SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SPB ENGLISH MEDIUM COLLEGE OF COMMERCE

V.T.CHOKSI CAMPUS, NEAR LAL BUNGALOW, SURAT
395007
www.spbemcc.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

As we submit ourselves in all humility for scrutiny, assessment and reaccreditation by NAAC, it is indeed a matter of great pleasure for us to formally introduce ourselves to and to greet the authorities of NAAC and the academic fraternity in general. As part of our introduction through the SSR, at the outset, we take an opportunity to provide a brief history of our very young college and a brief account of the path we intend to follow for our onward march towards "Quality Assurance" and "Efficiency Enhancement" in our quest for "Excellence".

Our college, SPB English Medium College of Commerce, came into existence in May/June-1991 as a result of bifurcation of Sir K.P. College of Commerce which was established in 1946. One of the senior most teachers of Sir K.P. College of Commerce, Dr. G. J. Kapadia, was appointed as the first Principal of the college in 1991.

In 1997, with the grand efforts of the office bearers of the management and ample support from the University, the government decided to provide grants every year as aid to meet the salary and maintenance expenses.

In 2001, the University granted permanent affiliation to the college. In 2006 the college was able to get itself registered under sections 2(f) and 12(B) of UGC Act which further paved the way for getting grants from UGC in 2006 and in the year, the college received a onetime grant of Rupees Ten lakhs under 'Young College Scheme' and in the year 2008, in the XI-plan, the college succeeded in getting UGC grant of Rs. 51.47 lakhs. In the XII-plan, the college succeeded in getting UGC grant of Rs. 17.58 lakhs. In 2016 UGC accorded our college the status of "College with Potential for Excellence" for five years period (2016-21) along with the grant of Rs. 1 crore. We have applied for RUSA grant to for multi-story Building in Campus to strengthen furtier our capabilities to offer more specialization /elective courses in the years to come.

Vision

Our VISION motto is

<div align="center">

Competence in Career

and

Corretitude in Character

</div>

Our **VISION** is as follows.

"The **VISION** of SPB English Medium College of Commerce, embodied in the above motto, is to be a leading participant in the "Sarvajanik" process of grooming citizens who are; **respected** in their **profession** for their knowledge, skills and competence and; **recognised** in the **society** as responsible, progressive, secular humanists committed to moral and social correctitude."

Thus, as an Institution of Indian higher Education system, our VISION is to be a leading participant in the PUBLIC ("Sarvajanik) process of grooming the future generations of citizens. Along with the orientation towards imparting **competence for career** building in globally competitive environment, the institutional **vision** also has orientation towards **character building, nation building** and **global citizenship** as enumerated in the objectives derived from VISION and MISSION statements.

Mission

Our **MISSION** motto is

"Study-Perform-Blossom"

Mission for fulfilling our **Vision** is

"Since well-directed formal as well as informal studies and performances are the pivotal intrinsic forces leading to "Blossom" (progress/ prosperity/ maturity); a stage of evolution; in career and character of a person, the Mission of the college, for envisioned evolution in the careers and characters of all the SPBians is to make them lifelong followers of the Maxim 'Study - Perform - Blossom."

Objectives:

Enumeration of how the mission statement defines the distinctive characteristics in terms of addressing the needs of the society is contained in the objectives derived from the Vision and Mission statements for ensuring the objectivity in the functioning of the college.

Objectives: Broad objectives, contained in our Vision and Mission statements are:

1. To keep education truly 'Sarvajanik'. i.e. to keep it accessible and affordable to all sections of the society without discrimination of religion, race, caste, gender and Socioeconomic status.

2. To groom the citizens who are respected for their knowledge, skill and competence and who can make significant contribution towards wholesome and inclusive progress and development of society.

3. To impart education and make students competent for attaining fulfilling careers i.e. professional life.

4. To inculcate strong human values and commitment towards moral and social correctitude.

5. To instill in the minds of students a sense of responsibility and commitment towards secularism and humanitarianism.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS

1. NAAC accredited (in two cycles) and UGC recognized **College with Potential for Excellence (CPE)**
2. The only English Medium Commerce College of the University area receiving Grant-In-Aid from the government.
3. Well qualified and experienced teaching faculty.
4. Very active IQAC.
5. Very healthy teaching–learning approach, attitude and practices.
6. Excellent open self-library with Internet and Book-Bank facility.
7. All round development oriented cocurricular, extracurricular, sports and cultural activities.
8. Community extension activities under NSS program and Rotaract activities.
9. Imbibing research culture among the teachers and students.
10. More than 107 years old Visionary and Supportive Management having democratic set-up and excellent track record.
11. Strong Fiscal discipline at all levels of administration and management.
12. Inclusive Policy for women and weaker sections of the society and all the stake holders.
13. Efficient students' support system.
14. Decentralized and democratized governance system.
15. Add-on courses are offered to advance learners for knowledge enhancement and remedial coaching given to the slow learners for strengthening the foundation and boosting their confidence.
16. Efficient e-governace for internal administration and evaluation.
17. Readiness of all stake holders for the adoption of and adaptation with the digitalization.
18. Consistent track record as most preferred college for UG/PG/Research porgrams of our University.

Institutional Weakness

WEAKNESSES

1. Very high students-teacher ratio due to no control on admission process and compulsory over admissions by University.
2. Unable to fill-up vacant teaching posts in time on permanent basis in GIA program.
3. Other inherent weaknesses related to grant-in-aid colleges such as no direct contorl on program structures, syllebi revisions, policies related to CIE etc.
4. Inherent limitations of a limited common Campus.
5. Limitations arising from sharing of infrastructure for out-door sports.
6. Time constraints for students pursuing professional degree courses.
7. The Commerce faculty having unique feature of students going for professional courses simultaneously not recorded in university system/ NAAC format.

Institutional Opportunity

OPPORTUNITIES

1. CPE status accorded by UGC
2. To sustain the tract record of First-choice college status
3. To sustain the record of more than 75% of students of the college get benefits of scholarships / free-ships provided by the Government.
4. Enabling students in progressing to higher studies.

5. Sustaining the record of increasing no. of advance learners among the girl students
6. Increasing no. of students having English as medium of instruction at school level.
7. sustaining the trend of increasing demand of English medium students among the employers.

Institutional Challenge

CHALLENGES

1. Continuing CPE/ CE status in second cycle. Attaining CE (College of Excellence) status
2. Increasing number of students resulting in compulsion for admitting more number of students beyond UGC Norms.
3. To cope up with the very high student-teacher ratio putting pressure on academics, administration, CIE etc.
4. Increasing level of stress among the advance learning students due to entry in professional courses at an early age.
5. to ensure Increasing the effectiveness of UG and PG programs in ever changing business environment.
6. Attaining a balance among curricular, co-curricular and extra-curricular activities in UG programs under semester system.
7. Bridging the gap between the industry and academia.
8. Providing employment to needy students by adjusting time appropriately.
9. Providing placement to the out going students not progressing to higher studies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation:

- The goals and objectives of the institution are clearly reflected in the vision and mission statements, which are duly communicated through website, display boards, college magazine, prospectus etc.
- Besides the orientation towards imparting **competence for career** building in globally competitive environment, the institutional **vision** also has orientation towards **character building, nation building** and **global citizenship**.
- The college ensures effective curriculum delivery through integration of PO, CO and Unit wise Course Objectives unit wise COs, *prepared at college level*, in curricular, co-curricular and extra-curricular activities to facilitate the academic and all-round growth.
- The curriculum is geared to facilitate entry to further higher education as well as employment and self-employment.

Academic Flexibility:

- Choice Based Credit System (CBCS)/elective course system has been implemented.
- Add-on courses related to (i) Life Skills (ii) Employability Skills and (ii) English Communication skills are introduced in collaboration with Knowledge Consortium of Gujarat.

- Add-on course in 'Tally Accounting' is introduced in collaboration with First ERP Software Solutions Pvt. Ltd.
- Add-on course on 'FICO module of ERP (SAP)', is introduced in collaboration with Electromech Enterprises Ltd.
- The college timings facilitate the students to pursue simultaneously the professional courses, vocational courses, Certificate courses and Diploma courses and also enable the needy students to earn while they learn.

Curriculum enrichment and Feedback system:

- The curriculum is updated by the University at regular intervals. Every year at least 6 teachers (more than 50% of fulltime teachers) have participated in various bodies of the University such as BoS, Faculty of Commerce, Board of University Teaching (BUT), Academic Council and Syndicate.

- The syllabi of the courses framed by the respective BOS of the University do not provide POs,PSOs, COs, and Unit-wise COs. Therefore, under the guidance of IQAC, the practice of providing these objectives of all the courses is implemented.
- The college integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics etc. into the Curriculum.
- Feedbacks from teachers, academic peers, students, prospective employers, and alumni are collected from time to time.

Teaching-learning and Evaluation

Students Enrollment and Profile:

- The admissions at entry points are given online by the Centralized Admissions Committee appointed by the University.
- Government rules vis-à-vis reservations are followed and students from socially and economically weaker sections and other states are admitted so as to provide access and equity.

Catering to Students Diversity:

- The College enjoys the status of the most preferred English Medium Commerce College of the region among all the sections of the society.
- Remedial classes are conducted for the slow learners and academically weak students.
- Advanced learners are also encouraged to simultaneously pursue professional courses like CA, CS, ICWA, etc.
- The System of mentoring the students for helping them in overcoming the academic and stress related issues is in place.

Teaching-Learning Process:

- To ensure that the students have effective learning experience, learning methods like Group Discussion, Case Studies, Library Assignments etc. are practiced.

- Smart boards with Wi-Fi internet facility and Sort Throw/LCD projectors are installed in each class-room and each teacher is provided Lap-top. The teachers prepare ICT based teaching-learning material.

Teacher Profile and Quality:

- Out of twelve permanent teachers, eleven have Ph.D. degree. Seven teachers are Ph.D. guides and eleven teachers are M.Phil. guides.
- Number of Ph.D. completed under the guidance of our Faculties during last 5 years is 26.
- All the teachers of the college attend Seminars/conferences/ workshops/symposia/FDP and present papers regularly. In all more than 250 such programs have been attended and more than 93 papers have been presented/publish during last five years.

Evaluation Process and Reforms:

- CIE adopted by the University is practiced in letter and spirit with appropriate reforms/inovations at college.
- Self-re-checking of answer scripts and re-evaluation are permitted in CIE also.
- Students' grievances in CIE are addressed through Grievance Redressal committee.

Student Performance and Learning Outcomes:

- Attainment of Programme outcomes and course outcomes are evaluated by the respective Departments and IQAC periodically.
- Average pass percentage of final year students is more than 80% and is always higher than that of University and other colleges of the University.

Research, Innovations and Extension

Resource Mobilization for Research and Innovation Ecosystem:

- UGC grant is the main source for funding the research activities.
- The University has recognized 58%(7/12) permanent teachers of our college as Ph.D. guide and about 92%(11/12) teachers as M.Phil. guide.
- Conducted three one-week research oriented NFDP for the faculties for building and strengthening research capabilities.

Research Publications and awards:

- The college follows code of ethics to check malpractices and plagiarism implemented by the UGC / University.
- One UGC sponsored major project has been completed by our faculty. Proposals for two projects, one major and one minor, have been sent to UGC.
- Number of Ph.D. awarded per recognized guide is about 4(3.71).
- Average number of research papers publish/presented at conferece per permanent teacher during the last five years is about 8(7.75).

Extension Activities:

- The college is responsive to the community needs and promotes extension and outreach activities such as Environmental awareness, AIDS awareness, National Interests awareness, Social awareness, Blood Donation, Thalassemia etc.
- Blood donation in collaboration with "Surat Rakt Dan Kendra and Research Centre" is a regular feature of extension activities since the inception of the college.
- Average number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., is more than 10.

Collaboration:

- The college, with seven Ph.D. Guides and eleven M.Phil. Guides, recognized by the University, carries out research activities in collaboration the University.
- Added four Add-on courses related to (i) Life Skills (ii) Employability Skills and (iii) English Communication skills (two mudules) in collaboration with Knowledge Consortium of Gujarat.
- Added Add-on course in 'Tally Accounting' in collaboration with First ERP Software Solutions Pvt. Ltd.
- Added Add-on course on 'FICO module of ERP (SAP)', in collaboration with Electromech Enterprises Ltd.
- We have 4 MOUs and 16 linkages for various activities such as (i) Placements of CA students for internship, (ii) project guidance to T.Y. B.Com. Students, the extension activity related to blood donation (and Thalassemia awareness related activities) etc.

Infrastructure and Learning Resources

Physical Facilities:

- The college has all the facilities for teaching- learning. viz., classrooms, computing equipment etc., and has all the basic amenities are in place.
- The college also has adequate facilities for sports, games (indoor, outdoor), cultural activities and other co-curricular and extra-curricular activities.
- The institution is located on well protected campus area of 1.568 acres in the heart of the city. The built up area is 2425 sq. meters with well-maintained spacious class rooms and sufficient space for other activities.

Library as a Learning Resource:

- Library is partially automated using Integrated Library Management System. The SOUL software and the RFID Security System have been installed in the library to ensure safe and smooth functioning of the library.
- The college has subscribed for e-journals, e-ShodhSindhu, Shodhganga membership, e-books etc.
- Book- Bank facility is available under which student can borrow the set of main books of the respective semester for the entire semester at nominal depreciation charge.
- The college also has remote access to e-resources of the library and inter-library borrowing facilities with sister institutions.
- Open Public Access Catalogue Services (OPACS) system is also in place.
- Average annual expenditure on books and journals during last 5 years is Rs. 9.04 lakhs.

IT infrastructure as Learning Resources:

- All the classrooms and seminar halls have ICT- enabled facilities such as smart boards, Short Throw/LCD projectors etc.
- An Internet Browsing facility with 22 computers and reprographic facility in the library caters to the needs of the students.
- ICT based teaching aids like Computer, Internet, LCD projector, etc. have been adopted.

Maintenance of Infrastructure:

- Maintenance of basic amenities and infrastructure is ensured.
- Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component is more than 70%.
- Technical and other staff is appointed in the Estate Department by the management for development and maintenance of infrastructure.

Student Support and Progression

Student Support and Progression:

- Average percentage of students benefited by scholarships/free-ships provided by the Government is around 75%.
- Pass percentage of students is significantly higher and compared with University pass percentage.
- Average percentage of students progressing to higher studies is around 55%. Majority of them join Professional programs such as CA,CS, ICWA etc.
- More than 25% students are benifited by VET.
- Average percentage of placement is more than 35%.
- Average number of students passed NET/SLET/IBPS/CAT/GPSC/RRB exams is about 7.
- Average more than twenty five students per batch complete Professional programs such as CA,CS, ICWA etc.
- Mr. Prit Shah stood first in CA final examination in 2017-18. 12 students of our college have stood among top 50 All India rankers of Final, IPCC and CPT examinations of CA.

Students Participation in Activities:

- Average 3 students participated at National/International Level sports competitions.
- Mr. Chetan Donda (2017-18), Ms. Payal Borkar (2014-15), Ms. Frenaz Chipya (2014-15, 2015-16), Ms. Twisa Dhami (2015-16), Ms. Kesha Kansara (2015-16), Mr. Arif (2015-16), Mr. Parth Thakkar (2016-17), Ms. Bhumika Parmar (2016-17, 2017-18), Mr. Harshal Sarang (2018-19), Hafiz Shekh (2014-15) Mr. Rizwan Mulla (2016-17) have played at National/International level.
- Average 12 students represented VNSGU at Inter-University level competitions in sports.
- Average number of Champion/Runners-up positions/medals won in inter-collegiate sport/games is 2.
- One act plays "Devdasini" (2015-16), "Mud-Walk" (2017-18) and "Rasik" (2018-19) performed by our students at All India Drama and Dance Competition won 2nd, 1st and consolation prizes respectively. Besides that, Jay Parmar in 'Devdasini', Suhani Jagirdar, Manav Joshi in 'Mud-Walk', Suhani Jagirdar and Kashish Tailor in 'Rasik' have won outstanding acting awards/prizes.
- Average number of student participants in cultural Youth Festival is about 50. Average number of

prizes/medals won at Youth Festival is about 4.

- Average numbers of student participants in inter college events like Debate, Elocution, Essay Writing and Presentation etc. is about 60 and average number of prizes won by the college is about 27.
- NSS students regularly participate in community oriented services and extension activities. Average number of extension/co-curricular/extra-curricular activities carried out by NSS unit is 14.

