# SELF STUDY REPORT

## FOR

## 1$^{st}$ CYCLE OF ACCREDITATION

## GOVERNMENT SCIENCE COLLEGE CHIKHLI

AT/PO SATPIPLA, OPP. ITI, VANSDA ROAD, TA. CHIKHLI, DI. NAVSARI
396521
www.gscchikhli.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The college is established in 2006 by the Government of Gujarat for the benefits of students of tribal area. Most of the people in this region are doing farming. People could not afford to send their children to cities for higher education. The college caters educational to the poor students of taluka. The college is located near to the National Highway and connected with the nearby villages. Area of college campus is 2.076 and built-up area is 5079 meters.

The institute runs four undergraduate courses and one Postgraduate course as below:

**Under Graduate Courses:**

1. Computer Science

2. Chemistry

3.  Botany

4. Mathematics

**Post Graduate Courses:**

1. Botany

**Vision**

To establish a centre of higher education in computer and other allied subjects with social upliftment, integrating modern, scientific and technological knowledge and skills with the basic human ethos and values. The institute shall set forth a model in higher education learning, skill and personality development and create a sense of responsiveness.

**Mission**

- To tackle the emerging challenges of the globalized technology, international competitiveness, leadership in thought and action, develop entrepreneurial abilities for creation of wealth and prosperity for their own country and peace and happiness for the people.
- To disseminate and advance knowledge by providing instructional and research facilities. In such branches of learning as it may deem fit.
- To make special provisions for integrated courses in science and technology in its educational programs.

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

**Institutional Strength**

- Tribal College located near to the National Highway and connected with the nearby villages.
- College has several ICT enabled class rooms.
- Eco-friendly, hygienic campus and peaceful atmosphere, favorable for learning.
- English Language lab and communication skill enhancement.
- Orientation, refresher and FDP encourages all staff for improving and enhancing skill and knowledge.
- Qualified and dedicated faculty members.
- Extension activities to help tribal village people by NSS.
- Free access of internet lab with Wi-fi connectivity.
- Feedback mechanism benefits the institution for development.
- RO installment for safe and purified water.

- One Computer lab is fully equipped with UPS system.
- Solar Power panel of 37 kw.
- 20,000 liters of rain water storage capacity for supply of distilled water to chemistry laboratory throughout the year.
- Internet facility for both staff as well as students.
- Institute website.
- Out of 12 Faculty members 07 Faculty members are Ph.D. holders.
- Classrooms and lobbies are under CCTV surveillance.
- The admission process is also transparent and follows the rules and regulations of the State Government of Gujarat and the Veer Narmad South Gujarat University. The students have the choice of electing the optional subjects under Choice Based Credit System (CBCS).

**Institutional Weakness**

- Conducting a seminar and conference
- Infrastructure facilities including classrooms and laboratories need to be improved
- The library needs up gradation and more computerization is required
- Poor teacher to student ratio.
- Lack in consultancy service.
- Collaboration and insufficient tie-ups.
- Majority of Students are from tribal area, so lack of communication skill.
- Lack of Major and Minor projects.
- Poor research culture.
- Placement of students is very poor, needs to be improve.
- Drop out to some extent.
- Coaching for NET/ SET.
- Institute has not recognized u/s 12 (B) of UGC
- Results are not up to the mark
- Chemical waste management

**Institutional Opportunity**

- ICT facility is only limited and minimum one class has to be transformed into a smart class.
- Laboratory facility has to be improved with more equipment and computers.
- Service of the college alumnae can be utilized for more placement and linkages with research centers and industry.
- Opportunity to start more skill development programmes.
- Participation in research related activities.
- To arrange lectures for competitive examinations.
- Inviting guest lecturers for seminars, workshops etc.
- To get Permanent affiliation from Parent University.
- To acquire 12 (B) status from UGC
- To establish well equipped Library
- To provide facilities of sports & games
- To enhance research environment
- To start Faculty exchange programme

**Institutional Challenge**

- Low socio- economic background of vast majority of students.
- Low student proficiency in English language at the entry level.
- Disposal of chemical waste.
- Insufficient supporting staff.
- Poor teacher to student ratio.
- Due to tight schedule of Semester system lack of time for extended research and extension activities.
- Placement of all students.
- Staff and students exchange programme in other universities and to face the global competition.
- To eradicate the superstitions from the tribal community.
- To organize seminar and conferences on various subjects.
- To establish well equipped library with e-resources.
- To minimize the dropout rate.
- To introduce the Post-Graduation departments
- To increase pass percentage of students

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Aim of our college to empowering rural area students of South Gujarat through higher education by Imparting them opportunities of Best Employees. Our Institution has limited flexibility in Implementations of the Curriculums because our college is affiliated to VNSGUni Surat. the College has followed the syllabus prescribed by the university for the Courses offered in BSc & MSc. The principal and the other faculty are member of BOS committee they represent themselves on BOS and made a positive Impart in the work of curricular planning and upgrading. For implementation of college schedule, we follow University academic calendar. Our college organise various extension and co-curriculum activities for self-development of students. Our target to give a Quality Education so we Arranged expert lecture for Third year students. For effective learning we apply new e- resources method for teaching.

## Teaching-learning and Evaluation

Field visits, study tour and industrial visits, etc. are used to enhance learning experience of students. Admissions are made as per the guidelines of the state government, Gujarat. 88% students were enrolled in the last five years against the sanctioned seats. Out of which, 87% students of reserved category were admitted. Seminars and Clube activities are carried out to increase students' interest in Subject. These activities also increase their confidence and help to remove their stage fear. The full-time teaching staff is well qualified. Out of 12 full time teachers, 7 hold Ph.D. degree. Techers are using ICT to enhance the learning efficiency of students.

Grievances related to exam are redressed according mechanism decided by Institute. Academic calendar is prescribed by the university and exams are conducted as per the same calendar. Program Outcomes and Course Outcomes of all the courses are stated and displayed on the website.

## Research, Innovations and Extension

Institute does not have any University approved research centre of the affiliating University or any other agency, there is no separate research committee as such, but Faculty of the institute participated in many seminars and present the research paper. We have an internal academic committee which is work about organizing research seminars, at our institute. In the institute many faculty members are Ph.D. holders and they regularly share their research knowledge and encourage research activities with the students. In this way research atmosphere is created in the institute. Currently there is not any research projects are going-on. But the Institute encourages students and faculty to involve in research activities. To create the zeal among students and teachers, college has procured latest equipments, updated the library and laboratory facility. The institute motivates the students for higher education; the staffs are always on its toes when it comes to encouraging the students to join higher education for research. To develop scientific temper and aptitude, the Institute arranges Expert's lectures, industrial visits, study tours and visit to higher learning institute regularly. Despite its unavailability of a research centre, the faculty keeps on inviting experts on various subjects to deliver guest lectures to the students of both UG and PG level. Faculty members also brief the students regarding the work presented by other researchers in the same event. By doing so, they get the students idea about the current scenario of research in their subject.

## Infrastructure and Learning Resources

Government Science College, Chikhli was established in 2006, its campus spread across an area of 0.84 acre and the present constructed area stands at 5079 square metres. The overall infrastructure has been gradually developed over the years in accordance with the needs of the students seeking quality education at affordable rates. The college has two floors consisting of ten classrooms two of which are ICT enabled and four laboratories (Chemistry, Botany, Physics, and Computer). Sports facility is provided in the form of gym equipments and equipments of other sports. The infrastructure augmentation budget for the last five years has been in proportion to the immediate needs of learning and physical infrastructure. The library caters to the needs of students and teachers and is updated when required and enough budget is allocated for buying books and subscriptions. The college has installed CCTV cameras for monitoring and surveillance. ICT enabled classes and a Dell Language lab with internet connectivity has also been provided.

**Student Support and Progression**

Majority of the students of this institution belongs to Scheduled Tribe and Socially and Educationally Backward category. The government provides scholarships and freeships to the needy students. During the last five years, the number of students benefited by the government schemes are 2205. The number of students enrolled in capability enhancement schemes such as Competitive Examination Cell and Career Cancelling Cell is 1664. The Career Guidance Cell provides support services to students on regular basis. Progression to higher education is an issue, more than 20% students have opted master's degree courses in previous graduating batch. The institute encourages the students to participate in University level sports tournaments and cultural activities. Moreover, the Sports Week of the institution and Saptdhara Activities are on regular basis.

