals, enhancing our resources and enriching the learning experiences of current students.

**Networking** Our alumni draw upon their professional backgrounds and industry connections to provide valuable networking opportunities for students and faculty, connecting us with potential employers and experts, enriching our academic community, and bolstering our reputation as a hub for industry-ready graduates.

**Recruiters & Internship Opportunities:** Our alumni actively participate as recruiters, representing their respective companies during campus recruitment drives. Fresh students also benefit significantly from alumni who offer a plethora of internship opportunities across various companies.

**Entrepreneurship Promotion:** Several of our alumni have embarked on entrepreneurial ventures across diverse sectors, with many being first-generation entrepreneurs. Their success stories and challenges provide invaluable lessons and inspiration to current students.

**Alumni Gatherings:** Alumni reunions provide an invaluable platform for reconnection with the institution and fellow graduates. These gatherings foster networking and the exchange of insights into contemporary trends and developments in the corporate realm, enriching academicians and aiding them in shaping aspiring students.

The collective engagement of the Alumni Association and its functional chapters serves as a formidable force propelling institutional development. These collaborative efforts foster an enriched academic environment and contribute to the holistic growth of both the institution and its stakeholders. In conclusion, the Alumni Association serves as a conduit of progress and a bridge connecting the institution's past, present, and future.

File Description	Document
Any additional information	<a href="#">View Document</a>

**5.4.2**

**Alumni financial contribution during the last five years (in INR).**

**Response:** D. 2 Lakhs - 5 Lakhs

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution**

**Response:**

The governance of the institution is reflective of an effective leadership & is in tune with the vision & mission of the institution. MNVSC under ambit of the philanthropic sponsoring Trust - Sarvodaya Kelavani Samaj is providing meaningful and purposeful education together with value education leading to holistic human development and a humane society.

This visionary's governance MNVSC has nurtured its stakeholders with educational, social, cultural, religious as well as spiritual activities and up-lifted projects for the holistic development of Youth. The environment of MNVSC provides spiritual nourishment that reinforces the rich cultural and spiritual traditions of Indian culture. Here, the focus is to inculcate the fundamental values of morality and ethics along with the basic aim of imparting quality education; thereby seeking to build characters that will be recognized for their positive attitude, discipline, determination and integrity of character.

The enabling structure of the institute involves Principal, HoD council, chairperson of different committees, Teaching-staff, IQAC committee, non-teaching and supporting staff, student representative, stakeholders, alumni and the management.

The Principal audits every level of administration and academic process through perspective plan, with long term goals, short term goals and feedback received from departmental meetings as well as other stakeholders. It also ensures proper functioning of the policies, rules and action-plans of the college.

There are many committees/cells to support the vision and mission of the college; Universal Human Value Education Cell, Environmental Audit & Consultancy Cell, Women Empowerment Committee –AWAKE, NSS, NCC, Training and Placement library, sports, anti-ragging, grievance redressal etc.

E-governance is incorporated in areas of administration, finance and accounts, student admission and support, and examination. Policies related to academic, research, curriculum development, administration, finance, infrastructural development, extension, co-curricular and extra-curricular activities are conceived, planned and executed with adequate representations and involvement of stakeholders.

Workshops and Faculty Development programs are conducted periodically to enhance different professional skills & life skill competencies of the teaching and the non-teaching staff. This curriculum fosters the intense interdisciplinary approach that inspires much of the outstanding research and development. A multi-layered feedback system adopted by the College helps to evaluate teaching and learning pedagogy, curriculum design, social outreach initiatives, need-based programs and staff-

management. The college has also taken following Covid-19 special initiatives:

- Special counseling sessions (online/offline) regarding health and wellness by experts.
- Hosting Vaccination camps with the support of Managing Trust and District administration.
- Distribution of AYUSH supplements and Ayurvedic medicines to stake holders.
- Volunteering various services like distribution/delivery of food & fruits packets/Tiffin, Medicines and AYUSH supplements and COVID-19 preventive kits.
- Remedial/special coaching & examinations
- Fee reduction/Fee Waiver Scheme
- Isolation – quarantine requirements/ facility
- Financial & medical Support
- In house Formulation/Preparation of Ayurvedic immunity booster Kwath, Hand & room sanitizer
- Fund raising drives for Ex-Serviceman, National Flag Day.
- Implementation of IDY-2022 plan.
- Conduction of various activities under Azadi Ka Amrit Mahotsav as per State Government initiatives
- Free MOOCs from Coursera platform for stakeholders

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

#### **Response:**

Decentralization and participative management of the College is visible in all its academic and administrative spheres. Multi-layered transparent governance system is ensured through written policies, systems, procedures, distinct job descriptions and well-formed committees, and accountability is ensured through consultation, evaluation and follow ups. The institution believes in transparent administration, team work, value based scientific education and practices it in letter and spirit. It further believes in student empowerment, especially of women, staff empowerment and welfare measures.

The leadership team comprises The Secretary of the Managing & Sponsoring Trust- SKS, The Governing Body Members, the Principal, and the HoD Council. Policies and processes that govern the college are initiated and debated upon by this core team before the same are disseminated to others for discussions, deployment and action at the functional levels.

Representations of teachers have been made in administrative committees to provide necessary inputs so that the decisions and/or recommendations arrived at such deliberations and meetings are converted into materialized action. The college has a robust & responsible enabling structure; wherein the mix of senior

level, mid level & junior level embarks their active participation & contribution depending upon their expertise & skill for creation of synergistic, collaborative & strategic system for the benefit of individual stakeholder. Bottom up approach is adopted in the institution. HoD's have significant representation in various prominent committees. The college has special committees like Result Passing Board, Standing Committee on Academic Affairs, Audit Committee etc. The college has unique coordinator ship mechanism for implementation of Government Schemes like Scope, Finishing School, SSIP etc, which lays foundation for ownership & responsibility towards attainment of targeted goals.

Supportive roles played by the leadership team of the institution:

The Secretary:

- Formulation of policies of MNVSC,
- Guiding for implementation of the policies,
- Select and appoint faculty,
- Arrange for provision of resources and infrastructure facilities,
- Monitor the progress and offer suggestions,
- Inform affiliating Universities and statutory bodies, the implementation status of the suggestions and guidelines etc.

The Principal:

- Indite the policies and Strategy to accomplish the vision and mission of the institution.
- Implement the policies of the management.
- Provide captainship, direction and harmonization within the Institution.
- Ensure that the long-term and short-term development plans of the institution are duly processed and implemented through the guidelines of statutory bodies, relevant authorities and committees.
- Present the report to the G.B / College Committee regarding the activities (Curricular & Co-curricular), research, consultancy, achievements, attainments benchmarks etc.
- Ensure that quality in education, academic services, accounts as well as administration.
- Ensure that the staff and students attuned the rules, policies and procedures lay down by the college and enforce them fittingly.
- Empower all the staff and students to reach their maximum potential.
- Prepare IQA plan and schedule and arrange for IQA as planned.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic / Perspective plan is effectively deployed****Response:**

MNVSC is the first science college to implement Academic Autonomy in the region since 2016 & onwards. The institute is committed to provide quality sustenance and its enhancement as per the need of the society. MNVSC is pioneer in imparting the content of Universal Human Value Education (UHVE) in the State. The content of UHV is mapped with the Philosophy and Vision Mission of MNVSC. UHVE encompasses Holistic perspective towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and Existence. The institutional strategic/perspective plan is committed to provide the students with a conducive and productive learning experience. The institute also ensures that students complete their studies with substantially enhanced skills, abilities, well equipped to accomplish their career and contribute to the society in many worthwhile ways.

The college strongly believes in GURU SHISHYA PARAMPARA since it has nurtured a dream of molding the future citizens of our motherland by equipping them with the latest and the best knowledge in the ambience of a GURUKUL. It has amalgamated the convention of a living and learning correlation, involving Guru and Shishya, and has been signifying the emotional, intellectual and spiritual bond between them. The college believes in transparent administration, team work, value based scientific education and practices it in letter and spirit. It has taken constructive steps to achieve them.

The impacts of the strategic plan are:

- Introduction of new programs
- Adoption of new curriculum
- Implementation of new Teaching-Learning-Evaluation methods & tools.
- Capacity building of the stakeholders.
- Up gradation of physical resources & infrastructure.
- Execution of activities as per Academic Calendar
- Implementation of CBCS with its real essence.
- Developing Multidisciplinary innovation ecosystem, leading to incubation at institute, projectbased learning for students.
- Publishing paper in reputed journals by faculty members and encourage students to do the same
- Presenting projects at reputed institutes by students
- Sponsoring faculty members and students for National/International level academic-research events
- Promoting participation in Conferences
- Sign MoU with industry for training, interaction, inviting experts for interactive sessions.
- Organize Workshops/Training for Faculty/ Organizing Conferences
- Introduction of Co-curricular/Value Added/Generic Elective / Self-Study /Communication Skill/Soft Skill Courses
- Guest Lecture, Association Activities of respective departments, Industrial and Field Visits, Alumni interaction, placement
- Purchase of Lab Equipments, Lab Accessories/Tools/Consumables, Software purchase
- Training of Non-teaching as well as support staff

Seeking financial/other aids for projects from government and non-governmental organizations



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2.2

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

### Response:

The governance structure of the institution ensures that the leading educationists participate in sustaining the institutional ideas, tradition and maintain viability. The action plan of the institute in alignment with its vision and mission is ensured via definite organization framework, prospective planning, and dynamic leadership and decentralized administration. The Principal as head of the institution carries out academic administration and management through well established statutory/non-statutory bodies. The institution governance is managed through the following administrative bodies:

**Governing Body:** The Governing body is responsible for the operation of all aspects of the institution including its finance, human resource, educational and research functions and infrastructure arrangements. It can develop the policies and deliberates on the academic, financial and administrative initiatives for the future, which guides the institution to serve its stakeholders as per the mission statements of the institution.