Governance, Leadership and Management

Institutional Vision and Leadership:

- The institutional vision, besides the orientation towards imparting **competence for career** building in globally competitive environment, also has orientation towards **character building, nation building** and **global citizenship**.
- The maxim "Study- Perform-Blossom" of the mission statement of the college exhorts the students and teachers for the commitment and focus towards Teaching-Learning Process and for becoming lifelong learners.
- The management of the college is one of the oldest Public Democratic Trust of the country.
- The Principal is the key person to provide leadership in academic and administrative matters. He has more than 36 years' experience of teaching/research/administration. He has served as Dean of Faculty of Commerce (2009-2015), member of Academic Council (2009-2018) and Board of University Teaching (BUT) (2009-2015) and has been serving the University as member of Senate (Since 2005), Syndicate (since 2012), etc.,

Strategy Development and Deployment:

- The college has been following decentralized and participative management practices.
- Feedback from stakeholders is collected and appropriately incorporated in decision making as well as in performance improvement in academics and administration.

Faculty Empowerment Strategies:

- The internal organizational structure of the college is geared so as to optimally empower the faculties. It is decentralized under the able guidance of the Principal.
- All the service conditions laid down by UGC/State Government for the teaching and non-teaching staff are implemented in letter and spirit.
- Through thirty five years' old co-operative society of employees of all the institutions of the management, several welfare measures are available to the employees of the college.

Financial Management and Resource Mobilization:

- Besides the grants from the State Government and UGC, the college has sound financial position and has strong support of the management for resource mobilization.
- As part of fiscal discipline accounts are maintained, audited and published in the college magazine.
- The internal and external audits are the most important features of the financial activities of the college.

Internal Quality Assurance System:

- Internal Quality Assurance Cell (IQAC) is very active.
- Several improvements in **curricular, co-curricular, extra-curricular activities and administrative domains have been** successfully carried out during the third cycle through the initiatives of IQAC.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

- Enrollment of very high percentage (average 67%) of girl students itself is testimonial of condusive academic environment and culture prevailing, and the efforts which have been made, and being made, by the college towards the Gender equity promotion and gender sensitivity programmes.
- Efficient system for cleanliness and waste management system are in place.
- The college staff and management are quite aware about sensitizing the students about environmental issues.
- Rain water harvesting structures and utilization in the campus is in place.
- A course each on Environmental Studies is part of our curricula in B.Com. Semester I and II. It consists of social issues and environment, environmental pollution, human population and the environment, ecosystems etc.
- The College staff and management are conscious about energy conservation and green practices.
- The college maintains complete transparency in its financial, academic, administrative and auxiliary functions.
- The college regularly organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations.
- The college organizes national festivals and birth / death anniversaries of the great Indian personalities regularly.

Best Practices and Institutional Distinctiveness:

- The practices such as (i) "Specification of POs, PSO, COs and Unit-wise Objectives of each of the Courses by the College", (ii) "Promotion of Inclusive Practices", (iii) "Maintenance of Accountability and Transparency in the Financial Governance", etc. are among the best practices of the college.

- We also consider the practice titled "Drive for Inculcation of 'Study – Perform – Blossom' Mantra" as one of the best the practices distinctive to our vision, priority and thrust.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SPB ENGLISH MEDIUM COLLEGE OF COMMERCE
Address	V.T.Choksi Campus, Near Lal Bungalow, Surat
City	Surat
State	Gujarat
Pin	395007
Website	www.spbemcc.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	V.d.naik	0261-2254051	9879522614	-	vipindnaik@yahoo.co.in
IQAC / CIQA coordinator	Heena S Oza	0261-2225544	9374714382	-	iqac.spbemcc@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

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	09-05-1991

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	30-01-2005	View Document
12B of UGC	30-04-2006	View Document

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

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-06-2016
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	V.T.Choksi Campus, Near Lal Bungalow, Surat	Urban	1.568	2425.12

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	BCom,Accountancy	36	HSC	English	130	130
UG	BCom,Accountancy	36	HSC	English	415	404
PG	MCom,Accountancy	24	B.Com.	English	70	62

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				1				9				4
Recruited	1	0	0	1	3	6	0	9	1	1	0	2
Yet to Recruit				0				0				2
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				2
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	5	0	1	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	0	0	0	1

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	3	0	4

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	7	15	0	22

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	430	50	0	0	480
	Female	960	55	0	0	1015
	Others	0	0	0	0	0
PG	Male	16	4	0	0	20
	Female	92	9	0	0	101
	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	39	32	25	30
	Female	56	43	39	37
	Others	0	0	0	0
ST	Male	22	20	30	26
	Female	36	22	24	21
	Others	0	0	0	0
OBC	Male	164	164	181	174
	Female	377	354	300	310
	Others	0	0	0	0
General	Male	306	316	298	269
	Female	617	645	616	615
	Others	0	0	0	0
Others	Male	2	3	0	7
	Female	2	0	3	2
	Others	0	0	0	0
Total		1621	1599	1516	1491

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Extended Profile

1 Program

1.1

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

Response: 104

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1616	1613	1587	1491	1389

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
301	316	316	303	296

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
515	510	452	436	420

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

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	15	15	15	15

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

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	15	15

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 10

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
55.85	51.16	37.71	36.85	36.41

4.3

Number of computers

Response: 69

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:

As reflected in the following macro level and micro level initiatives, our college has an effective mechanism for ensuring effective curriculum delivery.

A significant initiative towards the macro level planning for curriculum delivery in the B. Com and M. Com program is that, right from the beginning, the medium of instructions adopted by the college is English because it provides significant advantage and higher flexibility for moving to professional programs and other disciplines of higher studies, both at national and international level. Our college was the first, and is the only, Grant-In-Aid (GIA) English Medium college affiliated to our University to take this initiative. This initiative has ensured that curriculum, along with the medium of delivery of curriculum adopted by the college has relevance to the regional and national developmental needs and the students are better equipped to compete in the global employment market.

So far as major micro level planning for effective curriculum delivery is concerned, college has prepared, on the basis of our VISSION/MISSION statements and objectives, POs, PSOs, COS and unit-wise COs, as they have not been prepared by the University so far. Besides that the college prepares Annual Academic Calendar for various curricular, co-curricular and extra-curricular activities, so as to provide optimum time for effective curriculum delivery in two semesters within the time-frame, constrained mainly by the Annual Time-Table of the University, for various co-curricular and extra-curricular activities, CIE activities and University examinations etc.

The outlines of micro level initiatives are as follows:

As part of micro planning, at the commencement of the academic year, Academic Calendar is prepared by the IQAC. At the beginning of the academic year the teachers prepare teaching plan of their respective subjects in consultation with the respective head of the Departments. There is enough flexibility in the teaching plan to adopt the changes if any. The faculty members adopt effective teaching learning methods and prepare lesson-plan including course outcomes, objectives of the units of the respective courses, list of reference books etc., and execute the teaching plan in the scheduled time-frame.

Faculty members deliver the curriculum through methods such as presentation, seminars etc. Teachers make best of their efforts to ensure the integration of PO, CO and Unit Objectives (UO) in the curriculum delivery to facilitate the academic and all-round growth. The teachers make optimum use of ICT for effective curriculum delivery.

The college encourages the faculty members to participate in orientation programs, refresher courses, workshops, FDP, national and international seminars, conferences etc. to increase subject knowledge and sharpen their curriculum delivery skills.

The college provides ample study materials and teaching- learning materials like books, e-books, journals, e-journals, magazines, and other ICT based facilities to enable the faculties to ensure that their preparedness for effective curriculum delivery abilities are up to date.

IQAC monitors the academic activities on regular basis to ensure the efficient and effective execution of planning for effective curriculum delivery. It also continuously monitors implementation of academic calendar and teaching learning process.

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	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: 202.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	6

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: 81.48

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

Response: 63

File Description	Document
Details of the new courses introduced	

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 programmes in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	

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: 4.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	377	0	0	0

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

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:

The college carries out a number of activities every year which integrate crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum and helps in the holistic development of students. In fact such issues are integral part of some of our objectives derived from our vision/mission statements given below.

1. To groom the citizens who are respected for their knowledge, skill and competence and who can make significant contribution towards wholesome and inclusive progress and development of society.

2. To inculcate strong human values and commitment towards moral and social correctitude.

3. To instil in the minds of students a sense of responsibility and commitment towards secularism and humanitarianism, etc.

Some of our efforts in this regards are enumerated below.

- Our learned faculty members understand the importance of integrating the cross cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability, Climate Change etc. and they integrate them well in their lectures/presentation regularly.
- Issues like pollution, diversity, eco system, Importance of Accounting Standards, professional ethics, Mannerism, Corporate governance, Taxation and professional planning for tax, Social responsibility of business, Internal control of company professional ethics, Components of Environment analysis , SWOT analysis, Industrial standards, Management theories, Building effective team, Ethics and its types, Ethics in management, unfair advertising practices, etc. are covered in the syllabi of various courses of B.Com. and M.Com, programs.
- Issues like Solid Waste Management, Liquid Waste Management, E-Waste Management, Rain Water Harvesting, Green Practices, have been integrated in the two courses (a course each) of Environmental Studies included in the first two semesters of B.Com. program.
- Extension activities are carried out by the institute with the objectives (i) to widen the horizons of learning process, (ii) to enable the students to know the society around them, (iii) to inculcate sense of social responsibility, spirit of fraternity and brotherhood in them (iv) to imbibe SPBians' VISION motto: "Competence in Career and Correctitude in Character" and SPBians' MISSION Maxim: "Study-Perform-Blossom" (v) to imbibe a sense of nationalism and patriotism, etc.

- Community oriented programs are undertaken by the National Service Scheme (NSS) unit regularly which include crosscutting issues like Issues like Solid Waste Management, Liquid Waste Management, E-Waste Management, Rain Water Harvesting, Green Practices.
- Blood donation camps, Thalassemia Test camp, AIDS awareness programs and rally, Assistance to the traffic police, Environmental Awareness, Election Voter's Identity Card Drive programs are conducted every year.
- Talks by Judges and advocates on Human Rights and related issues are arranged regularly by the Law College on the campus which is also our sister college. The Students and the teachers are very much encouraged to attend such talks/lectures.

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File Description	Document
Any Additional Information	[View Document](#)

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

Response: 104

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

Response: 104

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 14.23

1.3.3.1 Number of students undertaking field projects or internships

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

1.4 Feedback System

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

Response: B.Any 3 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

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: 6.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
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: 95.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
596	614	616	604	563

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

2018-19	2017-18	2016-17	2015-16	2014-15
615	645	645	630	605

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: 80.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
245	282	239	247	225

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

2.2 Catering to Student Diversity

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

Response:

The Process of Assessment of learning levels of the students consists of the following:

- In first semester of B.Com. programs, after the admissions, initially, during the first few weeks, the learning levels of the students are judged on the basis of (i) entry level examination (12th standard) results and (ii) on the basis of enrollment for CA/CS/CMA foundation to enter the professional courses.Thereafter, the learning levels of the students are judged on the basis of (i) interactive participation in learning and (ii) results of CA/CS/CMA foundation examinations, which are declared by July/August every year..
- From the second semester onwards, each faculty, during the class hours, identifies the slow or advance learners by interacting with them and on the basis of performances in the CIE process and in the performance in previous semesters' examinations
- During the course of programme, the systematic Continuous Internal Evaluation (CIE) process, adopted by the University from time to time, is used to assess the learning levels of the students. This evaluation process consists of written examination, MCQ test, written assignment, attendance, class performance, etc.

The Special initiatives for slow learners are as follows:

- For the students from vernacular medium, special care is taken to explain the meaning of key terminology in Gujarati & Hindi so that these students are able to cope up with the change in medium of teaching learning process.
- Mentoring by the teachers.
- Slow learners take the advantage of interactions conducted by the faculty for one to one counselling.

- During the out of class contact hours the teachers help the weak students to cope up with the portions they are lagging behind.
- Special remedial classes are conducted.
- Peer teaching to the slow learners by the advanced learners is facilitated

The Special initiatives for advance learners are as follows:

- The advanced learners are encouraged to keep up their morale to enhance their academic record by enhancing their learning and performing abilities.
- They are encouraged to take up add-on certificate courses like Advanced automated course ERP (FICO), Tally Accounting Course, GST accounting course, finishing school (soft skill course run by KCG), etc.
- Challenging assignments and projects are given to them to   sharpen their intellectual caliber and inquisitiveness, induce them to experience the thrill of learning and enjoy the pleasure of achievement
- They are motivated to take up simultaneously, the self-study courses for independent pursuit of professional career oriented programs like CA, CS, ICWA, etc. and are encouraged to appear in competitive examinations.
- Advance learners are also encouraged to attend Workshops/ Seminars/ Symposiums and special career counselling lectures of experts for UPSC/GPSC exams, competitive programs like MBA, MHRD, Law etc. to keep them updated on various avenues and advancements.

2.2.2 Student - Full time teacher ratio

Response: 808:7

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.37

2.2.3.1 Number of differently abled students on rolls

Response: 6

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	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:

The methods used and activities carried out for facilitating the student-centred teaching-learning are as follows:

- As per the curriculum of University, the courses of two principal subjects (Accountancy and Taxation) and one elective subject, (Statistics) carry 80% weightage for problem solving where the students directly participate in the teaching learning process, which in turn also helps them in cultivating active participation in teaching learning process in other subjects.
- In the compulsory subject, Communication Skills; presentation skills, group-discussion, interview skills, report writing, minutes writing etc. carry about 50% weight through which students get involved in participative and experiential learning. This process of involvement of students in the teaching-learning process is further reinforced through soft-skill training program (finishing school) run by the college and designed by KCG.
- Similarly in one of the Compulsory subjects, Business Administration; case-study caries about 25% weightage wherein to encourage the students' participation, the teachers encourage the group discussion on the important/critical issues of the case being studied.
- In one of the courses of principal subject Taxation, project work carries 50% weight where in students go through experiential-learning process under the guidance of professional experts.
- In the assignments of all subjects also the students go through self / experiential learning process.
- Add-on Tally Accounting course in the subjects of Accountancy helps students in getting hands-on experience of knowing computer accounting in real life.
- Seminars and Class Presentations are conducted where the student explores the nuances of a topic and presents his/her learning before the whole class.
- Industrial Visits, Field Trips & Educational Tours are organized to provide exposure to the world of Commerce and business.
- Opportunities are created for interaction with the Experts from Industry/Academics to prepare them for the real time job scenario.
- Faculty members encourage live discussions, debates and quiz on relevant topics in the class-rooms.
- The students are encouraged to take active part in organising various extra and co-curricular events which help them in developing their management skills. Special programs such as Annual Day Function, Prize Distribution Function, Musical Evening, Suit and Sari Day, Woman's day, Independence Day etc. are also managed by them. This also helps them in strengthening their confidence and in overcoming stage-fear.
- All the classes have facilities like Interactive Boards, Short Throw Projectors and Smart Boards which help in the process of student centric interactive learning.
- College regularly conducts study tours and send students to attend seminars, debate and elocution competitions and provides financial support to organize Study Tours and Seminars.
- The College has a Research Cell which facilitates students and faculty to conduct research and conducts research methodology training programs.
- Committees which are of the participative nature are formed from the students' council which makes activities more students centred.
- Students undertake group activities such as project assignments, case-study analysis which leads to participative learning. The learning outcomes of these activities are discussed and shared with the entire class.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 14

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 808:7

2.3.3.1 Number of mentors

Response: 14

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

2.3.4 Innovation and creativity in teaching-learning

Response:

The management and the college staff have absolutely positive and pro-active approach towards the adoption of, and adaptation with, Learning Management Systems (LMS), E-Learning resources, ICT enabled teaching-learning process, student centric teaching-learning methods such as experiential learning, participative learning, problem solving methodologies for enhancing learning experiences etc. For facilitating Innovation and creativity through ICT enabled teaching-learning process, all the teachers are provided lap-tops by the college, Short Throw / LCD projectors and smart boards are installed in all the class rooms and campus Wi-Fi connectivity is provided .

The practices adopted by the teachers and the college along with the effective ICT enabled teaching learning process are as follows :

- Teaching through Interactive Board for making learning interesting and participatory is practiced.
- The college has more than 55% students who had learnt the subjects in vernacular language up to 12th standard. Therefore, in order to help them in copping up with the change in medium of instruction, to keep their spirit high and make them confident, (i) in the first semester, all the teachers provide, from time to time, the Gujarati/Hindi meanings of important terminology, and (ii) constantly remind them to read more and more articles on Business and Commerce, view panel discussions and analysis on daily developments events on several Business News channels so that they can build up strong Business Jargon, which in turn helps them in improving/sharpening written and spoken communication skills.
- Students of Statistics are familiarized with algorithmic approach for problem solving which has eternal relevance to life.
- In the compulsory subject, Communication Skills; students are trained for participative and experiential learning, presentation skills, group-discussion, interview skills, report writing, minutes writing etc.
- The students are guided to listen to the Communicative English audios and to view such videos..
- Special efforts are made for improving the communication skill of students through the add-on courses on Finishing School, the initiative of the Education Department, Government of Gujarat, for imparting training on Skill Development for students of higher and technical education to make them Industry ready.
- In all the semesters of B.Com. program, in the subject Business Administration; case-study method is adopted, wherein to encourage the students' participation, the teachers encourage the group discussion on the important/critical issues of the case being studied.
- In the subject Taxation, through project work students are put through to experiential-learning process under the guidance of professional experts.
- The effectiveness of such teaching practices is evaluated by the respective teachers through the exercises like assignment, field study, reports, projects, group discussion, seminar etc.