**Governance, Leadership and Management**

The college is a government college which comes under the control of Commissionerate of Higher Education, Government of Gujarat. To achieve vision and mission of the institution, different bodies of college work enthusiastically in a well-planned manner. The college being a government organisation, no fund is collected from non- government bodies, individuals and philanthropists and no fund is given to any faculty for attending conference or workshop, but principal and other staff encourage faculty members to do research work. To improve teaching-learning process, feedback from students are collected and analyzed, and on that basis, better teaching strategies are developed. The college has effective internal quality assurance cell (IQAC) which works for enhancing quality of teaching. College confers an award of excellence to meritorious students as encouragement. The college conducted academic and administrative audit (AAA) in 2013-14.

**Institutional Values and Best Practices**

- The college has adopted many new practices.
- There are many innovative practices introduced by the college in areas of teaching-learning, governance and for the improvement in the quality of the overall processes.
- Our college organized many programs to create Gender Awareness among all students. College has Sexual harassment prevention cell, Women Development Cell, Grievance redressal cell for safety and security of students.
- Career opportunities are enhanced by providing workshops and seminars.
- The college is focusing on spreading environment awareness among students and faculties and aim at having a green and clean environment. The college is undertaking Environmental awareness programs like tree plantation, cleanliness drive and seminars. The college has necessary system for rainwater harvesting, waste management, energy conservation. College has solar panel system installed on terrace of college building.
- The two best practices quoted by the college are

1) Superstition awareness

2) Rain water harvesting

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | GOVERNMENT SCIENCE COLLEGE CHIKHLI |
| Address | At/Po Satpipla, Opp. ITI, Vansda Road, Ta. Chikhli, Di. Navsari |
| City | Navsari |
| State | Gujarat |
| Pin | 396521 |
| Website | www.gscchikhli.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Prakash G. Asnani | 02634-290291 | 9825531815 | - | gscchikhli@gmail.com |
| IQAC Coordinator | Raxaben B Patel | - | 9427335462 | - | raxapatel98@yahoo.com |

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

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

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

| Establishment Details | |
| --- | --- |
| Date of establishment of the college | 31-05-2006 |

| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | |
| --- | --- | --- |
| **State** | **University name** | **Document** |
| Gujarat | Veer Narmad South Gujarat University | View Document |

| Details of UGC recognition | | |
| --- | --- | --- |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 30-11-2010 | View Document |
| 12B of UGC | | |

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

| Details of autonomy | |
| --- | --- |
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

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

| Location and Area of Campus | | | | |
| --- | --- | --- | --- | --- |
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | At/Po Satpipla, Opp. ITI, Vansda Road, Ta. Chikhli, Di. Navsari | Tribal | 2.076 | 5079 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BSc,Chemistry | 36 | XII Science | Gujarati | 140 | 119 |
| UG | BSc,Computer Science | 36 | XII Science | English | 70 | 6 |
| UG | BSc,Botany | 36 | XII Science | Gujarati | 90 | 38 |
| UG | BSc,Mathematics | 36 | XII Science | English | 50 | 18 |
| PG | MSc,Botany | 24 | M.Sc. Botany | English | 25 | 16 |

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

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 11 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 0 | 11 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 5 |
| Recruited | 2 | 3 | 0 | 5 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| **Permanent Teachers** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 2 | 8 | 0 | 10 |

**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 |
|---|---|---|---|---|---|---|
| PG | Male | 2 | 0 | 0 | 0 | 2 |
| | Female | 33 | 0 | 0 | 0 | 33 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 281 | 0 | 0 | 0 | 281 |
| | Female | 310 | 0 | 0 | 0 | 310 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| **Provide the Following Details of Students admitted to the College During the last four Academic Years** | | | | | |
|---|---|---|---|---|---|
| **Programme** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 5 | 6 | 6 | 9 |
| | Female | 1 | 2 | 2 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 109 | 121 | 99 | 97 |
| | Female | 196 | 194 | 113 | 109 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 182 | 244 | 202 | 87 |
| | Female | 126 | 124 | 101 | 99 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 15 | 28 | 28 | 26 |
| | Female | 21 | 22 | 24 | 22 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 655 | 741 | 575 | 455 |

# 3. Extended Profile

## 3.1 Program

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

**Response: 180**

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

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 6 |

## 3.2 Students

**Number of students year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 655 | 741 | 575 | 455 | 451 |

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

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 415 | 356 | 326 | 272 | 235 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 96 | 117 | 123 | 74 | 21 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | [View Document](#) |

## 3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 6 | 8 | 7 | 5 | 5 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | [View Document](#) |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 8 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 3.4 Institution

**Total number of classrooms and seminar halls**

**Response: 11**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 14.05361 | 49.47246 | 84.36338 | 14.64898 | 15.16164 |

**Number of computers**

**Response: 59**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

Our College is affiliated to the Veer Narmad South Gujarat University, hence we follow the university designed curriculum. The college operates at UG & PG level. Our college is located in tribal area so most of our students are from underprivileged backgrounds who are seeking employment. Our goal is to make these students employable for nearby Industrial clusters and Government jobs. The University prepares an academic calendar that specifies the duration of the semester, the date of commencement and end of semesters. All UG and PG courses offered by the college follow semester system. In the beginning of the academic year, an action plan is prepared by the IQAC/HOD. Separate time table for each Department and other programmes are prepared. Theory & Practical classes are held according to the time-table which is prepared prior to the commencement of the academic year by the Routine Committee and which is published on noticeboard. Teaching is according to paper wise curriculum. If there is necessity to complete the curriculum extra classes are conducted. At the end of each academic session, the students appear for the semester examination. For developing their skills to compete in the 'job market' we offer Skill Development programme like Finishing School to our students. Most of the departments have their own computers with internet connectivity. The teachers download Bisag video lectures or use topic wise Bisag lecture CDs from library for ICT lectures in classes. The use of ICT, laptop, well equipped laboratory facilitates etc. are made available to students to improve their performance. In order to enhance learning-teaching process our visiting faculty maintains lesson plan diary. Relevant text books, reference books and practical charts are issued from library to teachers and students. PG students get more benefits with reference books. All our laboratories are upgrade every year as per the requirement of syllabus. The feedback on curriculum is taken by our college and conveyed to university by our member in Board of Studies. The college encourages faculty members to attend Orientation/ Refresher courses, workshops and present papers in seminars conducted by the affiliate and other Universities for acquiring necessary skills for effective delivery of the curriculum. Different department arranges education tour/field visit to develop observation skill among the students.

**1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response:** 0

**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

| File Description | Document |
|---|---|
| Details of the certificate/Diploma programs | [View Document](#) |

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response:** 129.03

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

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

| File Description | Document |
|---|---|
| Details of participation of teachers in various bodies | [View Document](#) |
| Any additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 64.44

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

Response: 116

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings. | [View Document](#) |
| Details of the new courses introduced | [View Document](#) |

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

**Response:** 100

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

Response: 5

| File Description | Document |
|---|---|
| Name of the programs in which CBCS is implemented | View Document |
| Minutes of relevant Academic Council/BOS meetings. | View Document |

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

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

| File Description | Document |
|---|---|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | View Document |

## 1.3 Curriculum Enrichment

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

**Response:**

As per CBCS semester system, the college operates within tight schedule for theory and practical classes. In such a situation our institute offer the opportunities for field trips, study tours, industrial visits and academic interactions with subject experts, which supplement the curriculum prescribed by the university. We try to integrate cross cutting issues which are relevant to Gender, Environment and sustainability, Human values, ICT, Value Added.

**Gender**: The education in our Institution is co-education. Hence there is no discrimination in gender. CWD cell is active in our college so all Extra activity like lectures on Health Issue of women at workplace, training on self-defence technique by a karate trainer for Female students, poster presentation on "save girl Child". RUSA has provide equity grants for this purpose. We arrange 'equity Initiatives' seminar from this grant. More than 50% of students participated from each Category.