**Academic Council:** The academic council is academic body of the institute and responsible for the maintenance of standards of education, teaching and training, interdepartmental co-ordination, research, examinations and tests within the institute and shall exercise such other powers and perform such other duties and functions as may be imposed or conferred upon it by the Rules and Bye-Laws. The core objective of academic council is to maintain the standards of education, approval of syllabi, approval of new programme, admission process, teaching-learning and evaluation methodologies, research initiatives and student support facilities.

**Finance Committee:** The finance committee is entrusted with protecting and renewing the institution's resources and assisting the board fulfilling its financial responsibilities. The committee reviews and prepares budget proposal under the direction of the head of the institution which is forwarded to the Governing body for approval.

**Board of Studies:** The Board of Studies (BoS) is the basic constituent of the academic system of an Institute. Its functions will include framing the content of various programmes / courses, reviewing and updating the content from time to time, introducing new programmes / courses of study etc. It reviews and revises the curriculum and matters related to academics. The recommendations are forwarded to the academic council for approval.

**Research Advisory Board:** The institute has a research advisory board to monitor and address matters related to research promotion and ethics. The institution aims to support and promote research and research training within and outside the institution. The board comprises of faculty of the institute and members from research institute possessing doctoral degree who are research inclined, motivated and talented to train minds for research inclination.

**Internal Quality Assurance Cell (IQAC):** Internal Quality Assurance cell (IQAC) is established on 06/08/2007 with a vision to streamline the quality initiatives of the institution. Institution's IQAC is vibrant and is constituted as per the norms of NAAC. The IQAC Coordinator takes the responsibility of developing a system for conscious and consistent improvement in the overall performance of institute. He/she is responsible for development, application and monitoring of quality benchmarks for various academic and administrative activities of the institution. IQAC acts as a link between the institution and head of the institution/ Governing body, responsible for implementation of quality pharmaceutical education, research, through effective assessment of students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

#### Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

**6.3.1****The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression****Response:**

The institution effectively implements the welfare schemes for the teaching and non-teaching Staff Members. The institution makes arrangements for availing all the government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical Facility, Leave on Conference, Health Fund Scheme, Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff.

**Teacher**

- Loans & Advances
- Leaves- Marriage, Maternity, Advance, Sabbatical
- Educational loans
- Bachelors quarters
- Admission priority/ reservation
- Free health check up
- Sponsorships
- Consultancy share
- Credit Cooperative Society membership
- Discounted Uniforms
- Medical Service assistance/ Emergency care
- Subsidized Mess/ Gym facility
- Reduced fee structure for pursuing higher studies in institutions under AGI.

**Non-teaching**

- Loans & Advances
- Leaves- Marriage, Maternity, Advance, Sabbatical
- Educational loans
- Admission priority/ reservation
- Free health check up
- Consultancy share
- Credit Cooperative Society
- Discounted Uniforms
- Medical Service assistance/ Emergency care
- Subsidized Mess/ Gym facility
- Education progression.

**Students**

- Vocational programs
- NaMo e-Tab scheme of the State Government

- Freeships & Scholarship
- Free Thalssemia testing
- Educational loans
- Free health check up
- Health awareness program.
- Discounted Uniforms
- Medical Service assistance/ Emergency care
- Subsidized Gym facility
- Sponsorship & free sports uniform
- Cambridge University Certificate Program -SCOPE
- Earn while Learn

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 25.92

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
28	16	32	0	13

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.3

**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 8.4

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	10	7	14	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4**

**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 12.77

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
07	18	02	02	19

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal and external financial audits regularly**

##### **Response:**

**Yes**, the institution conducts both internal as well as external financial audit on regular basis. The financial audit is managed & maintained by the sponsoring Trust – Sarvodaya Kelavani Samaj, Rajkot. The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. The annual budget for the institution is prepared by the Principal, recommended by the Secretary and approved by the Chairperson. The allocation of budget for various academic / non academic units is done at the beginning of the year. Changes are permitted in special cases. The institution receives funds from various sources viz., Teaching Grants, fees collection, scholarships, and grants from various funding agencies like UGC, DBT, GSBTM, CPE etc., and other grants received against minor and major projects. The statement of statutory requirements and other expenditures is submitted for prior approval of higher authorities and required funds are received from the management. All the accounting documents like vouchers and invoices are audited regularly. Auditors verify the statutory obligation records such as Income Tax, Tax Deducted at Source, Provident Fund, and Employee State Insurance Corporation. Deductions are carried out, complied on time and the report is submitted to the management.

Internal audit is conducted by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit are submitted to the management of the institution through the Principal. External audit is conducted once in every year by chartered accountant. Chartered accountants both internal & external are appointed by the management for financial audit. The Chairperson of the institution is the authorized person for making decisions and is responsible for overall management of funds. The Principal is responsible for the approval of funds for various academic and administrative purposes, effective utilization of funds, submission of audited statement of accounts and annual utilization certificate of the funds received from various funding agencies. All the financial statements are scrutinized and approved by the college committee. Autonomous grant is approved by the governing body. More over the Commissionerate of Higher Education also audits the college as per governmental norms. Sometimes the office of Accountant

General, Rajkot is also audit the finance through the parent affiliating Saurashtra University, Rajkot.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.2

**Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 25.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.24	0.74	2.57	10.84	9.71

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

The institution monitors the effective and efficient use of available financial resources for the infrastructure development to support teaching learning process. The finance committee prepares an annual budget estimate duly considering the proposals received and also the recommendations of Principal and Management.

All the major financial decisions are taken by the institute's financial committee and Governing Body (GB). Institute adheres to utilization of budget approved for academic expenses and administrative

expenses by management. After final approval of budget the purchasing process is initiated by purchase committee which includes all head of departments and account officer, accordingly the quotations called and purchase orders are placed after final negotiations. All transactions have transparency through bills and vouchers. The bill payments are passed after verification of items. Respective faculty member ensures that whether suitable equipment/machinery with correct specification is purchased. The entire process of the procurement of the material is monitored by the IQAC, Head of the Department and the Principal. Financial audit is conducted by chartered accountant for every financial year to verify the compliance.

Sources of funds are as follows:

- Fees: Fees charged as per the university and government norms from students of various granted and self-financed courses.
- Salary Grant: The College receives salary grant from the State Government. For this, the college prepare and send an annual budget of the estimated salary grant required to the state government.
- UGC Grants: Our College is under 2F and 12B as per UGC Act and Permanent Affiliation of the University.
- 

### **Additional Financial Support by Management**

#### **(A) Infrastructure**

- Construction U Maintenance of Buildings
- Purchase of Furniture's and Equipments
- Hardware, Software
- Solar panels and others

#### **(B) Maintenance**

- Building maintenance and infrastructure up gradation
- Sufficient support staff to upkeep infrastructure
- Maintenance of water purifiers and mechanical equipments
- Classroom maintenance including furniture and teaching aids

#### **(C) Laboratory Maintenance**

- Renovation of laboratories
- Cost effective approach for laboratory maintenance, annual stock verification of chemicals, glassware and other equipments
- Maintenance and repairs of mechanical and laboratory equipments
- Calibration and refurbishing of laboratory equipments

#### **(D) ICT Maintenance**

- Maintenance of servers, nodes, printers and other ICT devices
- Maintenance of UPS, batteries and generator



**(E) Library Maintenance**

- Library management software
- Maintenance and utilization of library resources following the library rules
- Fine collection if a book is damaged

**(F) Electrical Maintenance**

- Electrical maintenance includes testing, monitoring, fixing and replacing elements of electrical system
- Items cover under electrical maintenance are digital communication accessories, electrical machines, generators, hydraulics, lighting system, surge protection, transformers/power back ups

**(G) Sports facilities maintenance**

- Regular inspection and maintenance of sports equipments and sports field
- Renewal of protective guards
- Hiring professionals for special sports training and field maintenance
- Service maintenance of equipments in gymnasium and purchase of new equipments

**Alumni Contributions –**

- The Alumni Endowment Fund is mobilized from alumnus to provide scholarship for students and the statement of accounts is maintained.

File Description	Document
Any additional information	<a href="#">View Document</a>
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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**

**Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

Internal Quality Assurance cell (IQAC) of MNVSC is established on 06/08/2007 with a vision to streamline the quality initiatives of the institution. Institution's IQAC is vibrant and is constituted as per

the norms of NAAC.

The IQAC mainly focuses on:

- Realizing the Mission and Vision of the institution.
- Defining the quality policies
- Documenting the quality assuring strategies
- Continuous improvement in the strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment level.