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

2.4 Teacher Profile and Quality

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

Response: 98.67

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 62.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	8	9	9

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: 20.57

2.4.3.1 Total experience of full-time teachers

Response: 288

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: 108.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

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

Response: 26.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

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 Continuous Internal Evaluation (CIE) system is designed by the University through its various Authorities such as Academic Council (AC), Board of University Teaching (BUT), and Respective Faculties of the University. All the macro level reforms in CIE system also take place at University level through the above authorities of the University. Hence, the affiliated college can make efforts towards micro level reforms related to ensuring transparency and robustness in the implementation of CIA.

Sincere efforts towards micro level reforms related to ensuring transparency and robustness in implementation of CIE at the college level are reflected in the following points :

- Students are briefed through the prospectus and faculty-wise addresses in orientation programs by the Principal / Vice-Principal / IQAC Coordinator / senior faculty members about the overall mechanism of internal assessment, question paper patterns and university examinations.
- In order to impart transparency and robustness in Internal and external examinations related communication 'Examination Management' and 'App Massaging' modules of our MIS are used.

- As per the University ordinances there are three components of internal assessment. They are

semester end internal examination, Assignments / Unit-tests and attendance.

- Unit tests / assignments are conducted by all teachers at the end of each unit of syllabus. The teachers make sure that the patterns of the questions are in conformity with questions of university examinations and objectives of respective unit / course. The internal examinations are also conducted in the same way as the university exams are taken.
- The university norms relating to course-wise examination pattern are communicated to the students through the college prospectus. The university circulars in this regard are circulated to the faculty members and administrative staff from time to time and are also displayed on the notice boards for students.
- Internal tests schedules are made available on the college notice board as well as on websites and through WhatsApp messages in groups created by the college.
- Additional-Internal examinations are conducted for those who are not able to give regular internal exam in time.
- An examination committee is constituted every year to coordinate the internal and external examination activities and to communicate with the students, teachers and administrative staff regarding examinations
- For effective understanding of the evaluation process, the faculty members give class wise / course-wise instructions about unique features of internal / external evaluation of that course.
- Changes in schedules, patterns, methods if any, are immediately notified to the students through notice boards and also through classroom briefing by the concerned subject teachers.
- The internal assessment mark lists are displayed on the notice boards and also communicatedly individual to the students through the 'App Massaging' modules of our MIS has been started.
- Evaluated Internal examination answer books are shown to the students in the class for self-evaluation.
- Students can interact with the teacher and concerned Head of the Department to resolve grievances if any, regarding the marks given.

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

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

Response:

The formal basic mechanism of continuous internal assessment, including the variety part of it, is designed by the University. Therefore, the college has to devise the mechanism of its implemetation, including the frequency part, and ensure that it is robust and implemted in transperent manner. The transparency and robustness of the mechanism of internal assessment, including the frequency part of it, is reflected in the following pratices:

- The college follows strictly the guidelines and rules issued by the affiliating university while

conducting internals and semester-end examinations.

- Internal assessment tests are given during each semester, time table for which is prepared well in advance and communicated to the students at the earliest through notice board and the WhatsApp groups of students created by the college.
- Seating plan and table marking is followed even for internal assessment test; it is displayed on the notice board along with the Internal assessment time table and also communicated to the students through the WhatsApp groups of students created by the college.
- After evaluation of internal assessment answer books, the books are shown to students in the open-house to have an idea of their performance in the test. If they come across any doubts, clarification is given which enables them to fare better in future.
- Students and faculty members are made aware of the transparency to be maintained in the system of assessment.
- This further enhances the transparency and rapport between faculty members and students.
- After preparing the assessment results they are shown to the students, if any grievances is there it can be resolved immediately.
- Eexamination committee is set-up. The head of this committee is Principal of the college. The internal as well as university exam related queries/problems/grievances can be solved throgh this committee.
- Any grievances related to internal as well as university question paper like out of syllabus questions, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the principal. After that, making an analysis day by day of internal and university question papers by the subject handling faculties with Department Head take appropriate actions in accordance with the University guidelines and the norms.
- Review on the question papers are made by faculties to find out the percentage of toughness in the question paper and the feedback is given to the department Head, for appropriate actions in consultations with the Principal.
- University decision or information after resolving the grievances is intimated immediately to the concerned departments, once it is obtained through the Principal. It is also conveyed to the students through class coordinators and subject handling faculties.
- If student has any grievances related to evaluation of university answer scripts they can go for rechecking or reassessment of answer books of university examination as per the University rules and regulations.
- In order to maintain transparency, students can apply for photo copy of their answer script and they may decide on re-evaluation/re-totalling.

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

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

Response:

The fact that the mechanism to minimise the examination related grievances, and to deal with examination related grievances which may arise, is transparent, time- bound and efficient is reflected in the following

measures:

- In order to minimise the internal assessment related grievances, the college strictly follows the guidelines and rules-regulations issued by the affiliating university while conducting internal and semester-end examinations.
- An examination committee is constituted every year to coordinate the internal and external examination activities and to communicate with the students, teachers and administrative staff regarding examinations.
- For effective and transparent communication related to Internal and external examinations, 'Examination Management' and 'App Massaging' modules of our MIS (EasyEdmin) are used.
- For effective communication of the evaluation process, class wise / course-wise instructions about unique features of internal / external evaluation of that course are provided by the respective teachers.
- As provided in University ordinances there are three components of internal assessment. They are semester end internal examination, Assignments / Unit-tests and attendance.
- The Principal / Vice-Principal / IQAC Coordinator / senior faculty members communicate the above provisions to the students through, the prospectus and faculty-wise addresses in orientation programs. They also communicate the over all mechanism of internal assessment; question paper patterns university examinations etc.
- At the end of each unit of syllabus, all teachers conduct tests / assignments. The teachers make sure that the patterns of the questions are in conformity of questions of university examinations and objectives of respective unit / course. The internal examinations are conducted in the same way as the university exams are taken.
- The university norms relating to course-wise examination pattern are communicated to the students through the college prospectus. The university circulars in this regard are circulated to the faculty members and administrative staff time to time and are displayed on the notice boards for students.
- Examination schedules are made available on the college notice board as well as on websites and through 'App Massaging' module of our MIS (EasyEdmin) and WhatsApp messages in division-wise groups created by the college.
- Changes in schedules, patterns, methods if any, are immediately notified to the students through notice boards, 'App Massaging' module of our MIS (EasyEdmin) and WhatsApp messages in division-wide groups created by the college.
- Internal examination schedules are displayed on notice board in advance. Internal examinations and one additional exam internals are conducted for those who are not able to give regular internal exam in time.
- The subject teacher briefs the students in the classroom about their performance in the internal examinations.
- Practice of showing internal examination answer books after evaluation to the students in the class for self-evaluation is in place.
- Communication of the internal assessment mark lists through the notice boards is in parctice and communication to individual students through the 'App Massaging' modules of our MIS has been started.
- Interaction with the teacher and concerned Head of the Department to resolve grievances if any, regarding the marks given is encouraged.

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

Response:

The efficiency and adherence to the academic calendar for the conduct of CIE process is reflected in the following facts:

- The college prepares Annual Academic Calendar for integrating various curricular, co-curricular and extra-curricular activities, so as to provide optimum time for effective curriculum delivery in two semesters within the time-frame, constrained mainly by the Annual Time-Table of the University, for various co-curricular and extra-curricular activities, CIE activities and University examinations etc. The broad calendar for the conduct of Continuous Internal Evaluation is flexible for the individual teacher so far as it is concerned about giving assignments, conducting group discussions on critical issues of case-study, presentation, etc,
- So far as conduct of internal evaluation examinations are concerned, they are conducted within the time frame laid down in the academic calendar.
- Teachers complete the assessment of the answer books within the stipulated time and show the assessed answer books to the students in open house sessions declared in advance.
- The mark sheets are submitted to the examination committee in scheduled period, the examination committee compiles all the relevant data required for CIE and prepare their results/mark sheets of CIE to be submitted to the University within the time limit set up by the University.
- The efficiency and the diligence of our staff in adhering to the academic calendar for conduct of CIE is also reflected in the fact that during last five years there has been no case at all in which the final result of the student is withheld by the University due to lack of delay in submission of CIE data by the College.

File Description	Document
Link for Additional Information	[View Document](#)

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:

Through our experience we realized that the program structures, framed by the Faculty/Academic Council and the syllabi of courses, framed by Board of Studies (BOS) of the University, for the B.Com and M.Com programs, do not provide POs, PSOs, COs and unit-wise COs.Therefoe, the college has started the practice of specification of POs, PSO, COs and Unit-wise Objectives of each of the Courses.

This practice consists of three main aspects. (i) Specifying the POs, PSOs and COs (wherever not specified by the University), (ii) Specifying the objectives of each unit of each course of the programs the college is offering and (iii) Conveying them to the students and the concerned teachers teaching the respective courses.

The college offers two main programs B.Com. and M.Com.

The syllabus of a course prepared by the respective Board of studies does not provide unit-wise course outcomes. Hence, our college has prepared them. They can be referred by clicking on the following link.

The broad Outcomes of the Courses(COs) offered by the college are expected to result in the following:

1. Competence for effective communication and professional conduct, articulation of ideas clearly and use of the social media effectively and judiciously.
2. Commitment and accountability for social transformation in civil society, contribution to social justice, concern for environmental sustainability.
3. Ability to learn individually and collaboratively through a process of Research, Critical reflection and Synthesis.

The teachers are aware of the stated program specific outcomes and unit-wise course outcomes for all program offered by the college and they make students aware about them through the integration process of imbibing them during the curricular activities of the respective course and appropriate co-curricular and extra-curricular activities.

Expected attributes of Program Specific Outcomes(PSOs) and the Program Outcomes(POs):

As contained in our VISION motto "Competence in Career and Correctitude in Character", Hence, all our co-curricular and extra-curricular activities have orientation towards imparting competence and skills for progressive and fulfilling life. Thus, the major Program Outcomes and Program Specific outcomes of our college are expected to have the following attributes.

1. Imparting Skills & Competency for progressive career in respective profession,

2. Grooming of Morally Upright and Socially Responsible citizens.

3. Grooming of Socially Committed and Secular Humanists.

4. Grooming of Civically Responsible citizens.

Thus, it is expected that our graduates will :

- manifest a personal conviction that justice and peace are the foundations of societal living,
- have trained their conscience to distinguish right from wrong by answering the question, "Does it contribute to justice and peace?",
- be led by the voice of their conscience and always do what is right,
- be socially conscious, sensitive and active persons, who are committed and accountable agents of social good,
- manifest genuine concern for human values and ecological conditions,
- be committed to social justice and the dignity of all sections of society, especially the underprivileged,
- be responsible members of social and professional communities,
- promote democratic values and peaceful living in a multi-faceted society, with courage of

conviction.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

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

Response:

The periodic qualitative assessment of attainment of POs , PSOs and Cos is carried out by the IAQC in the following manner.

(I) Qualitative Assessment of Attainment of POs:

The assessment of POs towards the attainment of various aspects / attributes is informally done by the IQAC on the basis of (i) performances of students in various curricular, co-curricular and extra-curricular activities at intra-college level, inter-collegiate level, Youth Festivals, State level and National level and (ii) manifestations of various outcomes of functioning of the college (iii) perceived socio-economic patterns among students (iv) results CIE process, the results of University examination, students' participation in add-on courses, participation in various competitive examinations of professional course, student placements and progression (v) assessment of unit-wise objectives of a course towards the attainment of various objectives is informally done by the respective department after the unit-tests / assignments on the respective unit or units etc.

The main two aspects of Qualitative Assessment of Attainment of POs are as follows:

1. *Qualitative Assessment of Attainment of Social relevance*

The assessment of POs towards the attainment of Social relevance is informally done by the IQAC on the basis of (i) participation performances of students in the cultural events at intra-college level, inter-collegiate level, Youth Festivals, State level and National level (ii) socio-economic background of the students admitted to our college and (iii) palpable sociological harmony among staff and the students of the college

2. *Qualitative Assessment of Attainment of Economic relevance*

The assessment of POs towards the attainment of Economic relevance is informally done by the IQAC on the basis of (i) socio-economic background of the students admitted to our college, (ii) perceived income-spending patterns among students (iii) modes of commuting between the residence and the college, (iv) applications for financial assistance, concessions, scholarships (v) student placements and progression etc.

(II) Qualitative Assessment of Attainment of PSOs:

The assessment of PSOs towards the attainment of various aspects / objectives is informally done by the IQAC at the end of each semester on the basis of results CIE process, the results of University examination, students' participation in add-on courses, participation in various competitive examinations of professional course, student placements and progression etc.

(III) Qualitative Assessment of Attainment of COs:

The assessment of COs towards the attainment of various aspects / objectives is informally done by the respective department under the guidance of IQAC at the end of each semester on the basis of results CIE process of the respective course, the results of University examination of the respective course. The assessment of unit-wise objectives of a course towards the attainment of various objectives is informally done by the respective department after the unit-tests / assignments on the respective unit or units.

2.6.3 Average pass percentage of Students

Response: 80.45

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

Response: 461

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

Response: 573

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: 3.25

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: 5.61

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)

2018-19	2017-18	2016-17	2015-16	2014-15
1.765	0	0	3.843	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]
Any additional information	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 50

3.1.2.1 Number of teachers recognised as research guides

Response: 6

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: 0.33

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: 15

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Any additional information	[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:

We do not offer research degree programs. However we do collaborate with the Veer Narmad South Gujarat University for research activities and transfer of knowledge. The University has recognized seven teachers of our college as Ph.D. guide and ten teachers as M.Phil. guide and we also have a Research Cell for carrying out the research activities.

Research Cell:

Institution is having separate research cell. The research cell comprises of faculty members from various departments of the institute. This Research Committee monitors and address the research issues. The research committee consists of following faculties:

1. Dr. V. D. Naik, 2. Dr. P. P. Pradhan, 3. Dr. Heena Oza, 4. Dr. Aaishwarya Kulkarni, 5. Dr. Sabita Sondhi.

Objectives of R&D Cell

- Promotion of research activities amongst faculty and students at college level.
- To enhance interaction and cooperation between researchers for interdisciplinary and multidisciplinary work.
- To forge academic and research collaborations with universities research institutes, government agencies and industries.
- To organize research promotion events like conferences, seminars, workshops and invited lectures,
- To motivate faculty for doctoral research.
- To encourage faculty to undertake research projects in thrust areas with funding from various national and international agencies.
- To promote research publications.

Initiatives taken to inculcate the spirit of research amongst faculty and students are as follows:

- Financial assistance is provided for participating in seminars/ workshops and faculty development programme to enhance their research skills.
- e-journals and e-books related to research are subscribed.
- Faculty development Programs are organized every year for the faculties for building and strengthening research capabilities of faculties.
- Institute make continuous efforts towards cultivating awareness against the plagiarism and is also planning to purchase software for checking of Plagiarism.
- We have linkage with the Research Methodology and Human Resource Management Department of our University for the use of Research Methodology Library and software for advanced data analysis.
- Lectures/Workshops on research methodology are organized regularly for our M.Com. students.
- M.Com students are encourage to volunteer, participate and interact with the participants and resource persons during the NFDP organized by the college.
- M.Com. students showing inclination towards research are nominated as participants at Research Methodology workshops organized by other institutes.
- M.Com. students are encouraged to help Research Scholars in data collection and data analysis activities with the objective of providing orientation towards research.
- Seven M.Com. students have passed NET/SLET before completing M.Com. during last five years.
- One JRF has been pursuing Ph.D. at our college.
- One of our M.Com. student having passed SLET served as Research Assistant in Major Research Project completed by the faculty.

Facilities for research :

The College is having the following facilities for research available to the Students and Research Scholars within the Campus.

- Rich Library for UG and PG
- Research Library Reference Books
- Wi-fi facilities
- Internet for access to e-resources
- Computers exclusively reserved for researchers.
- Laptops to individual faculty with net connection
- Printers
- Photocopiers
- Research Room
- E-Journals
- E-Books

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

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	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: Yes

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

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

Response: No

File Description	Document
e- copies of the letters of awards	[View Document]
Any additional information	[View Document]

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

Response: 3.71

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 26

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

Response: 7

File Description	Document
URL to the research page on HEI web site	[View Document](#)
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)

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

Response: 3.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	1	2

File Description	Document
List of research papers by title, author, department, name and year of publication	[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: 2.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	11	5	6

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

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

Response:

The college prepares academic calendar in the beginning of the year which includes, apart from teaching and learning activities, the extra-curricular activities and co-curricular activities as well as extention activities through NSS.