Here is an indicative list of training programmes and seminar conducted at the Institute.

| Activity | Date | No. of Students benefited |
|---|---|---|
| Women Empowerment Week | 14/03/2014 to 20/03/2014 | 90 |
| Mahila Sashaktikaran Divas | 8/8/2014 | 68 |
| Women Empowerment Programme | 1/8/2015 to 14/08/2015 | 102 |
| Seminar on Career Awareness and Guidance under RUSA: Equity initiative | 29/04/2016 | 114 |

**Environment and sustainability**: It is clear that no one can afford to be Ignorance of environment issues. Environmental studies is introduced in our curriculum for undergraduate First year students to aware about Environment. Energy subject has been taught to second year BSc students as IDS subject. To maintain plastic free campus, dustbins are placed in the campus.

**Human values and professional Ethics:** The institute has given Equal opportunities to both staff and faculty members. The admissions are allotted to students as per the stipulated norms of category of Government of Gujarat. Listed activity conducted at Institute :

| Activity | Date | No. of Benefited students |
|---|---|---|
| Independence Day | 15/08/2013 | 69 |
| Republic Day | 26/01/2014 | 73 |
| Independence Day | 15/08/2014 | 64 |
| Republic Day | 26/01/2015 | 67 |
| Independence Day | 15/08/2015 | 58 |
| Republic Day | 26/01/2016 | 60 |
| Independence Day | 15/08/2016 | 74 |
| Republic Day | 26/01/2017 | 64 |
| Independence Day | 15/08/2017 | 56 |
| Republic Day | 26/01/2018 | 60 |
| International Yoga Day | 21/06/2015 | 268 |
| International Yoga Day | 21/06/2016 | 115 |
| International Yoga Day | 21/06/2017 | 15 |

**ICT:** To facilitate learning through ICT, the departments and class room are equipped with LCD projectors and computers. College also has Wi-Fi facility.

**VALUE ADDED**: Finishing School project is being conducted in the institution for last two years. Students have actively taken part to get 'finished and polished' shape to their personalities.

| Name of the value added courses | Course Name | Number of students |
|---|---|---|
| Finishing school | FS -1 | 53 |
| Finishing school | FS -2 | 24 |

Other Extracurricular and Value added activities organised by the institute.

| Activity | Date/Year | No. of Benefited students |
|---|---|---|
| UPSC- GPSCSeminar | 16/01/ 2017 | 150 |
| UPSC- GPSCSeminar | 3/01/ 2018 | 200 |
| Career Advancement seminar | 30/03/ 2017 | 150 |
| Bridge course in Botany | 18/05/2015 to 20/05/2015 | 105 |
| Academic Interaction with subject Expert | 2016 | 120 |
| Academic Interaction with subject Expert | 2017 | 110 |
| Sugar Factory visit ( Gandevi) | 11/02/2017 | 110 |

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

**Response:** 2

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

Response: 2

| File Description | Document |
|---|---|
| Details of the value-added courses imparting transferable and life skills | View Document |
| Brochure or any other document relating to value added courses. | View Document |

**1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 0.61

1.3.3.1 Number of students undertaking field projects or internships

Response: 4

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

## 1.4 Feedback System

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

**B.Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

**1.4.2 Feedback processes of the institution may be classified as follows:**
**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| List of students (other states and countries) | View Document |
| Institutional data in prescribed format | View Document |

### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 88.39

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 655 | 741 | 575 | 455 | 451 |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 847 | 725 | 665 | 555 | 480 |

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

### 2.1.3 Average percentage of seats filled  against seats reserved for various categories as per

**applicable reservation policy during the last five years**

**Response:** 100

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 415 | 356 | 326 | 272 | 235 |

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

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

Majority of students come from tribal areas and belong to first generation of learner. Majority of the tribal students are comfortable in regional language of Gujarati while their comprehension and communication in English language is very weak. The state Government has started an initiative SCOPE [Society for Creation of Opportunity through Proficiency in English], which helps students to increase their understanding and proficiency in English. For computer literacy, Dept. of Higher Education has started initiative of DELL Lab [Digital English Language Laboratory]. For development of soft skills of students, government has started a programme of Finishing School.

Slow learner and advanced learners are identified by teachers from class room lecture, discussion and marks obtained in Internal Exam. Slow learners and advanced learners are easily identified during their practical session, in which they have to apply their theoretical knowledge in respective experiments.

•Some difficult concepts which are difficult to grasp for slow learners, are repeated in consequent classes.

•Assignment has been given to slow learners.

•Slow learners are counselled by the respective subject teacher.

Advance learners are motivated to appear for competitive exams and for these purpose the college library is also well equipped with books related to general knowledge, computer facility with internet connection and Wi-Fi connectivity.

**2.2.2 Student - Full time teacher  ratio**

**Response:** 109.17

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |

## 2.3 Teaching- Learning Process

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

**Response:**

Basically, the faculties take efforts to make the topic interesting and simple as well as to make the learning process student-centric.

•To give personal attention to students in classroom is difficult because of higher student-teacher ratio. But it is easy to give personal attention to students during Practical Session.

•The faculty uses power point presentation, computers and internets for effective learning.

•Study tours are organized by different departments to encourage participating learning.

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

**Response:** 50

2.3.2.1 Number of teachers using ICT

Response: 3

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

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

**Response:** 131

2.3.3.1 Number of mentors

Response: 5

| File Description | Document |
|---|---|
| Any additional information | <u>View Document</u> |

**2.3.4 Innovation and creativity in teaching-learning**

**Response:**

Teachers are quite innovative and creative. Their teaching strategy is different from class to class and student to student. To facilitate teaching-learning process, the college makes use of ICT. The college faculty uses laptops and LCD projectors in the classrooms to make learning more interesting for the students. Government of Gujarat has started an initiative called Sandhan in 2010. SANDHAN is an initiative by OCHE (Office of the Commissioner of Higher Education) and KCG (Knowledge Consortium of Gujarat), Department of Education-Government of Gujarat.

SANDHAN is about creating a platform which provides an excellent opportunity for the use of the Audio-Visual medium for the telecast of lectures in a very innovative and interesting manner.

SANDHAN aims at providing a very creative base for Faculty and Students to fulfill the need for having the Audio-Visual aids for imparting education in the Higher Education.

Students are encouraged to solve previous 3 years university question papers. This helps them to appear in the final examination with more confidence.

## 2.4 Teacher Profile and Quality

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

**Response:** 116.5

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | <u>View Document</u> |
| List of the faculty members authenticated by the Head of HEI | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

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

**Response:** 52.57

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

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

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

**2.4.3 Teaching experience per full time teacher in number of years**

**Response:** 10.29

2.4.3.1 Total experience of full-time teachers

Response: 61.75

| File Description | Document |
|------------------|----------|
| Any additional information | [View Document](#) |

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 30.5

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

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

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

•The semester system with CGPA pattern has been adopted by VNSGU in 2011-12. Now the university has moved one step ahead with Choice Based Credit System (CBCS) in UG program.

•Head of the institution and HOD are in regular touch with the students. They have their own mechanism to collect information either directly or indirectly or confidentially. Continuous evaluation from both the sides taking place in our college.

•Students are evaluated by classroom participation, assignments and Internal Exam.

•The internal marks are provided on the basis of internal test, assignment, attendance and viva (in practical).

•Different committees have been formed to supervise and look after activities of the college. Our cultural activities called Saptadhara, in which students are encouraged to take participation in at least one 'Dhara'.

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

**Response:**

•Internal assessment is of 20 marks while external assessment is of 50 marks. Continuous internal evaluation is transparent and robust. Any doubt about the optimal answers of the question is clarified by the examiners.

•After internal assessment, marks are displayed on the notice board before submitting to the University and students are given freedom to ask for the answer book if they are unsatisfied with assessment.

•Any complaint regarding internal assessment, students can contact subject related Departmental Head. Departmental Head conveys the oral or written complaint to the concerned subject teacher. The grievance is resolved by the concerned subject teacher and head of the department after discussing it with the Principal. If there is any error in the assessment, corrections are accordingly made by the examiner and the corrected marks are officially posted against the name of the concerned students.

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

**Response:**

There are stages to redress any grievances related to examination.

1.For internal exam and 2. For university exam

1.For internal exam:

After displaying the marks on the notice board, students are free to contact subject related Departmental Head for any doubts regarding the assessment. Departmental Head conveys the complaint to the concerned subject teacher. The grievance is resolved by the concerned subject teacher and head of the department after discussing it with the Principal. If there is any error in the assessment, corrections are accordingly made by the examiner and the corrected marks is officially posted against the name of the concerned student. Grievance is resolved within time period of three days. Same mechanism is followed for any grievance regarding assignments, attendance and other departmental activities.

