# SELF STUDY REPORT

FOR

# 3rd CYCLE OF ACCREDITATION

# THE PATIDAR GIN SCIENCE COLLEGE ,BARDOLI

SARDAR BAUG,STATION ROAD,BARDOLI-394601
394601
http://pgscience.org

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The Patidar Gin Science College, established in 1963, stands as a testament to the vision of Bardoli Pradesh Kelavani Mandal (BPKM), a stalwart in educational upliftment since 1960. Founded with a noble objective of providing higher education to the tribal and rural communities surrounding Bardoli, the institution has been a cornerstone of academic excellence and community development for over six decades.

The Institution is situated in a Bardoli Taluka rural area surrounded by mesmerizing lush greenery and agricultural settlements having 9.2 acre of huge campus area for future growth an extension of the institution

The Institution is affiliated to Veer Narmad South Gujarat University (VNSGU) and has grant-in-aid status. The Institute is recognized under the sections 2(f) and 12(B) of the UGC Act, 1956.

For over six decades, The Patidar Gin Science College has been dedicated to providing affordable, high-quality education to rural students. Beyond academics, the college emphasizes holistic development through a blend of curricular and co-curricular activities. The campus environment is designed to foster an enriching and supportive atmosphere conducive to learning, ensuring that education is not only enlightening but also enjoyable for all students.

The Institute runs Under Graduate (B. Sc.) as well as the Certificate Courses which are a rich value addition to the UG programs. It offers B. Sc. in Chemistry, Mathematics, Bioscience and Botany. All of its UG programs are offered under the CBCS system and also according to NEP.

The Institute has undergone two cycles of accreditation by the NAAC. In the last assessment, the college achieved a commendable 'B' grade with a CGPA of 2.41, affirming its commitment to continuous improvement and academic excellence.

**Vision**

- Be an institution of the tribal belt with a culture of mutual care and commitment, a satisfying and excellent work environment and continuous learning opportunities.
- Provide a small platform to help students make themselves prepared for their future challenges and explore encouraging avenues.
- Build up its position in the region as a pioneer amongst all educational groups with consistent growth of further branches.

**Mission**

- To grow as a premier educational institute committed to provide the best educational environment and excellent infrastructure in the field of education.

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

**Institutional Strength**

1. A six decade old management which has committed itself to the cause of education
2. The brand of the Institution painstakingly built over the years
3. 9.2 acre of huge campus area for future growth an extension of the institution.
4. Spacious well lit classrooms with ICT facilities
5. Modern laboratory facilities with advance instruments.
6. Lavish green, Eco-friendly campus with rain water harvesting, solar lights, underground water storage facility, waste disposal mechanism etc.
7. Reserved space for botanical garden
8. Three specializations in UG in the core subjects of science
9. A well-qualified motivated staff
10. A well-equipped library with INFLIBNET facility
11. Excellent  indoor and outdoor sports facilities
12. Barrier free campus for persons with disabilities
13. Separate Girls Hostels facility
14. Experiential learning for students with regular arrangement of education tours, visits to industrial units and laboratories, field trips etc.
15. A unit of 9 Gujarat Naval NCC with commissioned Associate NCC Officer
16. Two active units of NSS which train students to work for societal issues
17. Wide variety of students from multi-ethnic domain
18. Achievement in sports and culture
19. College is located in Taluka area, so accessibility and connectivity of the institution has a location advantage.
20. The IQAC is continuously involved in enhancing the quality education and it is well-supported by Management and stakeholders in the formation and implementation of its policy.
21. Healthy relationship between teachers and students.
22. Effective implementation of the curriculum prescribed by the affiliating university.

**Institutional Weakness**

1. Lack of local Industrial collaboration
2. Shortage of teaching and non-teaching staff because of state government's policies
3. Lack of flexibility in the courses taught because the Institute is an affiliated college
4. Limited digital infrastructure. Need to create smart class, Skill development lab to provide employability skill training, etc.
5. Majority Students are from tribal area.