- We have linkage with "Surat Rakt Dan Kendra" for the extension activity related to blood donation activities and with Rotaract Club for other extension activities.
- In order to sensitize the students and staff to social issues and to promote their holistic development, the extension and outreach activities such as the programs on Swachchh Bharat Abhiyan, AIDS awareness, Gender issues etc. are planned and carried out as part of annual plan so as to ensure that they do not clash with other major activities.
- As contained in our VISION and MISSION, which are conveyed in the Objectives, our college is committed for (i) grooming the citizens who are respected for their knowledge, skill and competence and who can make significant contribution towards wholesome and inclusive progress and development of society. (ii) imparting education and making students competent for attaining fulfilling careers i.e. professional life. (iii) inculcating strong human values and commitment towards moral and social correctitude. (iv) instilling in the minds of students a sense of responsibility and commitment towards secularism and humanitarianism.
- In accordance with this commitment the students and the staff are encouraged to take part in extension activities. When some important programme is to be held we organize a staff meeting, devise the details, plan the activities and then seek student's involvement. If the event is on large scale we form various committees also and allot different duties to all staff members and then co-ordination is done. They are awarded certificates, medals, cash prizes etc. The faculties are encouraged for participating in extension activities by rendering support as and when needed.
- Some of the extension and outreach activities carried out consistently by our college are

  - N.S.S. residential camp in a village.
  - Visit to the Orphanage and old age home.
  - Tree Plantation.
  - Medical and Blood Donation Camp.
  - AIDS Awareness Programme.
  - Environment Awareness Program.
  - Voting awareness program.
  - Program for awareness towards cleanliness.
  - Awareness on gender equity.
  - Understanding our constitution.

The impact of extension and outreach activities such as the programs on Swachchh Bharat Abhiyan, AIDS awareness, Gender issues etc. on the holistic development is palpable in contents of reports on the students' achievements and progression.

3.4.2 Number of awards and recognition received for extension activities from Government

/recognised bodies during the last five years

Response: 61

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

2018-19	2017-18	2016-17	2015-16	2014-15
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: 49

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	9	10	10

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: 85.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
166	218	298	213	234

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

3.5 Collaboration

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

Response: 67

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	[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: 15

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)

2018-19	2017-18	2016-17	2015-16	2014-15
4	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	<u>View Document</u>

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 fact that our college has adequate facilities for teaching-learning as per the minimum specified requirement by statutory bodies is evident in the following details.

- Adequate number of well- ventilated classrooms/ lecture halls equipped with audio-visual aids to facilitate teaching learning process. Adoption of modern technology for delivering lectures has always been considered important in the teaching learning process and therefore, during the past five years we have upgraded all classrooms/ lecture halls by replacing LCD projectors with the Short Throw projectors and latest Smart Boards and Wi-Fi connectivity to make the learning sessions all the more interesting and fruitful. Under our policy of maintenance of infrastructure we have made the necessary alterations to accommodate the use of black/green boards along with smart board technology in the classroom. Our classrooms are also equipped with sound systems to ensure clarity in the delivery of lectures.
- We also have the facility of an AC seminar hall and committee/ meeting room with ICT equipment to facilitate organizing seminars, work-shops, conferences, FDPs and other academic as well as co-curricular programmes for the overall growth of students as well as faculty.
- Faculty of the college have been provided with microphones, laptops and document readers for conducive teaching and learning. The institute believes in keeping pace with technological development and has therefore recently replaced the laptops to accommodate up gradation of technology.
- Along with faculty, students too have now been provided with internet Wi-Fi facility in the premises of the institute to promote e-learning along with classroom learning sessions.
- To complement these facilities, well maintained and computerized library, spacious reading room, computers with ICT facility are made available for students as well as the staff. Along with print media, the library offers e resources in the form of CDs, e books and e journals to facilitate dissemination of knowledge.
- Recently library facility has been upgraded with latest Library Management and security System - RFID (Radio Frequency Identifier) technology. Installation of this system facilitates unique RFID tags, RFID technology enabled Identity Cards within the library, Self-check in /out Kiosk Station, Theft Detecting Gates and Locator of misplaced books.
- As part of our policy of providing ICT enabled learning spaces to students on the campus, our library houses an e-learning centre with more than forty computers to facilitate add-on courses in accountancy like Tally and ERP Finance Module. The centre also functions as language laboratory for developing proficiency of students and faculty in English language skills.
- In the B.Com and M.Com degree programs there is no course on the subject of Computer Science or application. However, in the best interests of the students our college provides additional facility of computer laboratory with fifty five consoles to promote technology aided learning.
- Administrative office, staff room as well as library have printers and Photocopier machines to facilitate academic and administrative work.
- To provide impetus to research oriented activities, our college provides ICT enabled Research Cell

facility for the benefit of students and members of the staff.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Our college has all facilities for carrying out sports and cultural activities and the adequacy of it is reflected in the following:

- Along with the facilities available in the college, common facilities of the sister colleges on the college campus as well as on the other campus of our management are made available to the students.
- For supporting extra-curricular activities of institutions under its fold, the management also has major infrastructural facilities. As a member the of "Sarvajanik family", our college is also entitled to have free access to all these facilities.

Table of Infrastructure for Sports Activities

Sports	Year of Establishment	Infrastructure of Own/Sister colleges	Specification of area/size	Infrastructure of Other Institutes used
Table Tennis	1993	SPB College Sports Room	26 x 36 ft. (W) (L)	-
Chess	1993	SPB College Sports Room	26 x 36 ft. (W) (L)	-
Carrom	1993	SPB College Sports Room	26 x 36 ft. (W) (L)	-
Volley Ball	1993	SPB College Ground	89 x 120 ft. (W) (L)	-
Kabaddi	1993	SPB College Ground	89 x 120 ft. (W) (L)	-
Tug of war	1993	SPB College	89 x 120 ft.	-

		Ground	(W) (L)	
Handball	1993	SPB College Ground	89 x 120 ft. (W) (L)	-
Badminton	Permission to use facility since 1991	K.P.College Court	28 x 50 ft. (W) (L)	VNSGU Sports Complex
Football	Permission to use facility since 1991	M.T.B. Arts College ground	110 x 80 Yards	Rander Ismail Gymkhana
Basketball	Permission to use facility since 1991	K.P.College court	30 x 28mts	VNSGU Sports Complex
Cricket	Permission to use facility since 1991	Sarvajanik Society ground	75 yards Diameter	VNSGU Ground
Yoga	1993	SPB College Sports Room	26 x 36 ft. (W) (L)	-
Athletics	Permission to use facility since 1991	M.T.B. Arts College ground	110 x 80 yards	VNSGU Sports Complex

User rate for sports infrastructure (Daily basis)

- 30 to 40 students play indoor games
- Approx. 50 students use outdoor sports facility

- Along with infrastructural facilities students have been provided musical instruments and electronic devices to facilitate rehearsal and performances of cultural activities.

Table of Infrastructure facilities used for cultural activities

Sr. No.	Facility for Cultural Activities	Specification of area/size	Seating Capacity No.
1.	Seminar Hall on campus	2806 sq. ft.	200
2.	Conference/meeting Room	•	30
3.	Central Hall, M.T.B. College	2460 sq.ft.	300
4.	Tara Moti Hall, Sir P. T. Science	4000 sq. ft.	450

5.	Commerce Bhavan Hall, Sir K.P. Commerce College	2440 sq.ft.	175
6.	TIFAC – CORE Seminar Hall	2500 sq. ft.	200
7.	Amphi Theatre Sarvajanik College of Eng. And Technology	32500 sq. ft.	More than 1000

All the major facilities related to the sports and cultural activities located on the two campus are shared by the sister institution of the management and therefore user rate is very high.

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

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: 10

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Link for additional information which is optional	[View Document](#)

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

Response: 43.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
51	36	5	4	12

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

- Our library is partially automated.
- Library of the institute is an ICT enabled space rich in its resources to cater to the needs of faculty as well as students. The library has reading room, reference room, stack room facility along with an e- learning Centre. In all there are 47 computer consoles to facilitate learning and research.
- Our library today has more than 33,000 published documents, nearly 150 electronic documents and is subscribing 39 national/ international journals of academic nature.
- In addition to a rich collection of references and subject specific books, journals, periodicals, CDs, e-books and e-journals, the library has an interesting collection of books for general reading as well as resources to cater to the needs of students appearing for various competitive examinations viz. GRE, IELTS, SLET, NET, UPSC.
- we have subscribed for e-ShodhSindhu, Sodhganga membership also.
- Reports of important organizations like UNDP, Indian Government ministries are also housed in the library.
- Automation of library aids librarians and other staff members in areas of acquisitions, cataloging and circulation. This helps to provide better service to patrons and makes library staff available for solving queries and extending help for finding the right information.
- Recently the RFID Security System has been installed in the library to ensure safe and smooth functioning of the library since 1017.

- Details of Library automation is as follows:

1. Name ofILMS software: SOUL
2. Nature of automation : Partial
3. Version : 2.0
4. Year of Automation: 2005 (SOUL)

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

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

Response:

- The institute has a library enriched with Encyclopedias, books for competitive exams viz. CAT, IELTS, NET, UPSC and knowledge resources like special reports viz. UNDP, OUP.
- Following are library enriching resources:

Sr. No	Name of Book	Name of Publisher	Name of Author	No. of copies	Year Of Publishing	Year of Procurement
1	Economic Survey 2013-14	OUP, New Delhi	GOI	1	2014	2014-15
2	Economic Survey 2013-14: Statistical Appendix	OUP, New Delhi	GOI	1	2014	2014-15
3	India Development Report-2015	OUP, New Delhi	Mahadev,S	1	2015	2014-15
4	Global Sustainable Development Report-2015	OUP, New Delhi	Chakrabarti, PGD	1	2015	2014-15
5	Economic Survey 2016-17	OUP New Delhi	GOI	2	2017	2017-18
6	State of India's Environment-2015	Centre for Science and Environment, New Delhi	Sunita Narain (editor)		2015	2015-16 Free with DTE Subscription

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

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

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

Response: 9.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
24.47	4.73	5.69	5.18	5.14

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 47.24

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

Response: 170

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute updates IT facilities on a regular basis to ensure smooth functioning of academic as well as administrative tasks.

- ICT facilities in all classrooms have been updated in the past five years. LCD projectors (long distance) have been replaced with Short Throw projectors and Smart Board technology in 2018.
- Wi-Fi enabled classrooms facilitate the use of digital technology in the teaching- learning process.
- Entire campus is Wi-Fi enabled and since 2018-19 students have easy access to the facility which promotes the use of digital resources.
- All permanent staff-members have been provided laptops since 2010-11. In 2018-19 as part of technology upgradation drive, these were replaced with higher versions to facilitate the teaching-learning process.
- e-learning centre / language laboratory has established since 2018.

- In 2017 (RFID)-Radio Frequency Identification Security System has been installed in the library to ensure safe and smooth functioning of the library, with security gate, Kiosk station and Smart card for I card.
- All classrooms have been equipped with audio systems and teachers have been provided cordless mikes to ascertain clarity of sound in lecture delivery.

- The entire campus in under CCTV camera surveillance which fosters an environment conducive to learning.

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

4.3.2 Student - Computer ratio

Response: 445:19

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

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

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: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[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: 72.57

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)

2018-19	2017-18	2016-17	2015-16	2014-15
36	35	27	28	30

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[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 utilizes UGC grants and government funding and our own resources for the maintenance and upkeep of the infrastructure, facilities and equipment of the college. Such allocations are always approved before its utilization and are required to be audited by CA. This procedure is always followed scrupulously.

Administrative staff as well as faculty members are watchful about the proper maintenance of college building and various equipments. Fire- safety gadgets are maintained on a regular basis and care is taken to provide a safe and hygienic environment in the college campus.

Annual maintenance contracts are given to different agencies for taking care of electrical and electronic gadgets like computer systems, air conditioners, RFID Security System, water purifiers etc.

Wherever possible, in-house maintenance is resorted to and most of the computers and equipments are maintained well by staff members. Separate arrangements have been made for carpentry, fabrication and electrical work on regular basis for repair and maintenance of benches, windows, doors, replacement and repair of defused tube lights, fans, switches, connections etc. Group of persons are hired for housekeeping and security services, where required.

The institution ensures optimal utilization of the budget allocated for various activities by implementing the following measures:

Outlining the Procurement Procedure:

For the purchase of major items we follow quotations and tender systems. For the purchase of amount exceeding Rs.1000/-, the quotation system is followed and for the purchase of amount exceeding Rs.1, 00,000/- (one lakh) the tender system is followed. The institution has outlined the quotation system for various purchases which helps in taking care of prices, delivery dates and transport costs as well as after sales services. When the quotations are received, they are opened by the chairman of LAC and purchase orders are placed after necessary sanctions. When tender system is to be followed, the whole procedure is carried out by the purchase committee set-up by the SES.

Monitoring and Control:

 In addition to the annual audit by the management and the state Government, as part of the monitoring and control policy, the accounts of all the institutions of the SES, including our college, are audited on

quarterly basis by CA appointed by the management.

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: 74.53

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

2018-19	2017-18	2016-17	2015-16	2014-15
383	467	244	237	298

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: 1.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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**

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 33.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
726	192	123	178	134

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 29.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

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

Response: No

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: 38.95

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

2018-19	2017-18	2016-17	2015-16	2014-15
196	190	140	130	130

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 54.01

5.2.2.1 Number of outgoing students progressing to higher education

Response: 6

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: 16.47

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	4	1	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
45	44	39	36	37

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: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	5	3	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](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

The college has elected Students' Council as it is mandatory for all affiliated colleges of VNSGU. Some important features of the Student's Council are as follows :

Selection and Constitution :

As per the constitution framed by the University all the students enrolled at undergraduate or post graduate level automatically become members of the Student's Union. The Student's Council is an elected body. The two representatives are elected from UG and PG class as per the rules and regulations of VNSGU. In accordance with the policy of inclusion from each class there is at least one girl representative. Hence at least 50% of class representatives in students' council are girls.

The Student's Council of the college has following committees :

- Finance and Student Welfare Committee
- Gymkhana Committee
- Social and Cultural Activities Committee
- Debate and Elocution Committee
- Magazine Committee
- Excursion Committee
- Planning Committee

Each committee consists of a Chair Person and members from the teaching staff. The elected/nominated

students are members of various committees. The Secretary of each committee is represented by students.

Activities :

The Major activities of the Student's Council are :

- Preparing the budget and allocation of Students' council funds for various activities.
- Organising / participating in sports activities
- Undertaking various social and cultural activities
- Organising / participating in debate and elocution competitions.
- Publication of magazine and wall magazine.
- Conducting educational tours.
- Arranging talks by experts from various areas.

Management :

The Chairperson of the Finance Committee is the treasurer of the Students' Council. There is separate account of the students council operated with the signature of the Principal, who is the President of the students' council. It is audited every year and all the details of the audited account are published in the college magazine every year.

Whenever a college event, like annual cultural event of the college; SPB-FEST; is organized to showcase the talent of the students through various performances in dance, music, drama, mono acting, drawing etc.; for the management of such events, under the guidance of teachers, students put in joint efforts and share the responsibilities assigned to various committees formed for making the event successful.

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

Response: 46.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
09	09	06	06	06

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

5.4 Alumni Engagement

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

Response:

The Alumni Association is not registered. However, there is unregistered Alumni Association. Alumni are invited at all important events of the college. Every year college organizes SPB FEST where alumni members are invited so that existing students can interact with them. The college maintains a rapport with former faculty members too. They also render their service as visiting faculty or diliver lectures on important topics when invited.They are invited at all functions of the college and their help and guidance sought when needed. They participate in the college events like, blood donation camps organized at our college; cultural programs organized by the students' council; visits NSS camps and motivates the students by taking part in various activities at the camp; participation in sports events of the college; etc. Alumni who are employed with other academic institutions conduct Post Graduate classes at the M.Com centre of the college.

In spite of the fact that our college is only 28 years old, which means the oldest alumni are about 50 years old, and therefore are in the process of settling down in their social and professional life, some of the alumni of the college have been holding much coveted positions.