2. For University examination:

To resolve the grievances of the students regarding the assessment, the university has framed the rules and regulation. After declaration of the results, the dates for re-evaluation which are provided by the university are displayed on the notice board for the information of the students. Students have the rights of re-evaluation.

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

**Response:**

•The academic calendar is designed in a way so that that there should be maximum working days to complete the syllabus. The university provides an academic calendar that specifies the date of beginning

and end of the classes for each semester along with the government holidays.

•For external examinations, it is the university who decides about the examination and result.

•As far as internal exam, and the dates for other academic activities like seminar, cultural activities, sports festivals are concerned; the college strictly follows the academic calendar communicated to students.

•In case of any unusual break in the working day as in national *bandh*, death of a VIP, Flood, the Principal and HODs meets again to reschedule the date.

Departmental timetable is also prepared by each department.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

**Response:**

•course and program outcomes are assessed by continuous assessment which includes internal examination, assignment.

•At the end of year, feedback is taken for outcome of course to assess the satisfaction level of the students.

•The objectives and importance of Course outcome, Program outcome and Program specific outcomes are communicated to the teachers and students in the formal way of the discussion and by displaying on the website.

•Students are made aware of outcome of course and their important in further study throughout the course by relative teacher.

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

**Response:**

The college has adopted the semester system with CBCS in which the students are evaluated twice a year. Apart from the written tests, study tours and industrial visits are arranged along with assignments which are given to the students to enable them to gain more knowledge on the subject. If the student is from a socially or economically backward class, they are given scholarships as per the government norms.

Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution by assessing the teaching learning based on a feedback system. In a feedback system, the final year students and faculty members duly filled the feedback forms provided by the institute. Students and faculty members give their inputs on teaching-learning and course curriculum. Feedback collected from

students and faculty members are analyzed by IQAC.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**2.6.3 Average pass percentage of Students**

**Response:** 53.33

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

Response: 88

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

Response: 165

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.7 Student Satisfaction Survey

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

**Response:**

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 1.57

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 1.568 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document] |
| e-copies of the grant award letters for research projects sponsored by non-government | [View Document] |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 16.67

3.1.2.1 Number of teachers recognised as research guides

Response: 1

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

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

**Response:** 0.56

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

Response: 1

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

Response: 9

| File Description | Document |
|---|---|
| Supporting document from Funding Agency | [View Document](#) |
| Funding agency website URL | [View Document](#) |

## 3.2 Innovation Ecosystem

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

**Response:**

The institute motivates the students for higher education; the staff is always on its toes when it comes to encouraging the students to join higher education for research. To develop scientific temper and aptitude, the Institute arranges Expert's lectures, industrial visits, study tours and visit to higher learning institute. The college does not have a registered research centre of the affiliating university. Despite its unavailability of a research centre, the faculty keeps on inviting experts on various subjects to deliver lectures to the students of both UG and PG level. The college is predominantly under-graduate with only one postgraduate Department (Botany). There is no recognized Incubation centres associated with any business start-up. But the college plays an encouraging role in promoting an ecosystem for innovation among the faculty members. If any research grants are sanctioned for the projects by research agencies then full support will be provided to the principal investigator to implement the research scheme within the time frame work.

The college has adopted practical approach in recent years to keep the students on par with the latest developments in their respective fields of study.

• Many of the class rooms of the college are equipped with LCD projectors to facilitate learning for the students.

• Separate, well equipped labs are set up for the students in sciences, computer and the English language to make the students acquainted with the latest trends in respective fields and improvise on them.

• The computer science students choose an area of interest of their own preference and do a mini project as fulfilment for the degree of BSc with computer science.

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

**Response:** 1

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

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

| File Description | Document |
|------------------|----------|
| Report of the event | View Document |
| List of workshops/seminars during the last 5 years | View Document |

## 3.3 Research Publications and Awards

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

**Response:** No

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

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

**Response:** No

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

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 1

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

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

**Response:** 0.65

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

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

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

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

**Response:** 1.29

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 2 | 2 | 1 |

| File Description | Document |
|------------------|----------|
| List books and chapters in edited volumes / books published | [View Document] |
| Any additional information | [View Document] |

## 3.4 Extension Activities

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

**Response:**

The college believes in the overall development of the students and sensitizing them by exposing them to social issues in the neighborhood as per the limitation of the college and the local community norms. They are encouraged to participate in various community development programs to develop their all-round personality. As a part of the whole exercise, in the beginning of every academic year, the Principal of the College and the NSS Programme Officers address the students and inform in detail about the NSS activities. Students are made aware of the programmes proposed to be conducted during the academic year.

• The NSS (National Service Scheme) conducts annual camp in the neighbouring villages for 7 days, exposing the students to the village and its people and to better understand their lifestyles and needs.

• Self-discipline, loyalty, and respect are nourished among the NCC students.

• Extension lectures on social problems with outsiders experts are arranged to create awareness among the students.

• The students are also encouraged to participate in the following activities.

1) Planting of trees inside the campus as well as in the neighborhood

2) Free eye camps

3) Sickle cell chack-up camps

4) Environment awareness camps.

5) Swacch Bharath Abhiyan

6) Awareness rallies on aids,

7) Awareness of Anti- Tobacco and Drugs.

• College is celebrate all the significant dates such as world Environment day, World Yoga Day, Teachers Day, science Day, etc are celebrated periodically to familiarize students with the value of our traditions.

• The study of environmental study as a paper in the curriculum helps the students to gain theoretical knowledge on the concepts that affect the society nowadays

• Every year college is arranging various co-curricular activity under the Sapdhara competitions.

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 years | [View Document](#) |

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

**Response:** 13

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

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

| File Description | Document |
|---|---|
| Reports of the event organized | [View Document](#) |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | [View Document](#) |

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

**Response:** 13.25

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 0 | 150 | 150 |

| File Description | Document |
|---|---|
| Report of the event | [View Document](#) |
| Average percentage of students participating in extension activities with Govt or NGO etc | [View Document](#) |

## 3.5 Collaboration

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

**Response:** 8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 1 | 3 | 4 | 0 |

| File Description | Document |
|---|---|
| Number of Collaborative activities for research, faculty etc | [View Document](#) |
| Copies of collaboration | [View Document](#) |

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

**Response:** 0

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

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

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

The college was established in 2006 in a modest manner and over the course of a decade has developed proportionally with the demand of times. The college campus is spread over an area of 0.84 acre with a total constructed area of 5079 square metres. The college started with undergraduate courses in Botany, Chemistry, Computer Science and today also offers post graduate learning in Botany.

The use of Chalk and Talk method alongside Digital mode is practiced in our college.There are 10 fully equipped and functional classrooms. There are 4 fully equipped laboratories. We have 5 classrooms and 1 seminar hall equipped with LCD Projector. All classrooms and laboratories have WiFi facility. There is a Dell Language Lab consisting of 25 computers with internet connectivity and an LCD TV Screen which caters to the IT needs of the students. Printing, scanning and photocopying facilities is also available.

Chemistry lab is situated on the first floor and adequately ventilated. It is divided in three sections i.e.1] Physical Chemistry Laboratory with strength of 27 students, 2] Organic/Inorganic Chemistry Laboratory with a strength of 32 students 3] Common Laboratory with strength of 64 students. Each section is well ventilated and exhaust systems are in place along with first aid.The laboratory is equipped with pH meter, conductometer, potentiometer, polarimeter, colorimeter, refrectometer, viscometer and high precision weight balance.There is a common storeroom for chemicals and glassware which also includes a refrigerator for cold storage.

There are two Biology laboratories on the first floor. They are equipped with various plant and animal specimens. Equipments include centrifuge, steady laminar flow, incinerator, a refrigerator, water bath, soil thermometer, digital colorimeter, pH meter, prismatic compass, digital balance, camera lucida rain gauge, luxmeter, micrometer, microtome, herbarium pressure, colony counter, haemocytometer, photosynthometer and oven. Types of microscope include binocular microscope, compound microscope and dissecting microscope. Physics lab is situated on the ground floor which has related instruments like spectrometer, ammeter, voltmeter, etc.