The objectives of IQAC are:

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

The following are the significant contribution of IQAC:

- 1.Design, Development & Implementation of new courses.
- 2.Procurement of new Instrument/equipments/Books as per requirement of new curriculum.
- 3.Outcome Based Education (OBE) for all programs.
- 4.Implement NEP-2020 as per the directives from Central Government, State Government & the parent affiliating Saurashtra University.
- 5.Meetings of Statutory and Non Statutory committees as per UGC Guidelines
- 6.Functional linkages, collaboration, MoU's with other reputed industries/institutes.
- 7.Sponsored capacity building program.
- 8.Coaching & Conduction of exam for Competitive Examinations / Entrance Test.
  - Coaching for UGC NET/SLET/GATE.
  - Conduction of National Level exams like UPSC, IIT-JEE, NEET etc.
- 9.AISHE DCF submission
- 10.AQAR preparation & submission.
- 11.NIRF DCS participation.
- 12.GSIRF data participation.
- 13.Organisation of faculty development programs for enhancing quality in Teaching, Learning and Research.
- 14.Organisation of seminar / workshop / symposium for students for their holistic development.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities**

**( For first cycle - Incremental improvements made for the preceding five years with regard to quality**

**For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The institution through IQAC reviews its teaching learning process, learning outcomes, structures and methodologies of operations periodically through mentoring, monitoring and evaluation. Department staff meetings, Academic and Administrative Audit (AAA), Equipment Audit, ICT audit, are conducted to monitor and evaluate the academic and administrative processes at micro and macro levels. Faculty appraisal, appraisal of the head of institution is significant elements of the system evaluation. The feedbacks are reformulated as innovations and implemented for further development.

**Academic Calendar:**

Based on the Saurashtra University Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/ workshops/ FDP's/ Hands-on-series and many more.

**Preparation of lesson plan for each Semester:**

The lesson plan is prepared by the faculty members for all the subjects they teach in that particular semester. Enriching the curriculum with guest lectures, industrial visits, and Internships

**Daily lecture Record:**

Everyday faculty prepare and submit details of the lecture along with the topic covered on an online portal.

**Evaluation of teachers by students:**

The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. The management in consultation with the Principal monitor the feedback system and takes appropriate corrective actions.

**Student learning outcomes:**

The institute monitors the performance of the students regularly. It has specified procedure to collect and analyse data on student learning outcomes; the following points are adopted by the institute in this

context:

- Participation of college in NIRF, GSIRF& AISHE quality audits recognized by the state & national agencies.
- To submit the Annual Quality Assurance Report (AQAR) annually to the NAAC.
- Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
- Establishment and promotions of activities under Research and Consultancy.
- Regular class tests and interactions
- Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations.
- Implementation of Outcome-based learning education in all PG programs.
- Semester system of examination for all courses.
- Providing Question bank of various subjects to the students.
- Conduction of extra credit course/remedial class etc.
- Providing Lecture notes through an online portal
- Timely Redressal of students' grievances.
- At least 75% Attendance is compulsory in each semester.

Students' result analysis& Feedback analysis inclusive of ATR:

Institute has the provision of analysis of Feedback of the students as well as students' performance after the announcement of their semester results. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

The institute has a Women Empowerment Cell named AWAKE (Atmiya Women Association for Knowledge Empowerment) to create awareness among the students to assert their rights and to educate them about women empowerment. The cell on various occasions conducts various programs and activities for the students to popularize the idea of gender sensitization and empowerment. The institute has many female devoted Sadhavi's which are boosting young women to acquire knowledge, skill and overall personality development ensuring safety and security. 50% of the students and 40% the staff members are women, which is self-explanatory of gender equality.

The Principal and the Chairperson of the Women Empowerment Cell even take their parents in to confidence while taking any kind of problems faced by the girls. This made the girls seek admissions in large numbers to our college. The aim of the college is to make them aware of gender equality and empowerment in a broader sense. Another major objective of such activities is to expose the students to interpersonal relationship, equality and fraternity among the students. The following committees/forum ensures a secure academic balance:

- AWAKE forum
- Anti ragging committee
- Internal Complaints Committee
- SC/ST Cell
- Grievance Redressal Committee

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities –

(a) Safety and Security

- Pad vending machine with incineration.
- Security include trained female wardens checkpoints are provided at all campus entries and exits.
- Strict implementation of Anti-Ragging measures and keeping the campus ragging free.
- Awareness campaigns on women safety and gender sensitivity through street plays rallies and camps by NSS and NCC student volunteers.
- Separate canteen facility is provided for girls with appropriate security
- Security guards are deployed at main gate and students with valid identity cards are allowed into the campus.
- The college campus is under surveillance with CC cameras installed at prominent locations.
- Sufficient lighting is provided in the campus during nights in case of extension of regular hours for placements or cultural activities
- Women faculty members accompany girl students when they participate in outdoor activities or

tours.

- The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee.
- A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees.
- Emergency contact numbers are displayed in prominent places in the campus

(b) Counseling

- Faculty counsel the students during mentoring regarding academic performance, career plans and personal issues
- Head of the Department monitors the students and counsel the students regarding their psychological issues.
- Eminent persons from police department and constitutional members are invited to counsel the students regarding ragging, and harassments during college events.
- Health Counseling, Values Counseling, Career Counseling takes place periodically.

(c) Common Rooms:

- Common rooms have been allocated for women, which also facilitate meetings and discussions.
- Adequate number of Girls rest rooms is provided on each floor of the institute.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

**7.1.2**

**The Institution has facilities for alternate sources of energy and energy conservation measures**

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5.Use of LED bulbs/ power efficient equipment**

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

#### **Response:**

The college facilitates several techniques for the management of degradable and non-degradable waste. The primary focus of the college is to reduce, reuse and recycle the waste for sustainable living and ecosystem.

The college has different colored (Red & Green Colored) dustbins to segregate the different waste. Every day the waste is collected in bins and disposed to a place where it can be converted into manure or the waste paper to a paper recycling unit.

For hygienic and safe disposal of used sanitary napkins, the ladies washrooms are provided with pad vending machine and Incinerators.

#### **Solid Waste Management**

Differently coloured large size dustbins, green for degradable and red for non-degradable, are kept all over the campus for segregated disposal of waste.

Waste like plastic, metals, glass, cardboard, newspaper and stationery are systematically collected, segregated and send to the waste collector of Rajkot Municipality Corporation.

College adopts almost paperless concept by digitization of office procedures through electronic means via CMS, WhatsApp as group, email and Google classroom; thus, reducing paper-based waste and reduce carbon dioxide emissions.

#### **Paper Waste:**



Dustbins are provided in every classroom for collecting paper waste. Dustbins are cleared every day. The waste paper is utilised again with the help of Paper Recycling Unit. Students are encouraged to submit e-assignments.

### **Liquid Waste:**

The college is utilizing water as a precious resource, to avoid any in shortages of water supply in the near future. Water conservation through rain water harvesting can go a long way to help alleviate these impending shortages.

### **Food Waste:**

Separate dustbins are kept in the canteen and hostels for collection of food waste.

Biodegradable kitchen waste from mess and canteen, plant waste such as dried leaves, twigs, and plant clippings is collected from all around the campus and used for vermin composting. Vermi compost so produced is enriched with water soluble nutrients and is used in organic farming.

### **e-Waste:**

Electronic gadgets are repaired for minor defects by our lab technicians/Maintenance Cell to ensure its optimum utilization.

The college ensures the e-Waste generated is given to authorized e-Waste recycler as per guidelines from Gujarat Pollution Control Board. E Waste collected is stored and disposed off as and when required.

### **Hazardous Waste:**

The most commonly generated chemical waste mixtures from Chemistry lab consists of heavy metals solutions, corrosive liquid wastes, and organic solvent wastes is taken care in a way that minimum quantity of waste is generated.

The acidic fumes generated from the chemistry laboratory are collected via fume hoods which are working on vacuum generation principle using a induced draft fan and then are passed through a wet alkali scrubber.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.4****Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**7.1.5****Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

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

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7**

**The Institution has disabled-friendly, barrier free environment**

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

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

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.8**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

In tune with UN-SDG Goal-4 (Quality Education) the college believes that greater investment in quality education is key to alleviating poverty, the campus is inclusive, and beyond all barriers of caste, community, color, religion and language.

Equal opportunity for all students in community immersion activities brings in a feeling of unity and togetherness. College provides access to education for all by strictly following the prevailing policies and rules of the government.

Regular start of the day with a prayer and inculcates a strong value system in the students promoting secular & spiritual ideals and camaraderie.

3-days orientation / induction programmes help to overcome regional, social and cultural differences among students. Acceptance of the diverse culture and harmony towards the regional, communal, socio economic and other diversities, which are an integral part of the campus culture.

**Cultural and Regional**

- Students celebrate all major festivals like Janmastami, Deepavali, Ganeshotsav, Holi etc.
- Students plan 'Krutagyata divas' which help them appreciate moral values of learning and giving respect to elders and Gurus.

**Socio economic**

- Students from socio-economically disadvantaged backgrounds are given need based fee concessions/scholarships either given by the Government, NGO or the Management.
- Remedial coaching classes are conducted for slow learners.
- Students lend a helping hand for any need that arises – for eg, natural calamity contributed relief material including medicines.
- The Trust of the College has been awarded as "Highest Contributory Trust" several times by the Government of Gujarat for funds for 'Flag Day'.