- former GS CA Mr. Jay Chharia is Central Council Member from Western Region in the Institute of Chartered Accountants of India.
- Former G.S. Ms. Hiral Panwala was elected as Corporator of Municipal ward in the city of Surat.
- Dr. Jimmy Kapadia is Professor and Director of Luthara institute of Management (MBA course) and Dr. Abhilasha Agarwal is Principal of Vanita Vishram College of Commerce, Surat and Dr. Martina Narohna, former faculty of College is Principal of Sir K. P. College of Commerce, Surat.
- Mr. Farzan Karanjia is a well-known name in the area of dramatics. He conducts workshop in college to inculcate the art of mono acting to the existing interested students.
- Mr. Viral Desai is a well-known young Entrepreneur well-known for CRS activities and has been felicitated several times by the Government of India Government of Gujarat.
- More than 1000 alumni of our college are CAs / CMAs/CSs in practice and employment at various levels.
- Many of the college alumni are academicians, professionals, entrepreneurs who have excelled in their own fields.
- About 20 alumni of our college have rendered or are rendering their services as visiting faculties in our B.Com. M.Com. programs.
- A Number of students are excelling in real estate, textile, diamond, event management and other family run businesses / start up.
- more than 40 Alumni have joined Colleges as Assistant professor in various Colleges.
- Chirag Gandhi played Ranji trophy.
- Mr. Snehal Vakilna, Leading Lawyer and Trainer for Cyber Crime to Police Department, Government of Gujarat.

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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

01-02-2021 01:17:25

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The tuning of governance of institution and the effectiveness of leadership with the VISION and MISSION of the institution is reflected in the following.

VISION:

"To be a leading participant in the 'Sarvajanik' process of grooming citizens who are respected in their profession for their knowledge, skills and competence and recognized in the society as responsible, progressive, secular humanists committed to moral and social correctitude."

MISSION:

Mission for fulfilling our Vision is

"Since well-directed formal as well as informal studies and performances are the pivotal intrinsic forces leading to "Blossom" (progress/ prosperity/ maturity); a stage of evolution; in career and character of a person, the Mission of the college, for envisioned evolution in the careers and characters of all the SPBians is to make them lifelong followers of the Maxim 'Study - Perform - Blossom."

Enumeration of how the mission statement defines the distinctive characteristics in terms of addressing the needs of the society is contained in the objectives derived from the Vision and Mission statements for ensuring the objectivity in the functioning of the college.

Objectives: Our objectives, contained in our Vision and Mission statements are:

1. To keep education truly 'Sarvajanik'. i.e. to keep it accessible and affordable to all sections of the society without discrimination of religion, race, caste, gender and socioeconomic status.

2. To groom the citizens who are respected for their knowledge, skill and competence and who can make significant contribution towards wholesome and inclusive progress and development of society.

3. To impart education and make students competent for attaining fulfilling careers i.e. professional life.

4. To inculcate strong human values and commitment towards moral and social correctitude.

5. To instill in the minds of students a sense of responsibility and commitment towards secularism and humanitarianism.

To ensure the participation of teachers and students toward integrating the above objectives in their teaching learning process and in the decision making bodies of the institution and to ensure that these

objectives are attained in true spirit, the governance model of the college is planned so as to fully decentralize the governance through various committees formed for

1. carrying out the activities aimed at all round development of the students under the aegis of students' council, a body of elected representatives of the students and the teachers and
2. carrying out the internal administration of the college.

There are seven committees formed under students' council for carrying out the activities aimed at all round development of the students. They are (i) Finance and Student Welfare Committee (ii) Gymkhana Committee (iii) Social and Cultural Activities Committee (iv) Debate and Elocution Committee (v) Magazine Committee (vi) Excursion Committee (vii) Planning Committee.

The committees formed for the internal administration of the college are Internal Quality Assurance Cell (IQAC), Time Table and Internal Evaluation Committee, Anti Ragging and Discipline and Grievance Redressal Committee, NSS / NCC and Related Activities Committee, Library Committee, Career Counseling and Placement Cell, Sexual Harassment Prevention Cell, Research Committee and SC/ST Cell etc.

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

6.1.2 The institution practices decentralization and participative management

Response:

The fact that the college has well-structured decentralized and participative management practices is reflected in the following:

The college has been following a decentralized and participative management practice through

1. its five departments viz. (i) Accountancy, (ii) Commerce, (iii) Economics, (iv) English and (v) Statistics,
2. various committees for internal administration such as (i) Internal Quality Assurance Cell (IQAC), (ii) Time Table and Internal Evaluation Committee, (iii) Anti Ragging and Discipline and Grievance Redressal Committee, (iv) NSS / NCC and Related Activities Committee, (v) Library Committee, (v) Career Counseling and Placement Cell, (vi) Sexual Harassment Prevention Cell, (vii) Research Committee, (viii) SC/ST Cell, etc.and
3. seven committees formed under students' council for carrying out the activities aimed at all round development of the students viz. (i) Finance and Student Welfare Committee (ii) Gymkhana Committee (iii) Social and Cultural Activities Committee (iv) Debate and Elocution Committee (v) Magazine Committee (vi) Excursion Committee (vii) Planning Committee.

These departments and committees work for the smooth and effective working of the institution and promote its development etc.

The cases showing that decentralization and participative management practices are implemented in the college are as follows.

- For last three years our college has been organizing Faculty Development Program every year for updating knowledge in the area of research. Various committees are formed and staff members are delegated responsibilities for the successful completion of the program. The various committees for managing the event such as hospitality and accommodation committee, registration committee, technical support committee, session-wise coordinating committee, Report writing committee, Refreshment committee etc. coordinate and help each other in making the program successful and reflect a good example of participative management practice.
- Whenever annual cultural event of the college, SPB-FEST, is organized to showcase the talent of the students through various performances in dance, music, drama, mono acting, drawing etc., for the management of this event, teachers and students put in joint efforts and share various minor and major responsibilities identified and assigned to various committees formed for making the event successful.

6.2 Strategy Development and Deployment

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

Response:

In order to have long term sustained development through systematized functioning of the college, we prepare five years' plan as well as year wise plan. The five year plan focusses on important aspects like finance, infrastructure development and academics. For example – the college prepared five year plans of development (under 11th plan, 12th plan and under CPE scheme) and submitted it to the UGC. The college succeeded in getting the Grants of (i) Rs. 51.47 lakhs under 11th plan, (ii) Rs. 17.58 lakhs under the 12th plan and (iii) Rs. One Crore and the status of **"College With Potential for Excellence"** **(CPE)** respectively.

The yearly plan includes planning of (I) financial activities, (II) curricular, co-curricular and extra-curricular activities and (III) broad indexation of these activities etc.

(I) The planning of financial activities take place in the following stages.

1. In the month of November/December, normally, the management (SES) directs all the institutions to prepare annual budget for the next financial year.
2. The college prepares the budgets, discusses them in the meeting of the Local Administrative Committee and gets them approved.
3. The approved budgets are sent to the management (SES) and after getting the approval from SES they are implemented.
4. All the income – expenditure statements are recorded in the accounts and the accounts are audited internally, at the end of every quarter, by the CA appointed by SES, and also externally, at the end of the year, by another CA also appointed by the management (SES)
5. All the annual audited accounts are presented before the LAC and after the approval of LAC, they are sent to the management (SES) for approval and appropriated considerations.

(II) The curricular, co-curricular and extra-curricular activities are planned through the annual calendar prepared for carrying out such activities efficiently and effectively.

- Schedule for CIE.
- Dates for arranging different activities under the various committees like gymkhana, cultural, debate and elocution, NSS activities, publication of college magazine etc. during the year.
- Guest lectures to be arranged during the year. Etc.

(III) For broad indexation of the above activities, our college publishes the annual magazine, INDEX, which showcase the literary talents of teachers and students. The magazine is also a platform for dissemination and documentation of information about participation and achievements of students and teachers in different curricular/co-curricular/extra-curricular activities at various levels. The magazine includes the list of various committees formed for implementation of activities planned for the academic year. Curricular, co-curricular, extra-curricular activities for the year are documented in the form of reports and picture gallery. The magazine also gives insight into the audited accounts of the college for the year.

Besides the above mentioned indexation/documentation, the college documented these activities/achievements during the first 25 years if its functioning in the silver jubilee year 2016-17 by releasing a souvenir by tracking the landmark achievements in its journey.

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

Response:

The organogram of the governing body for administrative set up can be seen through the link : http://spbemcc.com/wp-content/uploads/2020/01/Organogram.png

(1) As can be seen from the organogram, we have three tiered administrative set up.

- The Sarvajanik Education Society – our parent body forms the first tier of the organogram.
- At the second tier we have the Local Administrative Committee comprising of representatives from the management, principal, teaching and administrative staff of the college.
- The heads of five departments, librarian, physical instructor and head clerk of the administrative office constitute the third tier of the administrative set up.

(2) Appointments of the staff is done by the management strictly in accordance with the rules and regulations of UGC /State Government / University. For filling any vacant post, the process starts from the proposal from the college to the management. After the procedure of approval at he management level, the process of advertizement, selection and approval is carried out by the college in consultations with the office beares of the management.

(3) The service conditions laid down by the (i)State Government from time to time and (ii)the University, through the Ordinance 69, are followed in letter and spirit.

(4) The promotional policies laid down by the (i) UGC, (ii) State Government from time to time and (iii)the University, through the Ordinance 69, are followed in letter and spirit.

(5) For grievances redressal of any grievence/complaint made by an employee through proper channel, it is resolved at appropriate level with the pricilpe of natural justice as the fundamental requirement for resolving it and the observance of code of conduct and the service contions as the foundation for assessment of merit of the grievence/complaint.

(6) As reflected in the track record, the functioning of various bodies/ cells/ committees through the minutes of meetings and implementation of the resolutions is very effective. As an **example of the effectiveness of this set**, the following **example of monitoring of the financial activities carried out by the college** and being monitored by the Governing body of Sarvajanik Education Society may be considered.

The financial activities take place in the following stages.

1. In the month of November/December, normally, the management (SES) directs all the institutions to prepare annual budget for the next financial year.
2. The college prepares the budgets, discusses them in the meeting of the Local Administrative Committee and gets them approved.
3. The approved budgets are sent to the management (SES) and after getting the approval from SES they are implemented.
4. All the income – expenditure statements are recorded in the accounts and the accounts are audited internally, at the end of every quarter, by the CA appointed by SES, and also externally, at the end of the year, by another CA also appointed by the management (SES)
5. All the annual audited accounts are presented before the LAC and after the approval of LAC, they are sent to the management (SES) for approval and appropriated considerations.
6. The minutes of the whole process mentioned above are recorded.

File Description	Document
Link for 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**

Response: A. All 5 of the above

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

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

Response:

Each of the activities the college takes place through the concerned body/cell/committee or the department in accordance with the resolutions are passed to undertake the specific activity systematically.

The evidences of effectiveness of functioning of various bodies/cells/committees through the minutes of meetings and implementation of the resolutions can be traced in the following:

(1) In (i) ensuring the effective curriculum delivery through well planned and documented process, (ii) curriculum enrichment process etc.

(2) In (i) assessment of learning levels of the students after admissions and organising the programs for advanced learners and slow learners, (ii) implementation of student centric methods such as experiential learning, (iii) participative learning and problem solving methodologies for enhancing learning experiences, (iv) applying innovation and creativity in teaching learning, reforms in CIE system at the college level, (v) the transparency and robustness of mechanism of internal assessment, (vi) Mechanism to deal with examination related grievances in transparent, time- bound and efficient manner, (vii) adherence to the academic calendar for the conduct of CIE, (vii) specifying Programme outcomes, Programme specific outcomes and course outcomes for all Programme offered by the college, (ix) evaluation of Attainment of Programme outcomes, Programme specific outcomes and course outcomes, etc.

(3) In (i) resource mobilization for research through the Grants for research projects from UGC and setting up the research facilities, (ii) inculcation of the culture of research amongst faculty and students, NFDP/Seminars/workshops organized for promoting the research culture, number of Ph.D. guides in the colleg ereseach publications, research guidance to the Ph.D, students, (iii) the extension activities in sensitising students to social issues and holistic development, etc

(4) In (i) creating facilities for teaching –learning, sports, for games (indoor and outdoor) and cultural activities, classrooms and seminar halls with ICT- enabled facilities such as smart class and short through projectors, (ii) automation of Library using Integrated Library Management System (ILMS), enrichment of library, (iii) strengthening the infrastructure and updating the IT facilities including Wi-Fi, maintaining the infrstructure etc.

(5) In (i) functioning of the students' council and representation of students on academic & administrative bodies/ committees of the college, (ii) helping students in getting scholarships and freeships, (iii) providing capability enhancement and development schemes such as Vocational Education and training

(VET), Guidance for competitive examinations, Career counselling, Soft skill development, Remedial coaching, Language lab, Personal Counselling etc., (iv) transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases, (v) student progression to higher education (vi) students qualifying in state/national/ international level examinations (vii) outstanding performance in sports/cultural activities at inter-college/ state/national / international level etc.

(6) In (i) the governance of the institution reflective of an effective leadership in tune with the vision and mission of the college, (ii) decentralization and participative management practices of the college, (iii) Implementation of e-governance in areas of operation, (iii) track record of Financial Management and Resource Mobilization (iv) Internal Quality Assurance System of the college, (v) Establishing and upholding Institutional Values and Social Responsibilities etc.

6.3 Faculty Empowerment Strategies

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

Response:

For efficient functioning of the Institution, it is very important that the Institution should look-after the health and hygiene of staff members as well as undertake welfare measures. The effective welfare measures being taken by the management and the college for the teaching staff and non-teaching staff are as follows:

1. All the service conditions, including the welfare schemes laid down by UGC/State Government for the teaching and non-teaching staff, appointed under of GIA posts as well as self-financed posts, are implemented in letter and spirit.
2. Our parent body has its own staff co-operative credit society through which the short term and long term loans are disbursed to the staff members according to the need e.g. construction of house, purchasing of vehicle, marriage, education of children etc.
3. The medical allowance and vehicle allowance are also available to the staff members including staff of self-financed program as per the Government norms.
4. Group Insurance facility is also provided by the Institution to both teaching and non-teaching staff.
5. Non-teaching staff is provided the opportunity to participate in different courses / seminars related to computer literacy, administrative skill etc. for the upgradation of their knowledge.
6. Besides giving encouragement and granting leave for participating in FDP, registration fees is refunded.
7. Non-teaching staff is also provided with the admissible allowances such as uniform allowance, washing allowance etc.

The Institution has developed the system of appreciation of both the teaching and non-teaching staff for acquiring academic degrees, awards, recognition by the Government and the non-Government agencies / bodies.

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: 70.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	2	11	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: 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	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: 84

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	2	0	2

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

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

Response:

For the performance appraisal of staff, we have self-appraisal system in practice for the teaching staff of the college in which each teacher, at the end of the academic year, prepares self-appraisal report in the format of Academic Progress Index (API) prescribed by the UGC for Performance Based Appraisal System (PBAS), so that each teacher remains aware about his / her academic progress and API. These API reports are submitted to the principal for appraisal and guidance. At the end of each academic year, each teacher submits his / her report on academic activities such as participation in conferences, seminars, symposia, Faculty Development Programs (FDPs), Refresher Course, Orientation Program, publications etc. These reports of teachers are published in the Annual Magazine - INDEX of the college which is uploaded on the college website.

For non-teaching staff, usually, the appraisal report is prepared as and when revision of pay and / or promotion to the employee is to be given.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The internal and external audits are the most important features of the financial activities of the college.

The financial activities in the college take place in the following stages.

1. In the month of November/December, normally, the management (SES) directs all the institutions to prepare annual budget for the next financial year.
2. The college prepares the budgets, discusses them in the meeting of the Local Administrative Committee and gets them approved.
3. The approved budgets are sent to the management (SES) and after getting the approval from SES they are implemented.
4. All the income – expenditure statements are recorded in the accounts and the accounts are audited internally, at the end of every quarter, by the CA appointed by SES, and also externally, at the end

5. All the annual audited accounts are presented before the LAC and after the approval of LAC, they are sent to the management (SES) for approval and appropriated considerations.
6. The minutes of the whole process mentioned above are recorded.

Our management (SES) has adopted a policy of nominating at least one CA in the Local Administrative Committee of each institute. Moreover, the policies of budget preparations and accounts preparations are made by the management (SES). The budgets are prepared in the format provided by the management and the accounts are prepared through Tally Accounting Software provided by the management (SES). Similarly, the arrangements for the internal audit and external audit are also carried out by management through two different CAs appointed by the management. Hence, generally, whenever there are audit objections, they are policy related only and they are settled in consultation with the management at the college level or at the management level as the case may be.

File Description	Document
Link for Additional Information	View Document

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: 0.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
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:

As mentioned in the above sections, the college has a very robust system for carrying out financial activities including mobilization of funds and optimal utilization of resources, budgeting, auditing etc.