The college has a Wi-Fi enabled Computer lab as well as DEL Lab. The Computer lab is exclusively used by Computer Science students while DEL Lab is open to other students. The college is a centre for SCOPE (online) exam which is conducted in the Dell Lab. College library consists of more than 3000 books, educational magazines which the students and staff utilize.

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

**Response:**

In keeping with the view of holistic development of students, along with academics it also aims to provide

and sustain their physical and mental health.

The college has a playground where court level sports are organised. Badminton and volleyball matches and tournaments have been held here. The gym room has sports utilities for students which includes body building equipments like dumb bells, exercise rods, rubber plates. Indoor sports equipments include that of table tennis, badminton, carom, chess and outdoor sport equipments of cricket (practice nets, helmets, arm guard, leg pads, chest guard and gloves), hockey (hockey sticks and ball), volleyball (ball and net) and kho-kho poles, shot put, discus are also available. Archery kit is also available along with miscellaneous equipments like marking machine, measure tape, whistle, scorebook, cones.

Students have got opportunities to participate in inter collegiate tournaments and have achieved laurels for the college especially in Archery.

Cultural activities like Annual Day and Sapta-dhara also plays an important role in shaping the personalities of students. Sapta-dhara is a weeklong cultural fest which includes various competitions like essay writing, poster making, slogan writing, *mehendi* design competition, *rangoli* completion, classroom decoration.

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

**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

| File Description | Document |
|---|---|
| Number of classrooms and seminar halls with ICT enabled facilities | [View Document](#) |
| any additional information | [View Document](#) |

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

**Response:** 48.52

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0.30216 | 31.09325 | 65.45203 | 6.46490 | 8.46970 |

| File Description | Document |
| --- | --- |
| Details of budget allocation, excluding salary during the last five years | [View Document](#) |

## 4.2 Library as a Learning Resource

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

**Response:**

To cater to academic needs of students and teachers there is a library consisting of 3007 books and several magazines. The books are predominantly science related but there is also a good collection of non science books. In addition to serving core subjects the library also has other subscriptions related to General Knowledge and current affairs so that students can broaden their horizons beyond the curriculum. There is no ILMS software at present but the data is manually compiled and noted down in registers as well as electronically in computer.

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

**Response:**

The college has a well-equipped library with the recommended reference books as per the university norms. The library has sufficient books to satisfy the learning needs of the students. The total number of books available in the library is 3007. The library has subscribed to seven magazines presently. For sharpening of students' knowledge about their subject, library has subscribed magazines like Chemistry Today, Botany Today, Mathematics Today and Physics for you. Library has also subscribed general knowledge magazines like Safari, Competition Success review. The library has video Lectures in the form of CD ROM, which covers various subject related topics. Total 206 CDs on various topics are available. The non-academic books range from wide topics are also available in the library.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

**4.2.3 Does the institution have the following:**

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description | Document |
|---|---|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |

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

**Response:** 0.6

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0.09317 | 0.30555 | 2.57827 | 00 | 00 |

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

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

**Response:** No

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

**4.2.6 Percentage per day usage of library by teachers and students**

**Response:** 0.45

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

Response: 3

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

# 4.3 IT Infrastructure

## 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

With a view to ease the access and dissemination of information the campus is equipped with NaMo Wi-Fi which is aimed primarily for students. NaMo Wi-Fi has 7 routers for maximum coverage.

The college is also connected to GTPL Broadband connection which is primarily used by teaching and non teaching staff for research, teaching and administrative purpose. Wi-Fi connection is also made available through 5 routers connected to the broadband.

The college has a broadband connection of 8 MBPS and has aWi-Fi enabled Computer lab as well as DEL Lab which caters to the IT needs of the students. The Computer lab is exclusively used by Computer Science students while DEL Lab is open to other students. The college is a centre for SCOPE exam which is conducted in DEL Lab every year.

The computer lab has 10 computers with an inverter for uninterrupted usage while DEL Lab has 25 computers. Scanning, printing and photocopying facilities are also available. There is also an intercom for quick communication. CCTV surveillance cameras for monitoring are also in place.

## 4.3.2 Student - Computer ratio

**Response:** 11.1

## 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

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

**Response:** No

| File Description | Document |
|---|---|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 11.57

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 3.9356937 | 7.31915 | 7.50544 | 0.74516 | 0.16331 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic facilities | [View Document](#) |

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

**Response:**

The College being wholly governmental, the grant for maintenance of infrastructure is provided directly by Government of Gujarat and no private funding is accepted.

Physical facilities like classrooms, laboratories and seminar hall is used appropriately. Maintenance of cleanliness is regular and security is of paramount concern with CCTV cameras and security guard. Parking space is available for staff and students. Ramp is available on the ground floor. Girls room was made as per IQAC recommendation.

Classrooms have white board and as green boards; at least half of the existing classrooms have overhead projectors. Teachers are encouraged to use digital modes to enhance the overalllearning-teaching experience.

Laboratories are maintained in order and all essential consumables are procured timely for smooth functioning of practical.

Students are encouraged to use the library which is well maintained with books, magazines and subscriptions fulfilling immediate and long term academic needs of students.

The college with its gymkhana room provides necessary sports leisure and related activities and sports equipment while the ground doubles up as a space court for volleyball games and cricket practice pitch.

The college has sufficient computers to cater to IT needs, with the Computer Lab and Digital English Language Lab forming the bulk of the IT ecosystem that is connected to internet by broadband and Wi-Fi. NaMo Wi-Fi is exclusively for students and can be accessed from any place in the college building.

NSS functions in the college which conducts its Annual Camp every year.

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 76.07

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 531 | 593 | 412 | 381 | 288 |

| File Description | Document |
|------------------|----------|
| Upload self attested letter with the list of students sanctioned scholarships | [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 besides government schemes during the last five years

**Response:** 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

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

### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

**7.Yoga and meditation**

**8.Personal Counselling**

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** C. Any 5 of the above

| File Description | Document |
|---|---|
| Details of capability enhancement and development schemes | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 4.27

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 54 | 97 | 0 | 0 | 0 |

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

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

**Response:** 0

5.1.5.1 Number of students attending  VET year-wise during the last five years

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

| File Description | Document |
|------------------|----------|
| Details of the students benifitted by VET | [View Document] |

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

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View Document] |
| Details of student grievances including sexual harassment and ragging cases | [View Document] |

## 5.2 Student Progression

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Details of student placement during the last five years | [View Document] |

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

**Response:** 36.46

5.2.2.1 Number of outgoing students progressing to higher education

Response: 35

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

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

**Response:** 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

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

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

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

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

## 5.3 Student Participation and Activities

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

**Response:** 0

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

years

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

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | [View Document](#) |

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

**Response:**

The Student Council is a crucial part of Academic and Administrative bodies/committees of the institution such as the Governing Body, IQAC, and Anti-Ragging, Internal Examination, Council of Women Development, Gymkhana, SC/ST Cell, Cultural Cell, Cleanliness, Saptdhara, Women Harassment Prevention Cell from this year. In the previous year students were involved in all the academic, administrative and cultural committees but particular students for particular committees were not appointed.

The institute has a "Student Council" for every academic year. The selection of "Student Council" was as per guidelines provided by the Veer Narmad South Gujarat University from time to time. The council is formed on the basis of election amongst the candidates; if no candidate has appeared before the institute the council is formed on the basis of University examination. First the Class Representative (CR) and Ladies Representative (LR) are chosen, they elect their General Secretary (GS). The council member and members of all other committees are involved in college activities such as Sports Day, Annual Day and other indoor/outdoor competitions and cultural events.

The institute is keen to actively participate and suggest improvement in the working and administration of college. Various committees- Student representatives are involved in many committees of the college.

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

**Response:** 2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

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

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| Number of sports and cultural activities / competitions organised per year | [View Document](#) |

## 5.4 Alumni Engagement

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

**Response:**

Present scenario of the institution in terms of growth, development and challenges are familiarize to the former students however the registered alumni association is still not in function for the college. The former students often visit the college to attend co-curricular activities and functions, however any formal mechanism is not derived to maintain record of the same. The students also meet on the college premises as and when needed, and contributes beside the annual day function such as awareness program on issues like water management, environment protection, and also in employment, career and placements. The bond between the alma mater and the alumni sustains through alumni association hence we are in process to hold the meeting of former students and make the association as soon as possible.