The following days are observed to promote communal harmony

- International Day of Peace- promoting universal harmony.
- International Yoga Day - inculcates holistic approach to health and well-being.

Key aspects of the institution's inclusive environment initiatives may include:

**1. Cultural Awareness and Celebrations:** The institution organizes events and activities to celebrate various cultural festivals and traditions, promoting cross-cultural interactions and appreciation.

**2. Language Inclusivity:** Language diversity is acknowledged and respected within the institution,

ensuring that individuals can communicate in their preferred languages and encouraging language learning.

**3. Diversity Training:** The institution may conduct diversity training programs to sensitize its members to different backgrounds, customs, and beliefs, fostering a more inclusive and respectful environment.

**4. Equal Opportunities:** The institution strives to provide equal opportunities for all individuals, regardless of their backgrounds, ensuring a fair and level playing field for education and professional growth.

**5. Support for Underrepresented Groups:** Special support and mentorship programs may be offered to underrepresented groups to address specific challenges they may face.

**6. Inclusive Spaces and Facilities:** The campus is designed and adapted to be accessible to individuals with disabilities and diverse needs, creating a welcoming and inclusive physical environment.

**7. Diverse Curricula and Perspectives:** The institution may incorporate diverse perspectives and cultural content in its curricula, enhancing students' understanding of different cultures and histories.

By nurturing a culture of tolerance, harmony, and inclusivity, the institution ensures that all its members feel respected, valued, and supported, contributing to a positive and enriching learning and working environment for everyone.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The multi-dimensional activities conducted in the institute have served to bridge the cultural gaps and to forge harmonious relationships in the community. Shree M & N Virani Science College, Yogidham Gurukul, is a pioneer in Gujarat to Introduce Compulsory course on Universal Human Values at UG education. The institute has well trained dedicated and devoted staff in practicing universal human values and its content is being taught in the form of a six day full time workshops and credit courses in the first two semesters. This will bring a tangible change in the thinking of students, in terms of their vision about happiness and prosperity, the clarity about life-goals, improvement in human relationships, self-confidence, commitment to learning, feeling more responsible towards them and for whatever they do. It

will develop the right understanding about oneself and the rest of reality through self-exploration and realization of the inherent co-existence, harmony and self-regulation.

**Republic Day** The institution celebrates Republic day on 26th January every year, commemorating the adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times.

**Independence Day** is celebrated every year on 15th of August, parades and flag hoisting is organized and is celebrated to mark freedom of India from British rule. The institute encourages students to remember our national leaders and their sacrifices.

**Gandhi Jayanti** is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein pledge is taken by students and staff.

**Rashtriya Ekta Diwas** is observed since 2014, every year on 31st October as the National Unity Day is observed to pay tribute to Sardar Vallabhbhai Patel – an Indian politician who played a pivotal role in India's freedom struggle and then during the integration of the country.

**Voters Day** is celebrated on 25th January wherein the students are given awareness on their duties and rights as a loyal citizen.

Some common ways the institution may achieve this sensitization include:

- 1. Orientation Programs:** During orientation programs for new students and employees, the institution may provide information on constitutional obligations and the importance of civic responsibilities.
- 2. Workshops and Seminars:** Organizing workshops and seminars on topics related to citizenship, democracy, and constitutional rights to create awareness and encourage discussions.
- 3. Guest Lectures:** Inviting guest speakers, such as legal experts or constitutional scholars, to deliver lectures on constitutional rights and responsibilities.
- 4. Social Awareness Campaigns:** Initiating social awareness campaigns on civic issues, encouraging students and employees to actively engage in social and political matters.
- 5. Volunteer and Community Service Programs:** Encouraging participation in community service and volunteer activities to instill a sense of social responsibility.
- 6. Ethics and Integrity Training:** Incorporating ethics and integrity training to emphasize the importance of upholding democratic values and ethical conduct.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.10**

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.11**

**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Institute celebrates/ organizes national and international commemorative days, events and festivals for being responsible for creating awareness as well as for maintaining ethical & cultural heritage. National festivals play an important role in planting seed of Nationalism and Patriotism among people of India. The institute celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students of the institution all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout.

**Republic day-** The institution celebrates Republic day on 26th January every year, commemorating the

adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. The celebration includes the hoisting of national flag and spreading a warm message from the Management.

**International Women's Day** (March 8th) provides students with an opportunity to reflect on progress made, to celebrate achievements of grit and determination displayed by women and to call for change.

**Independence Day** is celebrated every year on 15th of August, parades and flag hoisting is organized and is celebrated to mark freedom of India from British rule. The institute encourages students to remember our national leaders and their sacrifices.

**Gandhi Jayanti** is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein pledge is taken by students and staff. In today's times we inspire students of our institution to follow the Gandhian ideologies of truth and non-violence and inspire them to contribute towards the peace and prosperity of the Nation.

**Rashtriya Ekta Diwas** is observed since 2014, every year on 31st October as the National Unity Day is observed to pay tribute to Sardar Vallabhbhai Patel – an Indian politician who played a pivotal role in India's freedom struggle and then during the integration of the country.

**International Yoga day** is celebrated on 21st June every year. The yoga Instructor organizes the yoga camp and a speech is conducted to make everyone aware on how Yoga embodies unity of mind and body; thought and action; restraint and fulfilment.

**World Ozone Day** is observed on 16th September every year to spread awareness among people about the depletion of Ozone Layer and find possible solutions to preserve it.

**The World Environment Day** is observed every year on 5th June. World Environment Day is celebrated across the world to raise an awareness and describe the importance of Mother nature.

The celebration of all these days of importance helps students remember the sacrifices made by the great leaders and the lessons they learn from their lives. Apart from the events and activities organized, Endowment and other lectures are also organized to increase the national awareness, benefitting more than 1000 students every year.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<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 I: Implementation of Universal Human Values Education for Holistic Development and Living**

**Goal:** To address “Universal Human Values” and the issue of Consciousness development that leads to a fundamental –inner transformation resulting into Happiness and wellbeing of the individual, family, society and Environment at large.

**Context:** The following issues in students were not adequately addressed in education:

- Lack of ‘real interest’ in subjects, the focus is largely on ‘marks’.
- Lack of ‘critical thinking’ abilities and choosing between ‘right’ & ‘wrong’.
- Little or no respect for the teacher, the guru and general rebelliousness at home and school
- Anxiety, peer pressure and extreme competition leading to aggressiveness or depression.
- Poor health, obesity and early onset of lifestyle diseases.
- Excess consumption, over indulgence in pleasure seeking and profit mentality have become the ‘aims of life’
- Breakdown in interpersonal relationships and family structure
- Little to no improvement in the ‘clarity of life’, ‘basic values’ and ‘character’ of a student even after 16 to 21 yrs of formal education and a lot of degrees.

Holistic education which includes human values, life skills, and domain specific skills is at the core of college’s educational philosophy. The application of 'Universal Human Values Education for Holistic Development and Conscious Transformation' based on Madhyastha Darshan, Co-existential Philosophy by Late Shri A. Nagraj, Amarkantak, Madhya Pradesh supports achieve the mission of the college. This leads enhancement of our students with the abilities to meaningfully participate in society, giving them leadership roles and a deep feeling of cohabitation. It also aligns with NEP – 2020 and SDG goals. Therefore, the college has adopted "Universal Human Values Education for Holistic development and Living through Transformation of Consciousness" as a progressive and necessary social norm

**The Practice** (Each of the 17 SDG’s is addressed as it is an effort towards Education for Sustainable Development Goals):

- The program began with faculty workshops emphasizing the importance of Universal Human Values (UHV) in education.
- **Curriculum Integration:** Well-designed credit courses and experiential assignments effectively immerse students in UHV principles and their practical implementations.
- The Departmental Goshthi/meetings provided a platform for deep discussions on educational practices aligned with Universal Human Values (UHV), improving academic discourse inside the school.