Resource deployment of the college can be broadly classified in to two categories. (1) Capital expenditure and (2). Revenue expenditure.

For capital expenditure, the fund requirements are identified and are met through the various sources for the funds are – Amenities fund, CPE Grant and UGC 12th Plan Grants.

For revenue expenditure, the College receives students fees (in case of GIA the tuition fees are paid to GOG ; receives salary grant for GIA program and maintenance grant, whereas salary for self-financed program is meet by College resources. The salary component of non-permanent post sanctioned by management for GIA is also met by College resources.

Being a grant-in-aid college, the strategy of resources mobilization and their optimal use is based on grants received from the state government and the UGC and the fees prescribed by the state government and the university.

The college gets financial assistance from the government in the form of salary grants for the staff of aided programme. Besides that the college also gets the UGC grants under various schemes. The salary grant is received through the salaries paid directly in to the personal accounts of the staff of the aided programme by the state government. Apart from the salary grants, the college also gets the non-salary grants such as maintenance grant, grants under Saptadhara activity and Udisha activity etc. These grants are utilized in accordance with the guidelines / norms / rules stipulated for the respective grants. Scheme wise utilization certificate is submitted to the state government and scheme-wise NOCs are issued by the government after the audit is carried out by government auditors.

The college also receives UGC grants under different schemes and these grants are utilized strictly in accordance with the guidelines of UGC for the respective schemes. The UGC grant accounts is audited and scheme wise auditor report is submitted to the UGC and scheme-wise NOCs are obtained. The college has already received the NOCs for all the completed schemes so far.

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:

In the form of our vision and mission, SWOC analysis, analysis of our performance and feedback received from report of steering committee of NAAC (second cycle), our CPE proposal, our UGC 12th Plan Development Grant proposal etc., the College has long term prospective plan in place. Keeping in mind our long term plan, IQAC devises medium term plans and reviews and revises it on year to year basis, with incremental addition and improvement for various initiatives etc. On the basis of our long term and medium term plans, we devise annual plan for each year, on year to year basis, with incremental addition for various initiatives. This is being done by IQAC. The IQAC has made long term plan for institutionalization of the quality assurance practices. Two of such practices are

1. Preparing Academic Calendar and its effective implementation

and

2. Specification of POs, PSO, COs and Unit-wise Objectives of each of the Courses.

These two practices have cumulative effects on our quality enhancement. Main features/outcomes of these practices initiated through IQAC towards institutionalizing quality assurance process are as follows :

1. Academic calendar is prepared by the IQAC at the start of new academic year in participative manner, accommodating curricular, NCC/NSS/Sports, co-curricular, extra-curricular, research activities and various new initiatives to be introduced during the year.
2. The Lesson plans, prepared by teachers for the respective courses, are followed for effective implementation of syllabus in each course work.
3. The teachers and stake holders have more clarity about the POs, PSOs for facilitating/planning and execution of Co-curricular and extra-curricular activities to be integrated with the curricular planning and delivery.
4. The teachers have more clarity about the broad objectives of the courses they teach.
5. The teachers are able to understand the importance of each unit they teach.
6. They are able to allocate optimum time for teaching, including the revision and the time for assessment, to the units they have to teach within time-frame of the semester.
7. In the question papers they set for the University examinations and the internal examinations, the teachers are able to allocate optimum marks to the questions and the sub-questions from the units of the course.
8. The College is able to implement the annual calendar effective by carrying out all the curricular, co-curricular and extra-curricular activities in the stipulated time-frame.
9. The College is achieving commendable results in CIE as well as the University examinations consistently.
10. Appointments of adhoc / visiting staff on permanent vacant posts are made in time.
11. Orientation of new faculties is facilitated.
12. Orientation of new batch of students is conducted.
13. The continuous monitoring and review of various activities from time to time is done by IQAC formally and informally.
14. System of mentoring for SC/ ST students is put in place.
15. Getting feedback and its analysis has become regular feature.
16. Implementation of CIE in its letter and spirit is carried out in time and in tune with University calendar.
17. Showing of answer papers/internal marks in the class (open house for students) is practiced. Etc.

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

Response:

The college IQAC has started online students surveys and getting feed backs from various stake holders.Based on the analysis of student surveys and feedback received from various stakeholders, IQAC of the College has contributed significantly towards the improvement in quality of teaching-learning and research. The two examples of institutional reviews based on feedback system and implementation of teaching-learning reforms facilitated by the IQAC during last two cycles are :

1. **Strategy for quality improvement in teaching- learning and evaluation process and the curriculum delivery system and**
2. **Strategy for teachers for self-improvement.**

The details are as under :

Strategy for quality improvement in teaching- learning and evaluation process and the curriculum delivery system:

Based on the review of online students surveys and feedbacks received from various stake holders, the IQAC is making continuous efforts for quality improvement in teaching-learning-evaluation system. The main features of this strategy for quality improvement in teaching- learning and evaluation system are as follows :

- Preparing Academic Calendar and its effective implementation.
- Preparing study material for students, by the teachers of our college, for various courses of the subjects Accountancy, Banking, Business Administration, Economics, Mercantile Law, Statistics and Taxation.
- There are 46 books prepared by our teachers for catering the need of study material for the courses of B.Com. and M.Com. programs.
- Specifying the POs, PSO, COs and Unit-wise Objectives of each of the Courses for improvement in teaching-learning and evaluation process and the curriculum delivery.
- Improving the Library, ICT and physical infrastructure
- Monitoring continuously the progress of students through assignments, internal examination
- Conducting the activities so as to integrate co-curricular and extra- curricular activities with the curricular activities
- Encouraging the students to take part in co-curricular and extra- curricular activities at university level, state level and national level
- Starting add on certificate courses
- Providing exposure to students to corporate world through expert lectures, study tour etc. and encourage them to view on business channels the interviews and panel discussion taking place on important happenings in the world of business and commerce
- Making the students aware about the changes taking place in examination and evaluation system of university.

Strategy for teachers for self-improvement:

With the initiative of IQAC, College has implemented Annual Performance Appraisal (API) system for teaching staff in which each Teacher at the end of academic year prepares self-appraisal report in the format of UGC Guidelines for Performance Based Appraisal System (PBAS). With this self-appraisal each teacher remains aware about his/ her academic progress during the year and his/ her API score. The API reports submitted to Principal are useful for appropriate assessment and guidance, at the end of the year, each Teacher also submits his /her academic activities such as participation in conference, seminars, symposia, Faculty Development Program, Refresher Course, Orientation Program, publications etc. These reports of teachers are published in the College Annual magazine- SPB Index, which is also uploaded on the College website. This practice has resulted into healthy competitive evaluation in activities in research and publication.

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

Response: 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

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

Response:

Some of the post second cycle accreditation quality enhancement initiatives, successfully implemented during the third cycle, towards incremental improvements in the **curricular, co-curricular, extra-curricular and administrative domains**, are as follows:

1. Applied for the award of "College with Potential for Excellence" status to the UGC for the period 2016-21, achieved it along with the grant of Rs. one crore and utilized for quality improvements in the **academic, research and administrative domains.**
2. Improved the practice of annual planning by preparing more comprehensive Academic Calendar, accommodating more intra-college and inter-college competitions in co-curricular and extra-

curricular activities, research related programs and implemented effectively.

3. A plan for quality improvement in teaching- learning and evaluation process and the curriculum delivery system is developed and implemented by specifying the POs, PSO, COs and Unit-wise Objectives of each of the Courses.

4. For the quality improvement in teaching-learning and evaluation system, the practices implemented are (i) The practice of preparation of the Lesson plans by teachers for the respective courses for effective implementation of syllabus in each course and (ii) The practice of specifying the objectives of each unit of each course of programs the college is offering.

5. CIE system at the college level is strengthened by introducing the POs, PSOs, Cos and unit-wise COs.

6. The practice of preparing study material for students, by the teachers of our college, for various courses of the subjects Accountancy, Banking, Business Administration, Economics, Mercantile Law, Statistics and Taxation being taught at B.Com and M.Com. programs has been initiated.

7. There are 46 books prepared by our teachers for catering the need of study material for the courses of B.Com. and M.Com. programs.

8. The practices implemented for teachers' self-improvement are (i) the practice of preparing Annual Performance Appraisal (API) reports by each teacher, at the end of academic year, in the format of UGC Guidelines for Performance Based Appraisal System (PBAS), and (ii) the practice of submitting, at the end of the year, the report of academic activities by each teacher, publication of these reports in the College Annual magazine SPB-Index, and uploading it on the College website.

9. Add-on courses related to (i) Life Skills (ii) Employability Skills and (iii) English Communication skills are introduced in collaboration with Knowledge Consortium of Gujarat, added.

10. Add-on course in 'Tally Accounting' is introduced in collaboration with First ERP Software Solutions Pvt. Ltd., added.

11. Add-on course on 'FICO module of ERP (SAP)', is introduced in collaboration with Electromech Enterprises Ltd., added.

12. The practice of helping the students pursuing professional program, CA, and having cleared IPCC examination, in getting placement for Tnternship, has been started.

13. Significant improvements have been made in the areas of (i) resource mobilization for research through the grants for research projects from UGC and setting up the research facilities, (ii) inculcation of the culture of research amongst faculty and students, (iii) organizing NFDP/Seminars/workshops for promoting the research culture, (iv) addition in number of Ph.D. guides in the college and research publications, etc.

14. Teachers are encouraged to take up research projects. One UGC sponsored Major Research Project has been completed by our faculty. Proposals for one major and one minor research projects have been submitted to UGC.

15. One UGC sponsored Research fellow is doing research at our college under the guidance of our faculty.

16. Three research oriented one week NFDP were organized for the faculties for building and strengthening research capabilities.

17. So far as research in the Faculty of Commerce in our University is concerned, our college has established the best research facilities among all the commerce colleges of the University.

18. Improvements have been made or more facilities have been created in the areas of (i) teaching-learning, sports, for games (indoor and outdoor) and cultural activities, classrooms and seminar halls with ICT- enabled facilities such as smart class and short through projectors, (ii) automation of Library using Integrated Library Management System (ILMS), enrichment of library, (iii) strengthening the infrastructure and updating the IT facilities including Wi-Fi, maintaining the infrastructure etc.

19. Library is partially automated using Integrated Library Management System. The SOUL software and the RFID Security System have been installed in the library to ensure safe and smooth functioning of the library.
20. The college has subscribed for e-journals, e-ShodhSindhu, Shodhganga membership, e-books etc.
21. Smart boards with Wi-Fi internet facility and Short Throw/LCD projectors are installed in each class-room.
22. Significant improvements have also been made in the areas of (i) decentralization and participative management practices of the college, (ii) Implementation of e-governance in various areas of operation, (iii) Internal Quality Assurance System of the college, (v) establishing and upholding Institutional Values and Social Responsibilities etc.

Collaborations made:

• With Knowledge Consortium of Gujarat, an organization of Gujarat Government for three Add-on courses related to (i) Life Skills (ii) Employability Skills and (ii) English Communication skills,
• With First ERP Software Solutions Pvt. Ltd. for Add-on course in 'Tally Accounting',
• With Electromech Enterprises Ltd. for Add-on course on 'FICO module of ERP (SAP)'.
• With Management Libraries Network (MANLIBNET), for organizing LDP.

Linkages established for:

• Establishing ICT based MIS, e-governance modules, in various areas of administration and management, With Pixeta App Lab, Surat.
• The extension activity related to blood donation and Thalassemia awareness related activities, With "Surat Rakt Dan Kendra".
• Extension activities. With Rotaract Club, Surat,
• Helping the students pursuing professional program, CA, and having cleared IPCC examination, in getting placement for Internship with local practicing CAs.
• Training in Cultural activities, with four local Academis. (i) Artism Theator, for Acting (ii) Karanjia Art Academy, for Acting (iii) Swar Music Academy, for Music and (ii) Nrityanjali Dance Academy for Dancing.
• NCC related activities (with Sir K. P. College of Commerce, our Sister college),
• Project guidance to T.Y. B.Com. Students having Specialization in Taxation (with local CAs),
• South Gujarat Branch of Indian Accounting Association (for organizing seminars/workshops/symposia etc**.**

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: 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[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:

Various initiatives undertaken by the college towards gender sensitivities are reflected in the following points:

- In the enrolment of students in our college there is huge imbalance in favour of girl students. The average ratio in enrolment is about 67:3 in favour of girl students. This imbalance along with the following three most noteworthy points indicate that so far as the gender sensitivity is concerned, the society has very high regards for the college on all the gender sensitivity related aspects including the aspect of safety and security. (i) highest cut-off points in admissions in all the categories of enrolment in the programs of the college among all the colleges of our University; (ii) there are two women colleges within 2 km distance from the college and (iii) not a single incidence related to molestation / harassment and safety and security related aspects of gender sensitivity.
- Our experienced faculty members understand the importance of integrating the cross cutting issues such as Gender equity and they integrate them well in their lectures / presentations, during

mentoring and during curricular, co-curricular and extra-curricular activities regularly.

- In students council there is at least one girl representative from each division of the college. Hence, the representation of girls in the Students Council is at least 50%. Due to this provision, in all the committees formed under students' council for carrying out various activities, generally the girl students have at least 50% representation. In fact in most of the committees girls outnumber the boys and also become secretary of the committee.
- The college has exclusive Common Room for girls with provisions of Sanitary Napkins Vending Machines and Disposal Machines. In fact our college was pioneer in installing the Sanitary Napkins Vending and Disposal Machines among the colleges affiliated to our University.
- The college takes part in almost all the inter-college sports and cultural events for girls.
- Counselling and exclusive lectures for girls on Health Care, Importance of Breast Feeding etc. are conducted regularly.

Some other measures taken by the college, related to safety and security, Counselling and Common Room are as follows:

- Separate common room for girls is in place.
- The campus is contently monitored through the surveillance Cameras at various locations of the campus. The CCTV footages are also saved for tracing out in case of misconduct. There is only one entry and exit gate and 24×7 security is ensured at it.
- Adequate measures are taken to ensure that provisions of UGC Regulations 2012 (Promotion of Equity in Higher Education Institutions) are observed by the staff, students and other stakeholders in letter and spirit. Discrimination, verbal or behavioural, based on the caste, religion, colour, nationality sex, gender, sexual orientation and social status is strictly prohibited.
- Grievance cell, Women cell, Sexual Harassment prevention cell and Anti Ragging Committee are formed as per U.G.C. guidelines .
- Veer Kinariwala Insurance Scheme (of Government of Gujarat) for the students is implemented etc.

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

7.1.3 Alternate Energy initiatives such as:

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

Response: 0.1

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

Response: 0.4

7.1.3.2 Total annual power requirement (in KWH)

Response: 390

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: 31.03

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

7.1.4.2 Annual lighting power requirement (in KWH)

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

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

Response:

The facilities / arrangements in the Institution for the management of the above types wastes and other degradable and non-degradable waste are as follows:

Solid waste management:

Surat Municipal Corporation (SMC) has one of the most efficient systems in India for the door to door collection of solid waste and its disposal. Hence the college has only to collect dry and wet solid waste material separately and hand it over to the collecting van the next day. The institution does not produce any hazardous waste. However, toxic waste like batteries, bulbs, tube-lights etc. are collected and handed over to SMC's waste collecting van separately because such toxic waste could contaminate soil, air, and water if left to mix with earth.

Liquid waste management:

Being an academic institution offering the programs of commerce stream only, the college does not produce any liquid waste, except the residual water of RO plant, and so we do not have to deal with the management of liquid waste. The residual water of RO plant is being used to water the plants of the garden.

E-waste management:

For replacement of out of order equipments or obsoleted equipments usually the College opts for the offer of "buy back" and as a result wherever possible prefers to buy new equipments /gadgets by giving back old equipments as buyback. The management policy on e-waste management is to collect it from all the institutions by one institution and dispose them off simultaneously. At present this responsibility of collection from all the sister institutions and the disposal of it rest with Shri Ramkrishna Institute of Computer Science.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

In order to keep under-ground water level reasonably high and maintain the water quality high the management has created the water harvesting structures on all the campuses under its management.

Rain water harvesting has been already established for the campus of our college also with the broad objectives mentioned above. The cost of the water harvesting structure on the campus is about Rs. one lakh ten thousand. The maintenance of the structure is also carried out by estate department of our management. We are utilizing the water for gardening, under ground water recharge as well as for drinking purposes with filtration and purification plant.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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:

The College staff and management are conscious about energy conservation and Green Practices. Measures taken in this regards are as follows:

1. About 50% of our students use Public Transport System for commuting.

2. The powered equipments are turned off when not in use. Earth Leakage Circuit Breaker (ELCB) installed on each floor -Installation of ELCB helps to cut off the power supply completely on each floor when not needed. This facility is particularly useful when classes are over and use of power is not required on the entire floor.