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

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**

**Response:** <1 Lakh

| File Description | Document |
|------------------|----------|
| Alumni association audited statements | [View Document](#) |

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

Government Science College Chikhli is established with a view to impart knowledge and empower students specially hailing from near and far tribal areas. The college acts as a significant centre for learning in the district of Navsari for quality and affordable higher education imparting undergraduate and post graduate courses.

o **Vision:**

To make the college a centre of excellence by imparting value based quality education to the students and thus making them ready to combat local and global challenges. To make the college a centre of  knowledge and its application for the contemporary world.

o **Mission**

- To utilize, harness and channelize the raw potential of students.
- Fine tune their rational and creative energies.
- To make students self-aware, participative and responsible citizens contributing to the society's various needs.
- To achieve this mission the college has included the students themselves in the various committees so that they can learn participative and responsible approach first hand.

The college also undertakes co-curricular activities and other personality development programmes for their holistic development. Ours is the first and only government science college offering post graduate course in Navsari district.

### 6.1.2 The institution practices decentralization and participative management

**Response:**

- As far as the institutional financial activities are concerned it is participative but not decentralized.
- There are 21 committees, which are headed by the concern convener which is overall headed by the Principal.
- The committees in which decentralization and participative management practiced are as follows:

| | |
|---|---|
| 1. Internal Marks Committee | 2. SC/ST Cell |
| 3. Student Representative Council | 4. Cultural |
| 5. RTI-Cell | 6. Cleanliness |
| 7. R&B Planning and Implementation | 8. Time Table |

| 9. External Exam | 10. Anti-Ragging |
|---|---|
| 11. Gymkhana | 12. RUSA-AISHE |
| 13. Gymkhana | 14. NSS |
| 15. Library & BISAG | 16. UDISHA |
| 17. Purchase | 18. Sapt-Dhara |
| 19. Record Keeping | 20. Women Harassment Prevention Cell |
| 21. IQAC | |

In many committees students are also involved, the faculty and the students provide valuable suggestions as and when required.

The departmental activities, work-load allotment, conducting department-wise internal evaluation, teaching and learning processes are performed freely by the HODs and faculties of the concern departments.

## 6.2 Strategy Development and Deployment

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

**Response:**

The institution is keen for overall development by implementing policies through principal and the committees. College has prepared strategic plan for next 10 years which consists of following activities to be performed in next 10 years.

- To get well equipped library and expand library facilities
- Science lab up -gradation with latest equipment.
- To develop consultancy with industries and higher education institutions
- To plan MOU with industries and Colleges for student projects and support
- To improve communication skills of students by putting more efforts in Finishing School
- To get at least one major and minor product
- To develop research infrastructure
- To avail maximum placement opportunities
- To train students for competitive examinations
- To develop proper effluent treatment strategies for chemical waste
- To increase smart classes by increasing ICT facilities
- To develop strong alumni connection
- To provide more skill development classes/seminars.
- To inviting guest lecturers for seminars, workshops etc.
- To get Permanent affiliation from Parent University.
- To acquire 12 (B) status from UGC
- To provide facilities of sports & games
- To enhance research environment
- To start Faculty exchange program
- To provide institutional support and scholarship to the economically backward students.
- To develop research related extension activities
- To eradicate the superstitions from the tribal community.

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- To organize seminar and conferences on various subjects.
- To establish well equipped library with e-resources.
- To establish well equipped infrastructure.
- To minimize the dropout rate.
- To introduce the Post-Graduation departments
- To increase pass percentage of students

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

**Response:**

As this is a Government college under the authority of Gujarat Higher Education Department-Government of Gujarat, all the rules including recruitment rules, service rules, and promotional policies are decided by Gujarat Higher Education Department. As far as the institutional governance is concerned, the Principal is the head of the college and to assist Principal in administrative activities and financial matters teaching and non-teaching staff members are involved as committee members. Grievance Redressal Cell is established in the College to address the grievances of students and staff of the College.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

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

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

**Response:** B. Any 4 of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces | [View Document](#) |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | [View Document](#) |

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

**Response:**

All the functioning bodies in the college works under supervision of the Principal of the college. The meetings are held regularly to implement the policies and achieve the responsibilities. The committee members act as a team to execute assigned task. One of the activities successfully implemented is "UDISHA Seminar".

The Internal Quality Assurance Cell (IQAC) has suggested many improvements in academic field by which students can be benefitted. There are ten classrooms and one seminar hall which are ICT enabled, which help students for better learning with scope of recent trends. Regular Industrial visits/field trips are also arranged for final year students for better understanding of current trends in their respective fields.

In the year 2016-17, Dr. Divyesh Gandhi of Naranlala College-Navsari gave guidance related to career opportunities on 30 March, 2017 to the final year students under "UDISHA Prakalp" Scheme. A total of 97 students were benefited from this seminar. In the year 2017-18, Dr. Dipesh Shah from Vapi Science College and Dr. Chetanbhai Soni from Vivo Health Care (Ahmedabad), gave guidance related to career advancement to the final year students of sciences. Total 54 students were benefited from this seminar.

## 6.3 Faculty Empowerment Strategies

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

**Response:**

- The college is a government institution and hence the head of the institution has no financial independence to implement welfare measures for teaching and non-teaching staff.
- State Government insurance is provided by Government of Gujarat
- Faculty members are motivated to apply for minor/major research projects, orientation courses and refresher courses.
- However, government schemes for the welfare of teaching and non-teaching staff have been timely brought to the notice of the concerned for the proper utilization.
- Teachers are encouraged to participate in UGC sponsored orientation programs and state funded FDP programs.
- Initiate and encourage PhD Programme and research
- Provide medical leave, maternity leave, paternity leave, duty leave facility granted wherever

pertinent.

## 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:** 0

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

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

| File Description | Document |
|------------------|----------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | [View Document](#) |

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | [View Document](#) |

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

**Response:** 27.74

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 2 | 5 | 3 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). | [View Document](#) |
| Details of teachers attending professional development programs during the last five years | [View Document](#) |

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

**Response:**

- Performance appraisal system is implemented as per the guidelines from University Grant.
- It is mandatory as per the rules of Gujarat Higher Education Department to submit self-appraisal report by teaching and non-teaching staff which is evaluated by Principal and submitted to Commissionerate of Higher Education, Gujarat at end of the academic year.
- For effective measurement of output of teaching and non-teaching staff, annual feedback is taken from the students and alumni about performance of teaching and non-eaching staff for academic, curricular and extracurricular activities of the College.
- Based on verbal and written feedback of teaching staff and overall performance of teaching staff and non-teaching staff, Principal evaluate the performance of both teaching and non-teaching staff.
- There is no mechanism developed to take feedback for non-teaching staff.

# 6.4 Financial Management and Resource Mobilization

## 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

College conducts the internal and external financial audits regularly, the internal audit is done by the principal. External audit is done by Auditor General Office-Rajkot and Department of Higher Education, Gujarat state. Last audit was conducted by A.G. Office from 03/06/2016 to 07/06/2016 for the period of 06/2008to 05/2016. The report of the same is attached herewith. The institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order etc.

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

**Response:** 0

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

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

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

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

**Response:**

The institution is run by the Government of Gujarat and UGC provides financial assistance or funds for the academic and infrastructural development. College sends proposal of budget to various funding agencies like Commissionerate of Higher Education, Gujarat, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and University Grant Commission. No self-financing courses are run by the institution. Strategies to collect funds for the infrastructural development and for student welfare from non- government bodies, individuals and philanthropists have not been attempted during the last five years. IQAC of the college is planning to lay down the strategies to raise funds from non-government sources in the coming years.

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes**

**Response:**

IQAC has contributed significantly for institutionalizing the quality assurance strategies through:

- Internal Quality Assurance Cell (IQAC) analyzes valuable verbal and written feedback from students, alumni, teacher and parents and based on these analysis IQAC prepare future plan for development.
- IQAC plans Continuous internal evaluation of students so as to satisfy the CBCS criteria.
- The IQAC keeps a keen eye on practical performance of the students specially for first year students.

- It promotes the use of technology for enhanced teaching, learning process via ICT enabled classrooms.
- Skill development programs like "Finishing School" and career guidelines program like "UDISHA" have also been started.
- IQAC encourages live example learning by promoting industrial/field visits for students.