- Students were engaged through regularly scheduled seminars and meetings of the Happiness Club, which promoted active engagement in meaningful debates about UHV. Some students have passionately studied and practiced Madhyastha Darshan principles (Adhyayan) to become active participants in this transformative journey.
- The Diksharambh SIP Program, created for first-year students, fostered harmony, critical thinking, and Universal Human Values (UHV) through the Student Induction Program (SIP).
- The "Samvad" counseling sessions have helped students overcome personal, behavioral, and career obstacles, enhancing their overall well-being and development.
- **Cognitive Improvements:** Students showed enhanced academic concentration and mental clarity, resulting in more informed decisions in academic, personal, and familial areas.
- The campaign led to increased student participation and volunteer involvement in UHV-related events, demonstrating a growing commitment to Madhyastha Darshan values.
- **Validation based on feedback:** In-depth polls showed that opinions on relationships, happiness, and the practical applicability of Universal Human Values (UHV) material had improved.
- **Holistic Student Development:** Aligning programs like terrace farming, internships, and project proposals with Universal Human Values (UHV) principles promoted holistic student growth.
- **Research Recognition:** Sister Institution students suggested three projects, selected by the Ministry of Education's IKS Division. These students successfully completed the student internship program Study of Madhyastha Darshan and its Effectiveness on Student's Behaviour and Sanskar, Study of Pramanas in Bhartiya Darshana, and Co-existential Philosophy and its Relevance in Human Traditions under the guidance of the college's UHV mentor, Dr. Jigar Ratnottar
- We started weekly Family Goshthi to create meaningful interactions between professors and students' families, focusing on Universal Human Values (UHV) issues.
- **Improved Interpersonal Bonds:** UHV integration led to greater faculty-student interactions and a supportive learning environment.
- **Resource Conservation:** The "Food Wastage Notice Board" effectively promotes waste reduction and appropriate resource utilization among students and faculty in our mess.
- We saw a positive impact from our outreach efforts as UHV seminars spread to nearby institutions, creating a ripple effect beyond our campus. This expansion includes workshops for educationists, teachers, and regional B.Ed./M.Ed. students.
- We also reached out to corporate, industries, and professionals in many disciplines, including medical practitioners. This method made Universal Human Values conversations more inclusive and extensive.
- **Community Empowerment:** Our institution organizes educational programs annually to improve the well-being of neighbouring villages. In 2017 and 2018, we held UHV classes for Vagudad and Mahika school kids at NSS special camps. 680+ benefited from these sessions. These seminars aimed to teach these kids about personal growth, family harmony, and environmental protection.
- **Emerging Model:** This program is gaining attention and becoming a live model within our organization. Starting with two resource people, the team now has over 20 dedicated individuals. Our team's beneficial impact on adjacent schools is encouraging.
- **Increased awareness:** Our UHV cell has held 50+ seminars for students and teachers from different institutions. These seminars transformed these institutions.
- **Sustainability:** Faculty members have adopted terrace farming, highlighting their shift towards environmental harmony. Our students are inspired by their efforts.
- The college organized 214 UHV workshops/SIP/ FDP/staff development programs for multiple stakeholders, each with a different duration to meet UHV education ambitions from 2016-17 to

2021-22. We continue to humanize education by involving all professors in UHV concepts and extensive study and research.

### Evidence of Success:

- **As per the analysis of the feedback conducted following outcome is achieved after UHV workshops and trainings:**
- **Priority of Relationships:** A notable 93.2% of students came to the realization that relationships hold greater importance than physical facilities.
- **Happiness and Clarity:** A substantial 75.6% of participants expressed that happiness is not solely tied to material accumulations but is intricately linked to the clarity of their thoughts.
- **Perceived Usefulness:** Approximately 86.1% of students acknowledged that the workshop's content holds considerable practical utility in their lives.
- **As per another study** 85.3% of students either agree (55%) or strongly agree (30.3%) that their family relations are strengthened after participating in the workshop. This result is a noteworthy accomplishment, benefiting both our organization and the families involved.
- The total number of beneficiaries (fresh & repetitive) of the various UHV related workshops, FDPs, SDPs, Capacity Building and Extension activities conducted from 2016 to 2022 is **11459**.
  1. Faculty (3,179 beneficiaries): The largest group of beneficiaries. Their frequent/refreshing presence emphasizes the importance of programs and activities that help educators inside and outside our school grow professionally.
  2. Students (4,491 beneficiaries): A significant share of our beneficiaries are students. This shows the school's dedication to student learning and assistance.
  3. 2,308 beneficiaries: Industry & Corporate/Professionals Beneficiaries include industry professionals and corporate associates, demonstrating our institution's relationship with external stakeholders. Engaging this group can benefit students' job options, research collaboration, and knowledge exchange.
  4. The involvement of parents (421 beneficiaries) recognizes their role in supporting their children's education. Engaging parents in school may provide a balanced and supportive learning environment.
  5. Involving non-teaching and support staff (413 recipients) in development programs can improve institutional environment and employee job satisfaction.
- This investigation shows that academics, industry professionals, support personnel, students, and parents benefit. The institution's commitment to servicing stakeholders and creating a collaborative and inclusive educational ecosystem is evident.
- Our college's expertise in promoting Universal Human Values has positively impacted prominent organizations like Samarth Diamond Group, Harekrushna Diamond Group, Anand Niketan Schools, KJIT Engineering College, Savali, and Navyug Science College, Surat through extension programs. These programs have directly **impacted nearly 5,000** people, proving our method works.
- The program has been successfully adopted by several educational institutions, including Navyug Science College connected with VNSG University, Surat.
- Effective implementation of "Student Buddy," a Peer-to-Peer Learning Program, demonstrates the institution's dedication to collaborative learning among students. This achievement is due to UHV education's emphasis on collaboration and coexistence.

- **Promoted Organic Farming:** This program inspired 60-80% of students from farming backgrounds to adopt sustainable agricultural practices, particularly terrace farming. The institution successfully encouraged participants to try eco-friendly farming methods.
- **Pursuing regional content development,** Abhibhavak Vidhyalaya in Raipur has adopted the Jeevan Vidya (UHV) school model to enhance outreach. The school is translating grades 1–10 curriculum into Gujarati to make these vital topics more accessible. This proactive project serves the Gujarati people, improving learning experiences for everybody.

### **Problems Faced and Solutions Implemented:**

- **Initial Emphasis on Motivation over Clarity:** At the outset, content delivery leaned heavily towards motivation rather than clarity. To address this, we implemented faculty development programs, resulting in a significant enhancement of content comprehension and delivery.
- **Challenges in Material Preparation:** We confronted difficulties related to the preparation of educational materials. These challenges were met through a commitment to continuous improvement, driven by valuable feedback from our students.
- **Management of Limited Faculty Resources:** The constraint of having limited faculty resources was effectively addressed by the introduction of daily Goshthi sessions and in-depth Adhyayan studies.
- **Overcoming Language Barriers** by developing educational content in regional languages, thereby ensuring improved comprehension for all learners.

### **Resources Required:**

- **Faculty training and Mentoring** to enhance their abilities in taking up deep studies-*ADHYAYAN*, conduct impact analysis and develop strategies for content delivery, mentoring and affective learning.
- **Establishment of Bharatiya Bethak Classrooms** to cultivate conducive learning environments with a touch of Indian Gurukul system.
- **Conventional Learning Resources** to facilitate content delivery and provide support.

### **Best Practice II: Green Campus Revolution: Nurturing Sustainable Practices and Responsible Citizens**

**Context:** The increasing challenges posed by environmental degradation, climate change, and resource scarcity call for innovative and collaborative solutions. The "Harmonizing with Mother Earth" initiative seeks to address these challenges through a series of interconnected practices that collectively foster sustainability and mindful consumption.

### **Practices (Multifaceted Sustainable Initiatives):**

Our all the initiatives are mainly anchored to 3R + R (Reuse, Reduce, Recycle + Re think) approach, leading to nurturing of natural resources and enhancing the holistic academic experience.

1. **Harvesting Clean Energy (SDG Goals – 7, 9, 11, 12, 13, & 17):** We've installed 499 KW solar panels on our building, generating 60,000 units of clean energy per month. Innovative maintenance with an automated cleaning system ensures panel efficiency. This transition has cut

greenhouse gas emissions, leading to monthly savings of Rs. 2,00,000/- and annual savings of Rs. 24,00,000/-.

2. **Enhancing Energy Efficiency (SDG Goals – 7, 9, 11, 12, 13, & 17):** We have designed well-ventilated and naturally lit learning infrastructures and embraced the up-gradation towards energy-efficient appliances, leading to reduced energy consumption, contributing to lower bills and lowering of greenhouse gas emission.
3. **Electric Vehicle Alternating Charging Stations on the campus (SDG Goals - 3, 4, 7, 9, 11, 13, 12, 17):** Installed two Electric Vehicle Alternating Charging Stations on campus, for internal vehicles and vehicles of faculty members, students, and guests.
4. **Enhancing Air Quality & Laboratory Safety: Wet Scrubber for Gas Treatment (SDG Goals – 7, 9, 11, 12, 13, & 17):** Alkali wet scrubbers in our laboratory exhaust systems effectively control pollution and removes harmful substances which lead to cleaner emissions and compliance with environmental standards.
5. **Safeguarding from Toxic Fumes: Effective Use of Fume Hoods (SDG Goals - 3, 9, 11, 12, 17):** Fume hoods efficiently capture and remove hazardous fumes, vapours, and particulates from labs, ensuring safety. Improved well-being of students, with practically no respiratory issues
6. **Glass Blowing Facility and Customized Glassware Production (SDG Goals – 7, 9, 11, 12, 13, 14, 15):** We optimise glass blowing for sustainability and resource efficiency. Glass repair, reuse, and recycling support a circular economy. Customized glass instruments boost faculty, researcher, and student productivity. In five years, 1285 glassware, 520 customizations, and 2400 capillary produce packets were repaired, costing Rs. 115650/-.
7. **Holistic Waste Recycling: Paper, Plastic, and Solvent Management (SDG Goals – 12, 13, 15, 17):** The campus actively engages in recycling initiatives, including paper and plastic. Recycled paper is used to create filters, dishes, and bags, reducing waste and promoting energy savings while decreasing greenhouse gas emissions. The **Paper Recycling Unit** at the skill center on campus transforms paper waste into watered paper, thin sheets, and pulp through a heating and compression process, resulting in a remarkable conversion of **223-kilograms of paper trash** into 6800 multifunctional sheets over four years. Collaborating with the DDU-Smriti-Manch, the **Plastic Recycling Unit** transforms plastic waste into sustainable products like sports shoes, T-shirts, and furniture. Additionally, 25-liter distillations Pilot Plant is employed for solvent recycling, where students have **distilled 300-ltr. commercial solvent** & achieve laboratory purity, thereby reducing solvent manufacturing waste and lessening the environmental impact.
8. **Rainwater Harvesting and RO Wastewater Reuse (SDG Goals - 6, 11, 12, 13, 15, 17):** We have installed rainwater storage & harvesting facility on the campus that conserves resources and reduces reliance on municipal water. **A reservoir 12 lack-ltr, 03-tanks each of 2 lack-ltr, 06-overhead tanks each with 12k-ltr rain water harvesting/storage capacity and for waste RO 02-tanks with 1.15 lack-ltr. are placed.** Cost savings on water bills result from our commitment to rainwater harvesting. Repurposed RO wastewater nourishes our garden, reducing freshwater use.