3. Classroom-wise single on/off switch has been installed over and above unit wise switches.

4. A discipline of switching off lights and fans when not in use has been established and is religiously followed.

5. The ordinary bulbs and tube lights have been replaced with CFL bulbs throughout the campus.

6. The philosophy of sharing the equipments to reduce the load in office is followed.

7. Classrooms have sufficient cross ventilation and light so that the use of electricity can be minimized.

8. We have launched 'Plastic Free Campu' campaigning for making the campus plasti-free.

9. Various e-governance modules have been implemented to reduce the use of paper.

The College is making all he efforts for inculcating the culture among the students on the importance of 4 R's Concept. (Reduce, Reuse, Recycle and Reform). For that, the college has taken up the following measures.

- Creating awareness among the staff and students regarding their role in carbon foot print and how to offset it by following the Reduce, Reuse, Recycle and Reform concept.
- Use of 'Dropbox' rather than the print-outs is encouraged for internal communications among the faculties and wherever possible the practice of printing on both the sides of the sheets is implemented to lessen the usage of paper.
- RFID is installed in Library to reduce the use of paper.
- Practice of conducting the surveys online is started to reduce the use of paper.
- Installing Power Saving Gadgets and selecting the most energy-efficient models when replacing the old ones.
- The sharing of vehicles by students and faculties is encouraged. Students are also encouraged for using the public transport facilities for coming to the college.
- To increase the awareness among the students, special lectures by experts and slogan competitions are organized in the college.
- Turning off the electrical appliances when not in use to reduce phantom load.
- Tree Plantation in the campus and distribution of saplings to students and faculties for planting trees at home.
- Using sprinklers to water the lawn.
- Watering the garden in the evening as this will save water.

File Description	Document
Any additional information	View Document

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

Response: 3.73

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)

2018-19	2017-18	2016-17	2015-16	2014-15
0.3641	0.7443	0.4290	0.6817	4.9443

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	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)**

Response: D. At least 2 of the above

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

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

Response: 23

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	[View Document]()

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

Response: 25

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	[View Document]()

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]()
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]()

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

Response: Yes

File Description	Document
Any additional information	[View 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

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

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](#)
Provide URL of supporting documents to prove institution functions as per professional code	[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: 25

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	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:

Besides the celebration / organization of national and international commemorative days, events and festivals such as

(i) **21st June:** "International Yoga Day" (ii) **15TH August:** Independence Day (iii) 5th September: Teachers' Day (iv) **25th January:** National Voter's day (iv) **26th January:** Republic Day,

the college also celebrates / organizes other national and international commemorative days, events and festivals of national / international importance from the point of view of grooming of students as **Morally Upright, Socially and Civically Responsible and Committed, Secular Humanists**, as envisaged in in our VISION and MISSION statements.

The efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals are reflected in the following year-wise list of selected national and international commemorative days, events and festivals celebrated / organized during the last five years.

2014-15

12th August, 2014: "Patriotic Song Competition".

22nd March 2015: Students participated in the National Youth Conclave, 2015, at the Convention Hall, Veer Narmad South Gujarat University.

2015-16

8th August 2015: Organised jointly with Library Committee, Inter and **Intra-college Book Review Competition** in remembrance of Shri Abdul Kalam, on the books authored by him.

21st August 16: An event on "SAVE GIRL CHILD" campaign was organized

5th Feb 2016: Essay Writing Competition was **organised** in the college on the topic, Swami Vivekananda: Life and Teachings

2016-17

12th August, 2016: "Patriotic Song Competition".

2nd December : Aids awareness Day

5th Jan 2017: Essay Writing Competition was **organised** in the college on the topic of Swami Vivekananda: Life and Teachings.

2017-18

31st October 2017: Essay competition was organised as a part of VNSGU initiative, on the life of Sardar Vallabhbhai Patel.

1st Dec 2017: World Aids Awareness Day was celebrated in the college.

5th Feb 2017: Essay Writing Competition was **organised** in the college on the topic of Swami Vivekananda: Life and Teachings on 5th Feb 2016.

2018-19

24th July 2018: Swami Satya Vedantji (Dr. Vasant Joshi) delivered a lecture on "Pathways to Personal Transformation", under Osho Lotus Charitable Trust and Osho Chair, VNSGU, Surat

12th August 2018: "Patriotic Song Competition".

29th August 2018: Elocution competition on 'Bharat ke Bharatratna'

6th September 2018: To inculcate moral values amongst students, Shri Ramchandra Mission essay competition was organised in the college campus.

25th September 2018: In support of State level initiative of KCG for National Integrity and Social Interaction, college organised Essay writing competition.

28th September 2018: To celebrate 150 birth anniversary of Mahatma Gandhi, College organised a quiz completion.

27th December 2018: College level quiz competition was organised to mark National Good Governance Day.

11th Jan 2019: College organised Message Writing Contested on the life and philosophy of Swami Vivekananda on the eve of his birthday.

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

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

Response:

As narrated in the criterion 6.1.2 the college has well-structured decentralized and participative management practices in our functioning which can be integrated into one pratcice titled as

"Robust System for various aspects of functioning of the college"

Objectives of the practice:

Being a Grant-in-Aid college, dependent mostly on public funds, main goal of this practice is to maintain Accountability and Transparency in our functioning.

The Context: Being an institution offering programmes of commerce faculty and an institution managed by 107 years old public democratic trust, it is one of the most important of duties of the college to have transparent and robust system of functioning on various aspects such as financial, academic, administrative and auxiliary functions.

The Practice:

As mentioned earlier the college has been following a decentralized and participative management through its five departments viz. Accountancy, Commerce, Economics, Statistics and English and through various committees such as Internal Quality Assurance Cell (IQAC), Time Table and Internal Evaluation Committee, Anti Ragging and Discipline and Grievance Redressal Committee, NSS / NCC and Related Activities Committee, Library Committee, Career Counseling and Placement Cell, Sexual Harassment Prevention Cell, Research Committee and SC/ST Cell etc. These departments and committees work for the smooth and effective working of the institution and promote the development.

Similarly, for ensuring complete transparency in functioning on the financial aspect, in the in the month of Dec/Jan, we prepare the budgets in the prescribed formats and get them approved from the local administrative committee (LAC) of the college, which has at least one member who is qualified Chartered Accountant (CA), and sends them to SES for approval.

All the accounts are operated keeping in mind the budgetary provisions of respective accounts, accounts are maintained on Tally accounting software provided by the management and audited quarterly by the internal auditor appointed by the management. At the end of the year all the accounts are audited by the CA appointed by the management, audited accounts along with audit reports are presented before the LAC in its meeting. After the approval of LAC they are sent to the management for appropriate orders / directions and then the Income tax returns are filed on time.

Evidence of Success:

It is evident from the records that the college has been successful in establishing a Well Planned and implemented System for Academic, Administrative and Auxiliary Functions including the aspect of financial functioning in which we always prepare the accounts in time and always get them audited, internally and externally, in time and file the Income Tax returns in time.

With such a system in place, it is evident from the details of performances of the college, Students and staff in curricular activities and students support oriented co-curricular and extra-curricular activities, provided in our annual reports, SSRs, Souvenir etc., that we are able to focus more on these activities and thereby are able to focus on our drive for inculcation of, "Study-Perform-Blossom" mantra for envisioned evolution in the career and character of students and staff.

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

7.2 Best Practices

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

Response:

Best Practice-1

Title of the Practice:

"Specification of POs, PSO, COs and Unit-wise Objectives of each of the Courses by the College"

Objectives of the practice:

The main objectives of this practice are (i) to Integrate the VISION and MISSION of the college and various academic, co-curricular and extra-curricular activities is by defining the expected outcomes to be achieved as POs, PSOs, and Cos and making efforts toward achieving them. (ii) to specify Program Objectives for each program, (iii) to specify Program Specific Objectives for each program options, (iv) to specify the objectives of each course of each program, (v) to impart unit-wise precision to the objectives of each course, (vi) to make staff and students aware about the importance of each unit of each course, (vi) to help the teachers in lesson planning and in rationalizing the time-allocation among units of the course etc.

The Context:

As noted in NAAC manual, the Universities and colleges are not providing / specifying the POs, PSOs and COs for non-professional program though they are as important as they are for professional programs. Our IQAC, in the quest of quality excellence, realized that the best way to Integrate the VISION and MISSION of the college and various academic, co-curricular and extra-curricular activities is by defining the expected outcomes to be achieved as POs, PSOs, and Cos and making efforts toward achieving them. Besides that, the Head of Departments of our college who are ex-officio members of various BOS of University and the senior teachers of the college, who are also serving as member of syllabus framing

committees appointed by the BOS, members of 'Board of Paper Setters', members of 'Board of Examiners, etc. realized that the program structures, framed by the Faculty/Academic Council and the syllabi of courses, framed by Board of Studies (BOS) of the University, for of B.Com and M.Com programs, do not provide POs, PSOs, COs and unit-wise COs. Consequently, (i) the teachers and the students do not get unit-wise precision in the objectives of these courses, (ii) the teachers and the students con not realize fully the importance of each unit of a course, (iii) teachers find difficulties in rationalizing the time-allocation among units of the course (iv) teachers find difficulties in rationalizing the optimum distribution of marks among questions and sub-questions etc.

In the context of achieving the above objectives and overcoming such issues we realized the importance of implementation of this practice.

The Practice:

This practice consists of three main aspects. (i) Specifying the POs, PSOs and COs (wherever not specified by the University), (ii) Specifying the objectives of each unit of each course of B.Com and M.Com programs the college is offering and (iii) Conveying them to the students and the concerned teachers teaching the respective courses.

For effective implementation of this practice on the first two aspects, our IQAC and five Departments have derived the POs, PSOs, COs and Unit-wise COs on the basis of (a) philosophy contained in our VISION and MISSION statements and the Objectives derived from them and (b) the contents of syllabi of courses being taught by the teachers of the respective department.

For the effective implementation of the third aspect, at the beginning of each year/semester, HODs of the college hold meeting of respective Department. In this meeting the allocation of courses / units of the courses, under that Department is carried out and the syllabi with unit-wise objectives are provided to them in order to attain the objectives / goal.

Evidence of Success:

The evidences of success of this practice can be realised from the following facts.

- The teachers and stake holders, having more clarity about the POs, PSOs, are able to facilitate/plan the integration of them with Co-curricular and extra-curricular activities and in the teaching-learning process and curricular delivery.

- The teachers have more clarity about the COs of the courses they teach.
- The teachers are able to understand the importance of each unit they teach.
- They are able to allocate optimum time for teaching, including the revision and the time for assessment, to the units they have to teach within time-frame of the semester.
- In the question papers they set for the University examinations and the internal examinations, the teachers are able to allocate optimum marks to the questions and the sub-questions from the units of the course.
- The College is able to implement the annual calendar effective by carrying out all the curricular, co-curricular and extra-curricular activities in the stipulated time-frame.
- The College is achieving commendable results in CIE as well as the University examinations consistently.

Best Practice-2

Title of the Practice:

'Promotion of Inclusive Practices'

Objectives of the practice:

(i) To imbibe the feelings in every student of the college and staff that the college is truly "Sarvajanik" i.e. for each one of them, without any prejudice towards gender, religion, castes and creeds, region etc. in its letter and spirit and they truly belong to the SPB family, (ii) To promote Socio-Economic Inclusion, (ii) To promote merit and talent and to enhance learning abilities, (iii) To promote decentralization and participative management system, (iv) To promote stake holders' participation etc.

The Context:

This college is managed by **Sarvajanik** Education Society. Here, the word 'Savajanik' means 'public' or 'for the people of society in general' or 'for each person of the society' and has inherent connotations of 'inclusiveness'. Therefore, one of the aspects of our Vision is to be a leading participant in the "Sarvajanik" (i. e. public) process of grooming citizens who are competent for pursuing fulfilling careers and who have correctitude in their character. Hence the most important step towards this endeavor is that we must continuously strive to ensure that all the students and staff members have the feeling of being "included" and being a part of SPB Family.

In this context we realized the importance of implementation of this practice.

The Practice:

As part of promotion of socio-economic inclusion (i) reservation policy of the government is followed in the recruitment and admission processes in its letter and spirit without any prejudice towards gender, religion, castes and creeds, region etc., (ii) every day, in every class, the first lecture starts with 'Sarvadharma' prayer, (iii) students are encouraged and facilitated to avail the benefits of freeships/scholarships, (iv) college timings are scheduled so as to enable the needy students to take up part-time employment, etc.

In order to promote the inclusion of merit and talent and to enhance learning abilities (i) advance learners and meritorious students are encouraged to pursue simultaneously the professional programs like, CA, CS, ICWA etc. and add-on courses, (ii) slow learners are mentored and encouraged to overcome the deficiency/weaknesses and to enhance the learning abilities through regular counseling and through the remedial coaching, (iii) talented students in sports and cultural activities are encouraged and facilitated to take part in intra-college, and inter-college activists, state/National/Inter-national level activities, etc.

For the promotion of decentralized and participative management system for the students and the staff, all the co-curricular and Extra-curricular activities are carried out through various committees formed under student council, which itself is formed through the parliamentary elections system. In the election of student council, all the registered students of the respective year can take part. As part of promotion of

inclusive policy for girl students, in each class, one of the two seats are reserved for girl candidates. Similarly for promoting inclusiveness through decentralized and participative management among the staff, all the activities including curricular, co-curricular and extra-curricular activities of the college are carried out through various committees such as IQAC, Time-Table Committee, Committee for NSS/NCC related activities, Career Counseling and Placement Cell, Library Committee, Examination Committee, Sexual Harassment Prevention Cell, Research committee, etc.

For the promotion of stake holders' participation, the college has collaborated and established linkages for carrying out curricular, co-curricular and extra-curricular activities, research activities, extension activities etc. so as to take advantage of their expertise in the respective areas.

Eidence of Success:

Evidence of success in our practice of "Promotion of Inclusive Practices" can be traced in the following:

- In the admission as well as in the recruitment of the staff, inclusive reservation policy of the university and the state government is followed scrupulously. This is reflected in the composition of teaching staff and the admissions of students on different categories over the years.
- All the SC/ST/OBC eligible applicants have been first admitted on open category seats on general merit and then on the merit of respective category. Therefore, it can be easily verified that the parentage of students admitted in these categories is higher than 100% or all the applicants get admitted.
- Remedial classes are conducted for the relatively weak students who are lagging behind for boosting their confidence and instill competitive instinct.
- College timings are set so as to enable the students to pursue simultaneously the professional courses, add-on courses, taking up the part-time jobs etc.
- All the practical measures for promoting gender-equity are taken. In fact, a look at the trend of last fifteen years shows that girls outnumber the boys in the academic as well as in the various committees under student council. Not only that, the girls students have been outnumbering the boys in inter collegiate sport and cultural events. On average, every year at least 5 girls of our college have represented our University at inter Universities events. In the inter-college events and University Youth Festivals, usually, girl participants from the college are more than 70%.

Best Practice- 3:

Title of the Practice:

"Maintenance of Accountability and Transparency in the Financial Governance"

Objectives of the Practice

Being a Grant in Aid college, dependent mostly on grants and public funds, main goal of this practice is to maintain Accountability and Transparency in the Financial Activities.

The Context:

Our college is offering B.Com and M.Com. programs of commerce faculty and it is managed by 107 years old public democratic trust in which leading citizens of Surat having only Philanthropic interest serve as

trustees. So in this context it is one of the most important of duties of the college to have exemplary practices in maintaining complete accountability and transparency in the financial governance of grants received from Government and UGC, approved fees received from the students and funds/financial support received from the stake holders and the society in general.

The Practice: As part of implementation of this practice, following aspects of financial governance are ensured.

1. Every financial activity/transaction bares approval/legitimacy, it is well documented and it is absolutely transparent.
2. Before the commencement of every financial year, it is ensured that (i) in the month of December/January, the budgets are prepared in the prescribed formats, (ii) they are approved by the local administrative committee (LAC) of the college which have at least one member who is qualified Chartered Accountant (CA), (iii) the budgets approved by the LAC are approved by the managing committee of SES and (iv) the financial activities take place in accordance of the budgetary provisions.
3. All the accounts are operated keeping in mind the budgetary provisions of respective accounts, accounts are maintained on Tally accounting software provided by the management and audited quarterly by the internal auditor appointed by the management.
4. At the end of the year all the accounts are audited by the CA appointed by the management, audited accounts along with audit reports are presented before the LAC in its meeting. After the approval of LAC they are sent to the management for appropriate orders / directions and then the Income tax returns are filed on time.