IQAC also encourages teacher to apply Minor and Major Research Project and Grant permission for Orientation, Refresher and Faculty Development Program.

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

**Response:**

Under the IQAC, student feedback verbally collected during academic year and written feedback

are collected at the end of each academic year. The analysis of effectiveness of teaching is made through student feedback mechanism. Student learning process is reviewed through class tests, assignments, class seminars, projects and internal assessment tests. University result analysis is made for each semester at the department level and college level. This helps in identifying the slow and fast learners. IQAC of the College has devised a mechanism to organize remedial lectures for slow learners and promote advanced learners by sending them to various competitions, seminars, workshops and conferences.

IQAC also recommends infrastructure development of College. In last five years following recommendations have been made by IQAC:

- Use of ICT should be promoted
- Encourage students to participate in Botany fest
- To enhance learning of students by use of posters
- To upload study materials on College website
- Continuous internal evaluation of students by weekly test
- To prepare separate ladies' room
- To arrange Industrial visit

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

**Response:** 1.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 0       | 0       | 0       |

| File Description | Document |
|---|---|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| Any additional information | View Document |
| IQAC link | View Document |

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

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

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

**Response:**

Following improvements have been implemented in college in preceding five years

- Free WiFi in the campus for all (NAMO-WiFi) have been installed.
- A total of 5 ICT enabled classrooms and one seminar hall have been prepared for better learning.
- Two fully functional Chemistry Laboratory have been developed
- Chemistry and Botany subjects were introduced in the final year for the bachelor's degree in

2013-14.

* Mathematics subject was introduced in the final year for the bachelor's degree in 2014-15 (TY BSc)
* Zoology subject was started in 2013-14 (FY BSc only)
* PG course in Botany was started in 2017-18
* Finishing School for improvement of communication skills improvement and UDISHA for guidance in competitive examination have been started in 2016-17
*  A total number of books were increased to 3000 and 210 CD books were introduced in the college Library
* Roof top solar panel of 37kV was installed in 2016-17, which provides more energy to the college than required. The electricity bill goes in minus as the produced energy is provided to the DGVCL (Daxin Gujarat Vij Company Limited).

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:** 9

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

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

| File Description | Document |
|------------------|----------|
| Report of the event | View Document |
| List of gender equity promotion programs organized by the institution | View Document |

**7.1.2**

> 1. **Institution shows gender sensitivity in providing facilities such as:**
>    1. **Safety and Security**
>    2. **Counselling**
>    3. **Common Room**

**Response:**

The college is a co-education institution and is aware of the burning issue of gender equality. The Institution is sensitive towards women issues and therefore imparts gender sensitivity among students and faculties through facilities such as:

- **Sexual Harassment Prevention Cell:** Sexual harassment prevention cell cares for the well-being of students and staff in the college. A committee has been constituted to deal with the claims of sexual harassment for the alleged victims and the alleged assailants.
- **Women Development Cell:** The girl students are encouraged to be confident and find solution to their problems which may also include gender-related issues.

The college shows gender sensitivity in providing a safe campus for both female students and women faculty members. The college building is located in a gated-community kind of an environment with security guards. All students are checked for their ID-cards before entering the campus. College building is monitored by CCTV Surveillance. There are cameras in the corridors, library, labs and also in a few class rooms. This making the campus completely safe.

The Institute has facilities of Ladies room for girls. The room is designed to give female students a place to relax, study, and have informal discussions during their free time. There is also Government operated hostel for girls nearby.

## 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 100

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

Response: 20316

7.1.3.2 Total annual power requirement (in KWH)

Response: 20316

| File Description | Document |
|---|---|
| Details of power requirement of the Institution met by renewable energy sources | [View Document](#) |
| Any additional information | [View Document](#) |

## 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 30

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

Response: 3.12

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10.4

| File Description | Document |
|---|---|
| Details of lighting power requirements met through LED bulbs | [View Document](#) |

## 7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste  management**

**Response:**

The college is proud to say that minimal waste is generated in the campus. Waste generated in the campus is segregated as e-waste, liquid waste /organic and solid waste.

**Solid waste management**

The College has a suitable waste management system for safe disposal of toxic and hazardous chemical wastes from the laboratories. The college takes maximum effort to minimize solid wastes produced from the laboratories. For instance, the chemistry laboratory is implementing semi micro methods of analysis that significantly reduces the usage of chemicals during practical sessions.

College has plans to make the campus plastic free in the near future.

**Liquid waste management**

The major source of liquid waste is from toilets and laboratories. All these waste materials are drawn systematically to drains that are collected in septic tanks.

**E-waste management**

As our college is governed by state Government, the disposal of E – waste is the responsibility of the state government. College is regularly updating E- Waste to the Commissionerate office. The cartridges of printers are refilled outside the college campus. UPS Batteries are recharged and repaired by the suppliers.

**7.1.6 Rain water harvesting structures and utilization in the campus**

**Response:**

The College is situated in southern part of the State. The region experiences heavy rainfall during monsoon every year. Therefore, college has established water storage system in backside of the college building and harvesting system in the form of water tanks. Water from rooftop is collected to tanks via pipelines. There are four water tanks each having capacity of 5000 litre. This water is used for Practical exercises in Chemistry labs and for watering plants and trees in the campus. Harvested rain water used in chemistry practical, is found be accurate as distilled water. Sufficient water is harvested every year that complies to the need of the Institute.

**7.1.7 Green Practices**
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**

- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

**Students, staff using**

**a) Bicycles**

The students, staff and management are sensitive to environmental issues. Many students use bicycles to commute to college. The campus has a bicycle stand to park bicycles.

**b) Public Transport**

The college is located near the National Highway 360. Hence it is well connected by public transport buses viz., the state owned Gujarat Road Transport Corporation (GSRTC). A majority of students, teachers and non-teaching staff utilizes public transport system to reach the college.

**c) Pedestrian friendly roads**

The roads in and around the campus are pedestrian friendly with pedestrian walkways to ensure accident free traffic.

**Plastic-free campus**

The institute campus has developed a plastic free culture. College campus is declared as "No Plastic Zone". Volunteers and NSS students and institute staff wilfully working towards a plastic free campus. We plant trees in and around the institute campus with the help of NSS in every year in rainy season. Under NSS of the college students put up awareness posters on notice board on issues relating to conservation and protection of environment.

**Paperless office**

The institution promotes paperless office as it happens to be a much better and green option then using the means of paper. As per the guidelines of the university, administration and exam application are made online. Online transactions are made through IFMS and PFMS. Financial transaction to the extent of 100% is paperless while other administrative and academic transactions to the extent of 50%.

Staff members are advised to reduce taking printouts, use both sides of the paper, etc. The office too is making an effort to minimize the use of papers. To reduce the use of paper as a part of Green Campus campaign, all official communications including university circulars, mark sheets, etc. are e-mailed to the faculty members and students. The college office also uses mobile phone based applications like SMS etc. for official communication. This kind of paperless office helps to reduce carbon footprint and saves time.

**Green landscaping with trees and plants**

The area of college campus is about 8400 m2. There are more than 25 trees in the college. The green patch of the campus includes well maintained gardens, plants and trees. The NSS units and sport department of the college, plant tree sapling in and around the campus during special events and occasions to make a greener and carbon neutralized campus. Tree guards guard some plants.

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Details of expenditure on green initiatives and waste management during the last five years | [View Document](#) |

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

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

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** D. At least 2 of the above

| File Description | Document |
|---|---|
| Resources available in the institution for Divyangjan | |
| Any additional information | |

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

**Response:** 4

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

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

| File Description | Document |
|---|---|
| Number of Specific initiatives to address locational advantages and disadvantages | |
| Any additional information | |

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

**Response:** 4

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

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

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

## 7.1.12
## Code of conduct handbook exists for students, teachers, governing body, administration including

**Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

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

**Response:** Yes

| File Description | Document |
|---|---|
| Provide URL of website that displays core values | [View Document](#) |

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

**Response:** Yes

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

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

**Response:** No

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

**Response:** Yes

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

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

**Response:** 9

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

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

| File Description | Document |
|------------------|----------|
| List of activities conducted for promotion of universal values | View Document |
| Any additional information | View Document |

## 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

**Response:**

The national festivals in any country are cherished as auspicious days. Independence Day, Republic Day and Gandhi Jayanti are celebrated as National festivals of India. Birth and death anniversary of great leaders and great people are celebrated with great enthusiasm in our college. Students are guided by the teachers to make them well prepared and competent to participate at various level competition. In this way college teachers play a very active role in the all round development of students personalities through co-curricular and extracurricular activities.