9. **Integrated Waste Recycling for Agricultural, Flowers, Food, and Gaushala (SDG Goals - 2, 6, 12, 13, 15, 17):** Organic waste composting turns cooked food into beneficial compost. Feeding cows raw vegetable waste decreases food waste and promotes sustainability. Reusing dried plants in floral arrangements is sustainable and attractive. Repurposed bouquets are praised for their beauty and creativity.
10. **Nurturing Earth's Lifeline: Jivamrut-&Amrut Soil - Solid & Liquid Manure for Sustainable Gardening (SDG Goals - 15, 12, 2, 6, 13, 11, 17):** Jivamrut-&Amrut Soil, created in 2008, promotes sustainable gardening and environmental protection. Organic fertilizer from Neem leaves, cow manure, pee, and earthworms revitalize the Earth. With perfect pH, rich carbon, and water-holding capacity, Amrut Soil, a balanced mixture of cow dung, urine, and biomass, fosters robust plant growth. **Jivamrut** is cow urine and farm waste liquid manure and insecticide-1000-ltr/month Jivamrut is produced & used on campus.
11. **Niramay – Advancing Farming Technologies & Hardening Facility (SDG Goals - 2, 3, 8, 11, 12, 13, 15, 17):** The Niramay Initiative uses Hydroponics, Vertical farming, and Terrace gardening for sustainable agriculture. Organic fertilizers from cow dung, urine, and biomass increase self-sufficiency and sustainability. Production/week: **About 20-25 vegetables & 6-10 fruit yields up to 6-kg -&3-kg respectively.** PTC-lab-grown plantlets harden in humidity-controlled **03-POLYHOUSES.** Ideal for bio-fertilizer/stimulant optimization and testing.
12. **Promoting Sustainability through Neem Tree Plantation (SDG Goals –13, 15, 11, 3, 4, 12, 17):**Neem tree planting is essential to campus sustainability. Neem trees emit oxygen, absorb CO<sub>2</sub>, and promote biodiversity. A **500-plus-tree campus tree** improves the environment. Students planted **5,687 trees** in Rajkot from 2017 to 2023.
13. **Paperless Efficient Campus Automation(SDG Goals - 4, 9, 16, 17, 12, 8, 3):**We've digitized and automated campus operations with our in-house CMS ERP software. The software covers admissions, record-keeping, examination management, and more. It has improved administrative efficiency, including faculty appraisal records. Our library follows international standards with an Integrated Library Management System.
14. **Integrating Environmental Science & Sustainable Development Courses in Curriculum (SDG Goals - 4, 12, 13, 14, 17):**The college have successfully integrated SDG and Environmental Conservation, Sustainable Development, Human Values for Holistic Living, Fundamentals of Design Thinking courses supported by community engagement and internships into the regular curriculum with academic credit status for sensitization of the students towards challenges and solutions.
15. **Environmental Audit & Consultancy Cell recognised by GPCB (SDG Goal- 6, 9, 11, 12, 13, 14, 17):**Since 2012, our institution has GPCB Environment Audit Team (Schedule-I). We comply with environmental laws by conducting on-site examinations and sample collection. Our environment auditing and monitoring labs are well-equipped and calibrated to GPCB requirements. **From 2017 to 2022, the Environmental Audit & Consultancy Cell audited 24 industries, earning around 70 lakhs.** Environmental audit and consultancy stakeholder capacity-building programs have also been conducted.
16. **Rural Empowerment through Soil Analysis-&Soil Health Card: A Path to Sustainable**

**Agriculture Education (SDG Goals - 2, 4, 8, 12, 13, 15, 17):** We work with NMSA and the Higher Education Commissionerate on this program. Total 39,953 soil samples from 13 tehsils of 3 districts were analysed for 10 major and micro nutrient parameters, and **2,18,498 Soil Health Cards** were created from 2017 to 2019.

#### **Evidence of Success:**

**Clean Energy Generation:** Solar panels produce 60,000 units of clean energy monthly. This transition has cut greenhouse gas emissions, leading to monthly savings of Rs. 2,00,000/- and annual savings of Rs. 24,00,000/-.

**Energy Efficiency:** Energy-efficient appliances lower consumption and Increased EV Adoption: **Two** EV charging units on campus encourages sustainability

**Air Quality Improvement:** Wet scrubbers reduce air pollutants & Laboratory Safety: **Total 03+02** Fume hoods provide a safer research environment.

**Glass Blowing:** Facility produces glass with minimal waste. In past five years, 1285 glassware, 520 customizations, and 2400 capillary produce packets were repaired, costing Rs. 115650/-.

**Sustainable Waste Management:** Organic waste converts to high-quality compost. The Paper Recycling Unit: **223-kilograms of paper trash** into 6800 multifunctional sheets over four years. Pilot Plant for solvent recycling, where students have **distilled 300-liter** spent solvent & achieve laboratory grade purity. Jivamrut is cow urine and farm waste liquid manure and insecticide-**1000-ltr/month** **Jivamrut** is produced & used on campus.

**Water Conservation:** Rainwater and RO waste water conserve resources. A reservoir 12 lakh-litres, 03-harvesting tanks each of 2 lakh-litres, 06-overhead tanks each with 12k-litre Rain water harvesting/storage capacity and for waste RO 02-tanks with 1.15 lakh-litres are placed on the campus. **Around conservation of 20 lakh litre of water annually.**

**Urban Agriculture:** Terrace gardens thrive. **Production/week: About 20-25 vegetables & 6-10 fruit yields up to 6-kg -&-3-kg respectively.** PTC-lab-grown plantlets harden in humidity-controlled **03** -POLYHOUSES. Ideal for bio-fertilizer/stimulant optimization and testing.

**Greenery and Air Quality:** A **500-plus-tree campus tree** improves the environment. Students planted **5,687 trees** in Rajkot from 2017 to 2023. **Paperless Administration:** Reduces resource usage.

**Environmental Education:** Integration of **05+ Courses** in curriculum raise awareness among **5000+** students transforming to responsible citizens.

**Soil Health:** Soil analysis supports agriculture. Total 39,953 soil samples from 13 tehsils of 3 districts were analysed for **10 major and micro nutrient parameters**, and **2,18,498 Soil Health Cards** were created & distributed from 2017 to 2019.

**Industrial Responsibility:** Audits enhance pollution control. From 2017 to 2022, the Environmental Audit & Consultancy Cell audited **24 industries**, earning around **70 lakhs**. Stakeholder capacity-

building/awareness programs have also been conducted.

**Challenges:**

Solar Panel Investment: Meeting initial capital requirements for solar panels.

Solar Panel Maintenance: Addressing ongoing maintenance.

Glass Blowing Facility: Acquiring expertise and training.

Equipment Maintenance: Ensuring regular equipment maintenance.

Waste Segregation: Educating and enforcing waste segregation.

Sanitary Napkin Disposal: Overcoming awareness and accessibility challenges.

Tree Plantation: Resource allocation and coordination

Paperless Administration: Addressing technological challenges.

Environment Audits: Engaging with industries and allocating resources.

**Resource Requirements:**

Funding: Securing financial resources.

Glass Blowing: Investing in equipment and expertise.

Equipment Maintenance: Allocating resources for maintenance.

Waste Management: Providing infrastructure and resources.

Rainwater Harvesting: Establishing infrastructure for collection.

Terrace Gardening: Procuring resources

Sanitary Napkin Disposal: Installing incinerators.

Tree Plantation: Acquiring saplings and tools.

Technological Infrastructure: Investing in technology.

Soil Analysis: Providing lab equipment.

Environmental Education: Ensuring faculty expertise.

Environment Audits: Allocating resources for audits.



**Concluding Remark:** These practices demonstrate our college's sustainability. They improve safety, recycle garbage, and preserve water while supporting the SDGs. As we continue our "Green Campus Revolution" we hope to motivate students and the community to adopt eco-friendly activities and contribute to a sustainable future. These activities demonstrate our commitment to education and environmental protection.