Evidence of Success:

- It is evident from the records that the college has been able to prepare the accounts in time, get them audited, internally and externally, in time, has been filing the Income Tax returns in time and has been receiving the NOCs/NDCs from all the funding authorities in time.
- With almost no pressure on this aspect of functioning of the college, we are able to focus more on the curricular and students support oriented co-curricular and extracurricular activities and are able to focus on our drive for inculcation of, "Study Perform Blossom" mantra for envisioned evolution in the career and character of students and staff of the college.

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

7.3 Institutional Distinctiveness

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

Response:

Submission:

The area / practice distinctive to our Vision, Priority and Thrust is our one of the best practices. This practice is titled as

"**DRIVE FOR INCULCATION OF 'STUDY – PERFORM – BLOSSOM' ('S-P-B') MANTRA**"

The objectives of the practice:

The goal of this performance is to exhort all the SPBians to inculcate the mission motto of the College "Study-Perform-Blossom" and to make them life-long followers of it so that they can "Blossom" into competent professionals and citizens having correctitude in their character.

Implementation of the Drive:

As part of implementation of the 'perform/practice' part of the maxim/mantra, the students are encouraged to take part in co-curricular and extra-curricular activities so that they can effectively inculcate the 'perform/practice' part of the maxim/mantra. Similarly, faculty members are encouraged to actively contributing to the world of knowledge in form of publishing articles and authoring or co-authoring books, writing/presenting original research papers at state, national and international level conferences and seminar and at other forums.

(1) Details of positive impacts of this drive on Performances of students during last five years are as follows:

(I) High Lights of Performances on Curricular and Professional Examinatis' front:

- Average percentage of students pursuing higher studies is about 50%.
- More than 250 students of the college have so far completed CA/CS/ICWA. Average more than twenty students per batch have completed CA/CS/ICWA..
- *Twelve students of our college have stood among top 50 All India rankers in Professional examinations.*
- (i)**Mr. Prit Shah** stood first in CA final examination in 2017-18.
- (ii)**Ms. Shilpa Agarwal** (2016-17) and (iii)**Mr. Manan Shah** (2018-19) achieved All India 5th rank and 4th rank respectively at ICWA final examinations.
- (iv)**Mr. Harsh Nahata** achieved All India 9th rank in CS Executive examination in 2016-17.
- (v)**Mr. Devansh Shah (**3rd in 2015-16), (vii)**Mr. Saurabh Gausariya** (37th in 2015-16) and (vii)**Ms. Swati Shah** (47th in 2015-16) were All India rankers in CA IPCC examination.
- (viii)**Ms. Kajal Sanghvi (**16th, 2014-15), (ix)**Mr. Harsh Nahata** (11th, 2015-16), (x)**Ms. Fatema Kothani** (8th, 2017-18), (xii)**Ms. Sakshi Jain** (23rd, 2017-18), (xii)**Mr. Moxesh Sawani**(48th, 2018-19) were All India rankers in CS Foundation examination.
- **Ms. Neha Khandelwa**l won outstanding performance award in National Accounting Talent search Examinations in 2016-17.
- **Mr. Lavkush Mishra** Stood first in Surat Centre in National Accounting serch Examinations in

2018-19.

- Three University prizes/medals have been won by the students of the college at T. Y. B. Com. and M.Com. Examinations.
- Mr. Tathagat Patel won two medals in M.Com examinations in 2017-18.
- Ms. Vashudha Jain won a medal in B.Com. examinatio in 2016-17.

(II) High Lights of Performances of students on the front of Co-curricular and Extra-curricular activities:

Sports Activities:

- *During last five years 10 students of our college have played at National/ International Level. Average 3 students participated at National/Internatuional Level sports competitions.*
- Mr. Chetan Donda represented Indian Roll-Ball team at 3rd South Asian Roll-Ball championship held in Nepal and won the championship in 2017-18.
- Ms. Frenaz Chipia, 2016-17 stood 2nd at All India Table-Tennis tournament, represented India women Table Tennis team, 2015-16 and played national Table tennis tournaments for 5 years. She achieved 6th rank in National Ranking, 2014-15.
- Ms. Payal Borkar represented Gujarat women team in Ranji Trophy tournament in 2014-15.
- Ms. Frenaz Chipya represented Gujarat Table tennis team in 35th National Games held at Kochi in 2014-15.
- Ms. Anjali Rawat representred Uni. Team, became West-Zone Champion and played All India Inter-Zone University Tournament in 2014-15.
- Ms. Shenon Christen representred Uni. Team, became West-Zone Champion and played All India Inter-Zone University Tournament in 2014-15.
- Ms. Frenaz Chipia played national Table tennis tournaments for 5 years and represented India in Table Tennis in 2015-16.
- Ms. Twisa Dhami represented Gujarat state Gymnastics team at National lenel in 2015-16.
- Ms. Kesha Kansara represented Gujarat Syate Basket-Ball team at National level at Telangana in 2015-16.
- Ms. Bhumika Parmar represented Gujarat Judo team at nationals in 2016-17.
- Two students of our college (i) Hafiz Shekh (2014-15) and (ii) Mr. Rizwan Mulla, (2016-17) played Santosh Trophy Football tournaments.
- College students regularly find places in University teams for various Inter-University sports/games competitions. Average 12 students represented VNSGU at Inter-University level competitions.
- College teams, including women, regularly win Inter-collegiate sports/games competitions. Average number of Champion/Runners-up positions/medals won in inter-collegiate sport/games is 10.

Cultural Activities:

- **Three One act plays** (i) "Devdasini" (2015-16), (ii) "Mud-Walk" (2017-18) and (iii) "Rasik" (2018-19) **performed by our students at All India Drama and Dance Competition** won 2nd, 1st and consolation prizes respectively. Besides that, Jay Pramar in 'Devdasini', Suhani Jagirdar, Manav Joshi in 'Mud-Walk', Suhani Jagirdar and Kashish Tailor in 'Rasik' have won outstanding acting awards/prizes.
- Average number of student participants in cultural events at inter-collegiate Youth Festival is about 50. Average number of prizes/medals won in these inter-collegiate cultural events at Youth Festival

is about 6.

Debate and Elocution Activities:

- Average numbers of student participants from our college in inter college events like Debate, Elocution, Essay Writing and Presentation etc. is about 75 and average number of prizes won by the college is about 29.

NSS and NCC Activities:

- NSS students regularly participate in community oriented services and extension activities. Average number of extension/co-curricular/extra-curricular activities carried out by NSS unit is 10.
- In NCC average no. of students having secured 'C' or higher category certificate is 5.

(2) Some Statistics highlighting the focus of teaching staff on their own professional development resulting from this drive (during the last five years).

- **Eleven** out of **Twelve** permanent faculties have Ph.D. degree.
- University has recognized Seven teachers as Ph.D. guides and eleven teachers as M.Phil. guides.
- Number of Ph.D. completed under the guidance of our Faculties during last 5 years is 27.
- Average number of symposia / seminars / workshops / conferences of State / National / International levels attended by the faculties is **22.**
- Average number of research papers per teacher in the Journals notified on UGC website during the last five years is about 4 (3.85).

5. CONCLUSION

Additional Information :

About Student Satisfaction Surveys the college has conducted:

We have been carrying out the Online Student Satisfaction survey through the same questionnaire being used by NAAC for this purpose, for last three years. We have also displayed the survey results on our college website. Please refer the link http://spbemcc.com/?page_id=2628

Through our analysis of the surveys on various aspects of teaching-learning and interactions with the students, we have found that students are not satisfied with the follow-up actions they expect the teachers to carry out on one-to-one basis, as teacher and as mentor, particularly about sharing their strong and weak points on the topic/topics, and on over all strengths and weaknesses in the subject etc. after the assessment of assignments/unit tests and the answer books of semester end internal tests.

We do realise the truth about this shortcomings on our part in the matter and have been trying to sort out the problems related to this aspect of teaching learning and trying to find the remedies for coming out of this the rut, mainly resulted from the very high students-teacher ratio which makes one-to-one interaction with the students highly difficulty because every teacher has to teach 3 to 5 courses of 3 credits each in 3 to 5 divisions, out of 12 divisions, of more than 130 students of FY/SY/TY B.Com. program, depending upon the sharing of work-load among the available teachers of the department, and then have to interact with them on one-to-one basis on their subject related matters, besides mentoring more than 100 students for grooming them on the other aspects of college life and the onward life from there.

The objective of this additional information is not at all to offer any excuse on the matter but to bring the very serious issue related to teaching learning process to the kind attention of the learned academicians of our higher education system. In fact, with this we intend to reiterate our commitment towards offering our best for overcoming all the limitations we have and overcoming the adversities lying on our path and to continue to chase excellence.

Concluding Remarks :

- Our college is a co-education college. There are two other women's commerce colleges in the same area of the city within two kilometers' distance. Still, among the girl students opting for commerce education through English Medium, our college is the most preferred college having male-female students' ratio 33:67.
- Very high participation of girl students in intra-college co-curricular and extra-curricular activities, very high participation in inter-collegiate cultural and sports activities, not a single case of sexual-harassment has ever been reported so far etc. exemplify our efforts towards promotion of women's education and empowerment.
- The college is committed to extend social justice to weaker sections of the society and have inclusive policy for them.
- We firmly believe that "Quality Assurance" and "Efficiency Enhancement" is the need of the hour today. Our strategy to keep moving in this direction with full vigor is to make efforts diligently, continuously and honestly to integrate our

1. VISION (of wholesome development/progress of each SPBian as well as the society/nation)
2. MISSION (of attaining/fulfilling the VISION) and
3. Activities/Actions (of acquiring and applying curricular, co-curricular and extra-curricular knowledge).

- To execute the above strategy, the college has launched the drive for inculcation of 'Study – Perform – Blossom' maxim. The results of this drive are reflected in the fact that, in spite of very high students/teacher ratio (over 110), the performance level of our students and teachers is highly appreciable in their curricular, co-curricular and extra-curricular activities.

- We are aware that the quest for "Excellence" can be an elusive one and one can never afford to be complacent in matters of attaining quality and efficiency. We have to make relentless efforts and apply continuous vigil. Therefore, when we are chasing "Excellence" through "Quality Assurance" and "Efficiency Enhancement", sky is the limit for our onward march. So, to echo our spirit appropriately we can say in Robert Frost's words:

"**Woods are lovely dark and deep**

 But I have promises to keep

 And miles to go before I sleep

 And miles to go before I sleep…"

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification: Remark : Only GST Accounting training is considered on the basis of certificate and list of the student provided, no summary report is given. Other two programs cannot be considered here as those two are listed under value-added programs also.
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 88 Answer after DVV Verification: 63 Remark : Revised considering the unique course codes of the new courses.
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 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 Answer before DVV Verification:

1.1.2.1 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

1.1.2.1 — Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

1.2.3.1 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

1.2.3.1 — Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	377	0	0	0

	Remark : Considered the students of GST Accounting Training only with respect to the metric 1.1.2
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years
Answer before DVV Verification : 104
Answer after DVV Verification: 104 |
| 1.3.3 | Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships
Answer before DVV Verification : 230
Answer after DVV Verification: 0

Remark : Mere list of students cannot be considered without relevant supporting documents such as report of the field visit or internship completion certificate from the organization. |
| 1.4.2 | Feedback processes of the institution may be classified as follows:

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website |
| 2.1.1 | Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
78	118	78	111	96

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Provisional Eligibility Certificate is not the required proof for it. Mere list of students cannot be accepted without copy of the domicile certificate/passport from respective states / countries or Previous degree/ Matriculation / HSC certificate from other state or country as per the requirement. |
| 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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	3	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

2.4.5	Average percentage of full time teachers from other States against sanctioned posts during the last five years
	2.4.5.1. Number of full time teachers from other states year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	4	4

3.1.2	Percentage of teachers recognised as research guides at present
	3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 7 Answer after DVV Verification: 6 Remark : Revised as per valid supporting document found.

3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years
	3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	1	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

0	0	0	0	0

3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards
	
	        Answer before DVV Verification : Yes
	        Answer After DVV Verification: No
	    Remark : No such incentives like study leave, monetary and promotion benefits are provided.

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years
	
	    3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years
	        Answer before DVV Verification:
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>7</td><td>7</td><td>19</td><td>12</td></tr></table>
	        Answer After DVV Verification :
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>0</td><td>1</td><td>2</td></tr></table>
	
	    Remark : Revised considering the UGC approved journals only which are present in the list of UGC journals.

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
	
	    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
	        Answer before DVV Verification:
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>5</td><td>15</td><td>5</td><td>11</td></tr></table>
	        Answer After DVV Verification :
	
	<table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>6</td><td>11</td><td>5</td><td>6</td></tr></table>
	
	    Remark : Revised considering the publications in national /international conference-proceedings only.

3.4.2	Number of awards and recognition received for extension activities from Government /recognised

bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	11	10	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No supporting document, like e-copy of the award letters, is provided as per the requirement.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1616	1276	1058	1238	1491

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
166	218	298	213	234

Remark : Revised as per the clarification and the attached list of students and photographs of such activities.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	14	14	12	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No valid supporting document like e-copies of linkage related document or detailed program report is given, hence the claim cannot be accepted.

| 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)

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	0	0	0

Remark : Revised as per the proof attached. |
|---|---|

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 12
Answer after DVV Verification: 10

Remark : Revised excluding the computer labs and multipurpose room from the given photographs in the link. |
|---|---|

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

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 770
Answer after DVV Verification: 170

Remark : Revised considering the average number of daily visitors in library and teachers and research scholars using library. |
|---|---|

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1285	1349	1108	1050	1064

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
383	467	244	237	298

Remark : Revised as per the new document attached. Subsidized tablets will not be considered.

5.1.2	Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	22	30	19	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Neither sanction letter uploaded nor copies of certificates of freeships, scholarships provided by various agencies.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1369	646	243	199	213

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
726	192	123	178	134

Remark : Revised excluding the data on placement activities for the last 3 years as per the supporting proof attached. For the first two years, data of the excel sheet is considered as no proper student count can be found from the attached document.

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

5.1.5.1. Number of students attending VET year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
469	731	376	360	362

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Copy of circular/brochure of such programs and summary report with program offered and duration has not provided by the HEI.

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : No supporting document attached as required. |
|-------|---------|

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

5.2.2.1. Number of outgoing students progressing to higher education
Answer before DVV Verification : 249
Answer after DVV Verification: 6

Remark : Revised considering the transfer certificates of the students and consent application for joining CA firms. |
|-------|---------|

| 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)

5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State** |
|-------|---------|

government examinations) year wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	10	7	3	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	4	1	0	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	44	39	36	37

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
45	44	39	36	37

Remark : Revised as per the pass certificates given and considered the certificates academic year-wise.

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.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	1	0	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	5	3	0	0

Remark : Revised according to the e-copies of certificates attached.

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

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level

year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
54	45	50	45	40

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
09	09	06	06	06

Remark : In the supporting document only photographs has been provided and other supporting documents are not provided as per SOP. Considered some events according to G-Committee reports and respective photos attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	15	5	3	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	2	11	0	0

Remark : Revised as per the supporting document attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	1	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	0

Remark : Revised according to the supporting document found for professional development / administrative training programs only. Certificate courses and other seminars cannot be considered here. Training without proofs are also not considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	15	15	3	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	2	0	2

Remark : Revised excluding the programs of duration less than one week and counted one teacher attending one or more professional development program in a year as one only as per the attached certificates.

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)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.25	0.20	0.20	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No proper proofs like annual statements of accounts, letter indicating the grants received by respective agency or budget extract of audited statement towards this metric are provided.

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

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

years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	26	12	6	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Initiatives are not taken place through IQAC and do not have special focus on promoting quality culture in the institution. Also copy of circular/reports of the events is not given to verify the same.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	2	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	2

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

7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)
Answer before DVV Verification : 121
Answer after DVV Verification: 0
7.1.4.2. Annual lighting power requirement (in KWH)
Answer before DVV Verification : 390
Answer after DVV Verification: 0

Remark : No valid proof is given.

| 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) Answer before DVV Verification : B. At least 6 of the above Answer After DVV Verification: D. At least 2 of the above
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
5	5	5	4	4 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	0	0	0	 Remark : No valid proof is given.
7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
5	5	5	5	5 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	0	0	0	
7.1.15	The institution offers a course on Human Values and professional ethics Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : Course content along with structure of the program is not given.
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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	4	3	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	1

Remark : Revised considering the activities conducted for promotion of universal values only.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 108 Answer after DVV Verification : 104
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1616</td><td>1621</td><td>1599</td><td>1516</td><td>1491</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1616</td><td>1613</td><td>1587</td><td>1491</td><td>1389</td></tr></table>
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>461</td><td>411</td><td>404</td><td>404</td><td>332</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>515</td><td>510</td><td>452</td><td>436</td><td>420</td></tr></table>
3.1	Total number of classrooms and seminar halls

Answer before DVV Verification : 12
Answer after DVV Verification : 10