Independence Day, 15th August

Independence Day is celebrated every year with students, academic staff and non-teaching staff. It is a grand event marked with the flag hosting by the Chief Guest. College students perform various cultural activities. Various cultural activities related to independence movement are exhibited.

Republic Day, 26th January

India celebrates the Republic Day every year on the 26th of January since 1950, when Constitution of India came into force. Republic day in India is of the great importance in the history as it tells us all about each and every struggle of Indian freedom. People who were fought for Independence of India took a pledge on the same day in 1930 at the banks of Ravi River in the Lahore to achieve a complete independence (means Poorna Swarajya) of India.

Gandhi Jayanti, 2nd October

One of the most popular occasions in India and one of the three national holidays, Gandhi Jayanti is celebrated in our college campus on 2nd October every year to mark the birth anniversary of Mahatma Gandhi. Gandhi was also popularly known as the Father of our Nation, Bapu or simply Mahatma. The

principles of truth, non-violence and honesty are remembered and widely publicized among the students of the college.

Sardar Vallabhbhai Patel Jayanti/ Rashtriya Ekta Diwas (National Unity Day), 31st October

It was introduced by the Government of India and inaugurated by Indian Prime Minister Narendra Modi in 2014. The intent is to pay tribute to Vallabhbhai Patel, who was involved in keeping India united.

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

**Response:**

The institution maintains the transparency in its financial, academic, administrative and auxiliary functions at its level best.

Government grants are utilized according to guidelines of Mines & Minerals Ministry. For utilization of state Govt. grant IFMS (Integrated Financial Management System) is used. So far as purchases are concerned necessary previous of state Govt. is followed.

Administrative matters are also decentralized for maintaining the transparency in the system. Each and every activity of the college is leaded by faculty members with few members of purchase committee.

# 7.2 Best Practices

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

**Response:**

**Title of the Practice: "Rainwater Harvesting"**

**Objectives of the Practice:**

- To save rain water from allowing it to run off
- To use rainwater for chemistry practical exercises
- To use rainwater for watering plants and trees in the campus

**The Context:**

- Rainwater harvesting is the accumulation and storage of rainwater for reuse on-site, rather than allowing it to run off.
- Rainwater can be collected from rivers or roofs, and in many places, the water collected is redirected to a deep pit (well, shaft, or borehole), a reservoir with percolation, or collected from dew or fog with nets or other tools. Its uses include water for gardens, irrigation, domestic use with proper treatment, etc.

- The harvested water can also be used as drinking water, longer-term storage, and for other purposes such as groundwater recharge.
- One method of rainwater harvesting is rooftop harvesting. With rooftop harvesting, most any surface — tiles, metal sheets, plastics, but not grass or palm leaf  can be used to intercept the flow of rainwater and provide a household with high-quality drinking water and year-round storage.

**The Practice:**

- The College is situated in southern part of the Gujarat state. The region experiences heavy rainfall during monsoon every year.
- Therefore, college has established water storage system in backside of the college building and harvesting system in the form of water tanks. One method of rainwater harvesting is rooftop harvesting.
- Water from rooftop is collected to tanks via pipelines. There are four water tanks each having capacity of 5000 ltr. These water tanks are situated at ground floor of college building.
- There are two Chemistry Labs in college. Both Chemistry labs are situated on first floor of college building. Many Chemistry practical exercises required distilled water. And rainwater can be used for the same purpose.
- Harvested water is used at chemistry labs by pulling up it via water pumps. This water is used for Practical exercises in Chemistry labs and for watering plants and trees in the campus.
- This harvested water can be used throughout whole year.
-  By using this practice, college can save its expenses towards distilled water purchase and this practice is found to be very tranquil, too.

**Evidence of Success:**

By using this practice, Results of Chemistry laboratory experiments are found to be accurate and precise same as using distilled water which is available in market at comparatively high rates this.

**2. Title of the Practice: "Superstition Awareness Programme"**

**Objectives of the Practice:**

Superstitions can be understood as a way of fixing beliefs – in the face of an on- going lack of control – by involving effectively untestable explanations. The explanations are untestable only in part due to their content: related social attitudes and available empirical capabilities also play a vital role. Importantly, untestability does not entail the lack of meaning but, rather, frees the meaning to be determined by the actual function of the practices related to the claim. This is particularly the case with religious practices, which differ from superstitious ones in that their effectiveness is also untestable. Science, as Haack suggests, is contrasted by its attitude to evidence and the focus on extending empirical capabilities. The scientific attitude trumps the alternatives in so far as an accurate comparison requires that the scientific attitude be adopted.

- To spread Superstition Awareness among villagers of nearby villages situated near Government Science College, Chikhli
- To show people science behind superstitious beliefs and to motivate them for thinking scientifically

and logically

**The Context:**

- Superstition in India is considered a widespread social problem.
- Superstition refers to any belief or practice which is explained by supernatural causality, and is in contradiction to modern science.
- Some beliefs and practices, which are considered superstitious by some, may not be considered so by others. The gap, between what is superstitious and what is not, widens even more when considering the opinions of the general public and scientists.
- Superstitions are usually attributed to a lack of education. But in India educated people have also been observed following beliefs that may be considered superstitious. The beliefs and practices vary from region to region, with many regions having their own specific beliefs.
- The practices may range from harmless lemon-and-chilli totems for warding off evil eye to serious concerns like witch-burning. Some of these beliefs and practices are centuries old and are considered part of the tradition and religion, as a result introduction of new prohibitory laws often face opposition.

**The Practice:**

- Our College, Government Science College, Chikhli, Navsari is situated in southern region of Gujarat State and is surrounded by many villages. Though some of the villagers are educated, superstitious beliefs are still prevalent among them.
- The practice is to spread awareness among villagers, to show people science behind superstitious beliefs, and to motivate them for thinking scientifically and logically.
- In account of this matter, College organised a programme titled "Superstition Awareness"
- Mr Pragnesh, Scientist, Dharampur Science Centre, Valsad was invited for showing some demonstrations like sky show, constellation, surface of moon, direction identification etc.
- Mr Vivek Scientist, Dharampur Science Centre, Valsad gave lecture regarding superstitious beliefs and inform people about scientific reason and logic behind those beliefs. Some students of College also assisted during this programme.
- Government primary school was selected as the venue for this programme. This programme held at evening so school students and villagers could attend this programme as people from villages have work at their farms at daytime.

Various experiments were demonstrated and practiced by our students.

**Evidence of Success:**

By using this practice, we succeeded in changing mind of villagers, who had earlier believed in

superstitions. Some of the villagers are our college students at present and this proves that people from villages now want to be educated and join the modern and scientific mainstream for progress.

## 7.3 Institutional Distinctiveness

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

**Response:**

The college is situated in tribal area and hence it provides students from interior and tribal areas valuable opportunities for academic progression and excellence. Beyond academics the college also provides training and opportunity to aspiring athletes to excel in various sporting disciplines.

In the short and modest journey to fulfil these aspirations we have achieved a milestone in Mehul Anandbhai Pawar who got bagged the first prize in Archery at Khel Maha Kumbh 2017. We hope to provide better training to our young athletes to achieve success which was once beyond their limits.

# 5. CONCLUSION

## Additional Information :

The college located in tribal area. Among all students, more than 40 percent students are of ST category. Among all enrolled students, average 49 percent of female students are enrolled. The College has installed CCTVs in the campus. Out of 10 classrooms, 6 classrooms are equipped with projectors.

## Concluding Remarks :

Institute has established water storage system having capacity of 20,000 Ltr. This water is used for Practical exercises in Chemistry laboratory as mineral free water. The college uses solar panels for production of Green energy. Capacity of solar panel is 37 kw. It produces more electricity than required by the institute. Institute has introduced 4 new programmes including M.Sc. Botany. Institute has started Finishing School for the development of soft skill in student. Every classrooms and seminar hall have WiFi facilities. Institute has conducted programmes for prevention of superstition in people of villages.