File Description	Document
Best practices in the Institutional web site	<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:**

The **Atmiya Group of Institutions** established by **Sarvodaya Kelavani Samaj** is as follows:

1. Shri Manibhai Virani and Smt. Navalben Virani Science College-GiA
2. Atmiya University-State Private University
3. Shree H L Gandhi Vidyavihar High School-GiA
4. Shree Atmiya Shishu Vidyamandi-CBSE & GSEB
5. Shree Sarveshwar Vidyamandir
6. Atmiya School

**Sarvodaya Kelavani Samaj (SKS) - The Managing Trust of the College:**

**EDUCATION - IN THE AMBIENCE OF DIVINITY...**

**SKS-Trust** is one of the ancillary organizations of *Yogi Divine Society*. The Rajkot Campus-famously known as '*Yogidham*'-**Atmiya Group of Institutions** - houses educational facilities with boarding ranging from kindergarten to Post-Graduate and research programs in the faculties of Sciences, Social Sciences, Commerce, Pharmacy, Management, Engineering and Technology.

With this decision *H.D.H. Shree Hariprasad Swamiji* blessed the regions of Saurashtra-and-Kutchh which had always been lacking in quality facilities for higher education. The last three and a half decades have witnessed an amazing progress in the quality as well as the variety of courses offered in almost all major faculties.

**SKS-Trust** has invested its vast resources in optimal planning, executing and strengthening the best of infrastructural learning facilities in its schools, colleges and University located in Rajkot-the centre of Saurashtra region-Gujarat state.

The **Yogidham Gurukul** is spread over 23.5 acres of land that houses **Atmiya Group of Institutions**. The synthesis of Religion and Science, Spirituality and Technology is a feature of **Yogidham** that sets it apart, as an ‘organization with a difference’, and as an ‘organization that makes a difference’. “The commune”, voices Hon. Venkata Chaliah, Former Hon. Chief Justice of India,” is synonymous to an **Ashram** set up with a sole endeavor of developing the students intellectually, socially, emotionally and most importantly spiritually”.

**Harmonious Human Living: Yogidham Gurukul** ensures and instills in Harmonious Human Living Values in each stakeholder through its Forum of Universal Human Values. Human living can be seen as encompassing the 4 levels viz. Self, Family, Society and Nature / Existence. On self-investigation one wants to be in Harmony at all 4 levels of living.

- Harmony in Myself resulting in HAPPINESS and a feeling of PROSPERITY
- Harmony in Family resulting in MUTUAL FULFILMENT in RELATIONSHIP and PROSPERITY in the FAMILY
- Harmony in Society resulting in a TRUSTFUL, UNDIVIDED and UNIVERSAL Society
- Harmony in Nature / Existence resulting in UNDERSTANDING the inherent CO-EXISTENCE

**Programs under Academic Autonomy:** The autonomous status was granted to the college by UGC in 2012-2013, valid for six years. However, functional autonomy implemented in AY 2016-2017, after receipt of approvals from Saurashtra University and the State Government based on the judgement of Hon’ble High Court of Gujarat.

#### **Grant-in-Aid Programs - AY 2016-17 & Onwards:**

- **04-B.Sc. Programs-** Chemistry, Mathematics, Microbiology & Biochemistry

**05-Ph.D. programs** in Chemistry, Microbiology, Biochemistry, Biology & English are available; as the college has Saurashtra University recognised Ph.D. supervisors.

The self-financed programs were transferred to the newly established State Private University-Atmiya University, Rajkot in 2018; sponsored by the SKS-Trust. The 5 years integrated programs were closed as per parent University’s resolution.

#### **Self-financed Programs - AY 2016-17 & 2017-18:**

- **05-B.Sc. Programs-**Info-Technology, Biotechnology, Ind.-Chemistry, Physics & Comp.-Application
- **07-M.Sc.- Programs-** Chemistry, Pharma.-Organic-Chem., Ind.-Chemistry, Microbiology, Biotechnology, Mathematics and IT-CA
- **03-5 yrs.-Integrated B.Sc.-M.Sc. Programs-**Chemistry, Mathematics & Microbiology

#### **Self-financed Programs - AY 2019-20:**

- **B.Sc.-Ind.-Chemistry**
- **04-M.Sc.- Programs-Chemistry, Ind.-Chemistry, Microbiology and Mathematics**

The Vocational Programs have no enrolments after 2017-18 due to various reasons including non equivalency of the programs for progression-&-placement and degree certificates are still awaited.

#### **Vocational Programs - AY 2016-17 & 2017-18**

- **04-B.Voc. Programs-Applied-Comp-Technology, Med.-lab-&-Mol.-Diagnostic-Tech, Chem.-Tech and Pharma.-Analysis-&-QA**

**Curriculum Design and Development:** The College has a demonstrated capacity for curriculum development, as evidenced by its adaptation of various contemporary education models, including CBCS, Vocational education, LOCF/OBE and alignment with the NEP-2020.

- **AY 2016-17: First Major Revision & restructuring of Curriculum:** Based on UGC-CBCS & Model Curriculum Conceptual Frameworks; we have proposed following models:

**Model-I** -UG Programs-(other than B.Voc.)-**Model-II** -B. Voc. Programs-**Model-III/IV** -PG Programs-&-Integrated Programs

**Components of Curriculum for UG-Programs: Part-I-** English Language Courses; **Part-II-**Core, DSE, Allied and GE Courses; **Part-III-**Ability & Skill Enhancement Courses-AECC & SEC and **PG-Programs: Part-I-** Core and DSE courses ; **Part-II-**Competency Enhancement Courses ; **Part-III-**Value Education

**B) AY 2019-20: Integration of OBE system in all PG program:** The college adopted Outcome-Based-Education for PG-M.Sc. programs in 2019-20 as pilot project and after series of FDPs & Capacity building programs; the PEOs, POs, PSO and COs were chalked out in line with the vision –mission of the college; also Teaching Pedagogy & Assessment tools were framed and the same implemented for all UG-B.Sc. programs from AY 2020-21 & onwards.

**C) AY 2021-22: Second Major Revision & Restructuring of Curriculum in light of NEP-2020:** Following UGC's guidelines-NCrF and directives from the State Government the college aligns with NEP-2020 recommendations by continuing OBE at 04 UG programs. College has implemented **QnSmart i** software - assessment tools focusing on OBE and developed Question Bank mapped with COs and Taxonomy levels for PG and **deQ OBE** tool to prepare the attainment calculation, attainment calculation reports using the software and have initiated to implement Assurance of Learning.

**UG-Programs-Curriculum framework: Part-I-**Functional English Language Courses; **Part-II-**Core, DSE, IDC, MDC, TDE, Project and Internship; **Part-III-**Ability Enhancement Courses-AECC, SEC, Finishing School & Provision for Advanced Learners.

**D) AY 2023-24: Third Major Revision & Restructuring of Curriculum in light of FYUGP - NEP-2020:** At present the college is revising the UG curriculum & credit framework following the State guidelines & SOP for Four year UG Program with MEME having 22 credits per semester common for all HEIs of the State. Many of our teachers/HoDs are actively participating as Chairperson of BoS/Subject experts, contributing at University Level too. The college has registered for DigiLocker-NAD in 2022,

generating **ABC-IDs** for students admitted in 2021-22 and 2022-23.

**Reputation:** The college's strong reputation is reflected in its NAAC grading, NIRF ranking and GSIRF rating, reinforcing its commitment to academic and research excellence. The college consistently ranks in the 101-200 range in NIRF from 2017 to 2022. It has received a 5 Star rating from the Knowledge Consortium of Gujarat for three consecutive years based on comprehensive performance metrics in the GSIRF for the academic year 2022.

Overall, a well-rounded and forward-looking educational environment with a strong focus on academic quality, research, student development and community enagement. These strengths position the college as a leader in the region's educational landscape.

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

## 5. CONCLUSION

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### Additional Information :

**Shree Manibhai Virani and Smt. Navalben Virani Science College:**

#### Advancing Excellence Post-Accreditation

After achieving accreditation by NAAC for cycle-2, our institution remains steadfast in its commitment to quality enhancement. To sustain and elevate the quality benchmarks, we have diligently implemented several noteworthy initiatives and best practices.

#### Key Milestones:

- Recognition as a “DDU KAUSHAL Kendra” by UGC in 2015-16.
- Acknowledgment by DBT under the “STAR COLLEGE Scheme & Status”
- Designation as a Nodal Centre for GSBTM Capacity Building Program
- Accreditation under Environmental Auditor Schedule-1 by GPCB
- Notable recognition in NIRF rankings: All India 37th Rank in 2017 and consistent placement in Rank-band 101-150 in 2022.
- Recognition as a 5 Star Institution by GSIRF from 2020-to-2022, highlighting our commitment to quality education
- Active Local Chapter of SWAYAM- NPTEL, contributing significantly to online education initiatives

#### Major Initiatives Implemented:

- Implementation of Academic autonomy from 2016-17 and received the extension for five years up to 2023-24.
- Redesigning and revising the curriculum framework to maintain a dynamic and globally competitive academic environment for existing programs, B.Sc., B.Voc, and M.Sc.
- Introduction of new programs under autonomy, such as M. Sc. Mathematics & Chemistry (Organic & Analytical), and Integrated-B.Sc.-M.Sc. Programs in Microbiology, Chemistry, and Mathematics.
- Recruitment of GIA & Managing trust appointee teaching & non-teaching staff
- Construction of a 10-storied hostel for transformation into a residential autonomous college
- Introduction & continuation of group & accidental insurance policies for all students and employees
- Implementation of sustainable development projects like solar energy, advanced farming, and water harvesting.
- Integration of credit courses related to environmental impact assessment and sustainability.
- Introduction of Ability & Competency Enhancement, Value-added courses, and holistic development programs in alignment with NEP-2020
- Regularly conducting development and capacity-building programs and workshops for students and staff
- Implementation of COVID-19 initiatives, including UDAYAM project, digital resources for online teaching, FDPs, and capacity-building programs
- Adoption of UGC Learning Outcomes based Curriculum Framework, in harmony with NEP-2020
- Creation of robust software solutions for proctored online examinations
- Organization of webinars, workshops, and Finishing Schools & language laboratory-SCOPE

examinations

These initiatives reflect our unwavering commitment to advancing excellence in education and fostering holistic development in the post-accreditation phase.

## Concluding Remarks :

### Future Plans:

As an **autonomous** college, we are committed to not only maintaining our current standards of excellence but also to continually improve and enhance the quality of education we provide.

- **Implementation of Curriculum & Credit Framework-CCFUP** in line with the State Government's Standard Operating Procedures and the NEP-2020.
- **Introduction of Vocational UG / Innovative PG Programs** in partnership with industry in Chemical, Computer, and Life Sciences, ensuring our graduates are job-ready.
- **Internalizing Outcome-Based Education** system through digital solutions, ensuring that our students achieve the desired learning outcomes.
- **Development of E-Content** for MOOCs and COIL programs, making quality education accessible to a broader audience.
- **Transformation into a Residential Autonomous College** to provide a holistic educational experience and enable students to immerse themselves fully in their academic journey.
- **Industry and Institutional Collaborations** with industries, institutions, and Sector Skill Councils to enhance experiential learning opportunities for our students.
- **FDPs and Capacity Building** for professional development of our faculty members and staff.
- **Collaborative Trans disciplinary Research** to addresses real-world challenges and the development of Industry-Defined Projects & technology transfer will be a priority.
- **Research Expansion** in terms of increased number of sponsored research projects and to obtain patents, copyrights, and trademarks for their innovative research outcomes.
- **Integration of Universal Human Values** through Jeevan Vidya and the Indian Constitution, emphasizing liberty, equality, fraternity, and justice for all. This will prepare our students for active participation as responsive & responsible citizen in building a knowledge-based economy and society.

Our approach to these initiatives will be based on a careful identification and prioritization of plans, using the VED concept (vital, essential, and desirable).

### We believe in... Quality sustenance and enhancement

The institution believes in transparent administration, team work, value based scientific education and practices it in letter and spirit. It further believes in student empowerment, especially of women, staff empowerment and welfare measures. In the process, the institution has implemented new policy initiative of UGC & DST/DBT as well as of Saurashtra University and Government of Gujarat.

Thus we have contributed and continue to do so to realize the **five core** values.

- Contributing to National Development.
- Fostering global competencies among students.

- Inculcating Values among students by leading with examples.
- Promoting use of ICT and upcoming technologies in the field of study.
- Quest for Excellence.

**With this full commitment to quality sustenance and enhancement, the institution hereby proposes to seek Reaccreditation by NAAC and hence the submission of SSR for A&A Cycle-III.**

We are indebted to the benevolent managing trust for their all round support and encouragement to seek NAAC's Reaccreditation.

The institution acknowledges the efforts of Statutory bodies, IQAC, Steering Committee and the contribution and the support of all the faculty, students and alumni in this endeavor.

The institution firmly believes in continuous improvement leading to excellence.

**Dr. K.D.Ladva**

**Principal**

**Date: 14.09.2023**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>131</td> <td>211</td> <td>322</td> <td>377</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>60</td> <td>202</td> <td>262</td> <td>315</td> </tr> </tbody> </table> <p>Remark : Multiple courses in a year have been considered once only</p>	2021-22	2020-21	2019-20	2018-19	2017-18	167	131	211	322	377	2021-22	2020-21	2019-20	2018-19	2017-18	54	60	202	262	315
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167	131	211	322	377																	
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54	60	202	262	315																	
1.4.2	<p><b>The feedback system of the Institution comprises of the following :</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action taken</p> <p>Remark : DVV has made required changes as per supportings.</p>																				
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>55</td> <td>103</td> <td>70</td> <td>318</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>55</td> <td>106</td> <td>70</td> <td>318</td> </tr> </tbody> </table> <p>Remark : DVV has made required changes as per data template</p>	2021-22	2020-21	2019-20	2018-19	2017-18	75	55	103	70	318	2021-22	2020-21	2019-20	2018-19	2017-18	78	55	106	70	318
2021-22	2020-21	2019-20	2018-19	2017-18																	
75	55	103	70	318																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
78	55	106	70	318																	



2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. <b>Number of mentors</b> ?????????????? ???????</p> <p>Answer before DVV Verification : 45 Answer after DVV Verification: 44</p> <p>Remark : DVV has made required changes as per supportings.</p>																				
2.4.2	<p><b>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</b></p> <p>2.4.2.1. <b>Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 750 1046 884"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>44</td> <td>47</td> <td>44</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 965 1046 1099"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>43</td> <td>46</td> <td>43</td> <td>41</td> </tr> </tbody> </table> <p>Remark : DVV has made required changes as per supportings.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	36	44	47	44	42	2021-22	2020-21	2019-20	2018-19	2017-18	36	43	46	43	41
2021-22	2020-21	2019-20	2018-19	2017-18																	
36	44	47	44	42																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
36	43	46	43	41																	
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b></p> <p>Answer before DVV Verification : 689 Answer after DVV Verification: 690</p> <p>Remark : DVV has made required changes as per supportings.</p>																				
3.1.2	<p><b>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</b></p> <p>3.1.2.1. <b>The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1816 1046 1951"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0.85</td> <td>1.10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 2031 1046 2080"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0.85</td> <td>1.10</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0.85	1.10	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0.85	1.10
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0.85	1.10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0.85	1.10																	

0	0	0	0.88	1.20
---	---	---	------	------

Remark : DVV has made changes as per ecopies

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

#### 3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	8	20	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	06	14	18

Remark : DVV has made changes as per supportings and data template. Multiple Teachers have been considered only once in a year.

### 3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	23	28	35	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	23	28	35	43

Remark : DVV has considered calendar wise.

### 3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

#### 3.4.4.1. 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:

2021-22	2020-21	2019-20	2018-19	2017-18

5	5	20	35	34
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	05	19	34	33

Remark : Only books with ISBN numbers have been considered

**3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

**3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4.06	0.20	13.01	34.40	20.90

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.06	0.20	13.42	33.57	19.80

Remark : DVV has made changes as per supportings

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	4	16	56	63

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	03	14	52	51

Remark : DVV has not considered observation of days.

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3958	2425	1257	2850	3800

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2781	284	1064	2673	2504

Remark : DVV has made changes as per 3.6.3

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 18

Answer after DVV Verification: 16

Remark : DVV has made changes as per geo tagged photos.

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)****4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
77.70	32.59	149.54	112.21	101.79

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
78.46	32.63	151.40	114.53	108.31

Remark : DVV has made required changes as per supportings.

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
1.5	1.05	1.8	3.48	8.60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.41	1.05	1.8	3.48	8.60

Remark : DVV has made changes as per supportings

#### 4.3.4 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the documents shared by the HEI

#### 4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100.02	127.24	253.56	511.93	367.82

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
101.27	127.99	256.15	522.78	377.55

Remark : DVV has made required changes as per supportings.

#### 5.1.5 **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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made required changes as per supportings.

**5.2.2 Percentage of student progression to higher education (previous graduating batch).****5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 170

Answer after DVV Verification: 100

Remark : DVV has made changes as per supportings

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)****5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	19	94	423	1345

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	3	0	1

**5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	25	102	438	1436

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	3	0	1

Remark : DVV has made changes as per supportings provided.

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	36	114	88	137

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	24	26	48	100

Remark : Team certificates have been considered as 1 and participation certificates have not been considered

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
41	59	10	24	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	18	02	02	19

Remark : FDP programs less than 5 days not considered and multiple teachers in a year have been considered once only

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.69	0	0.29	3.07	1.25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.24	0.74	2.57	10.84	9.71

Remark : DVV has made changes as per supportings

7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Borewell /Open well recharge</b></li> <li><b>3. Construction of tanks and bunds</b></li> <li><b>4. Waste water recycling</b></li> <li><b>5. Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above            Answer After DVV Verification: E. None of the above            Remark : Geo tagged photos not provided</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li><b>1. The Code of Conduct is displayed on the website</b></li> <li><b>2. There is a committee to monitor adherence to the Code of Conduct</b></li> <li><b>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li><b>4. Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: B. 3 of the above            Remark : DVV has made required changes as per supportings.</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>647</td> <td>781</td> <td>1350</td> <td>2224</td> <td>2366</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>644</td> <td>781</td> <td>1350</td> <td>2224</td> <td>2366</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	647	781	1350	2224	2366	2021-22	2020-21	2019-20	2018-19	2017-18	644	781	1350	2224	2366
2021-22	2020-21	2019-20	2018-19	2017-18																	
647	781	1350	2224	2366																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
644	781	1350	2224	2366																	



1.4 **Number of revaluation applications year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	17	56	201	159

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	17	56	200	155

2.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
591	1099	1225	1633	1802

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
641	1099	1532	1633	3089

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
177.72	159.83	403.10	624.14	469.61

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
179.73	160.62	407.55	637.31	485.86