**Institutional Opportunity**

1. To provide quality education to rural students. It is one of the important institution in rural area. We have sufficient land/building for and can introduce UG/PG in different subjects, digital education and

other short term courses also. By the proper facilities we can provide better employment to students and develop their spirits to nation-building.

2. To establish Academia-Industry collaboration through MoU's because the South Gujarat region is an industrial belt primarily consisting of Chemical industries
3. To develop research in collaboration with industries and premier institutes To develop intensive training programs for different competitive exams
4. Can be the guiding force towards bringing positive change in the society.
5. For widening the scope of employment, short term training courses or workshop can be organized. Potential for extending facilities of competitive examination preparation for rural areas students.
6. Potential to provide IT literacy training to rural students of the area.

**Institutional Challenge**

1. Regional backward area, so students are not sound in online path
2. To implement CBCS system in full
3. To keep pace with the rapidly changing scenario in imparting education To implement NEP 2020
4. To bridge the gap between industrial demand and curriculum
5. To increase the placement ratio

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

1. Program Offerings

The Institute offers three undergraduate programs in Chemistry, Mathematics, and Bioscience, providing students with a robust foundation in these disciplines.

2. Curriculum Design and Implementation

The adoption of Choice Based Credit System (CBCS) reflects our commitment to offering flexible and interdisciplinary learning experiences.

Faculty members actively participate in syllabus-framing committees of Veer Narmad South Gujarat University (VNSGU), ensuring the curriculum's relevance and alignment with industry trends and academic standards.

3. Academic Planning

Our institute prepares a comprehensive term planner that integrates academic schedules, internal assessments, co-curricular and extra-curricular activities, and national observances specified by the VNSGU Academic Calendar.

4. Integration of ICT and Modern Teaching Aids

All classrooms are equipped with LCD projectors, enhancing teaching effectiveness through multimedia presentations.

State-of-the-art laboratory facilities with the latest equipment support practical learning experiences.

5. Pedagogical Innovations

Faculty members employ diverse teaching methodologies, including PowerPoint presentations, classroom discussions, assignments, seminars, and student presentations, to promote interactive and engaging learning.

6. Certificate Courses

The institute offers specialized certificate courses designed by VNSGU 7& faculty members to strengthen students' foundational knowledge and prepare them for competitive exams like NET, SLET, GATE, JAM, etc.

7. Experiential Learning Opportunities

Students benefit from experiential learning through industrial visits, field trips, and project work at Kakrapar Atomic Power Station (KAPS), gaining practical insights and industry exposure.

8. Co-curricular Activities

The National Cadet Corps (NCC) unit instills values of patriotism, discipline, and physical fitness among students.

National Service Scheme (NSS) units organize awareness programs addressing societal issues, fostering empathy and social responsibility among students.

9. Stakeholder Feedback and Transparency

The institute values stakeholder feedback and regularly collects and analyzes inputs from students, faculty, and other stakeholders.

Analyzed feedback is transparently shared and communicated through the institutional website, ensuring accountability and continuous improvement.

Through these holistic curricular initiatives, Institute  nurtures well-rounded individuals equipped with academic knowledge, practical skills, and a strong sense of civic responsibility, poised to excel in their careers and contribute meaningfully to society.

**Teaching-learning and Evaluation**

**Teaching-Learning and Evaluation**

**Admission Process**

Admissions to Semester I of undergraduate programs at our institute are conducted through an online centralized admission process managed by Veer Narmad South Gujarat University (VNSGU). Students are

selected based on a merit list derived from their performance in the last qualifying examination. This ensures a fair and transparent selection process.

## Orientation Program

Our institute organizes a special orientation/induction program for new entrants facilitated by the Head of the Institute (HOI). This program acquaints students with our institute's ethos, work culture, campus code of conduct, and unwavering commitment to academic quality. Department Heads (HODs) or their representatives provide detailed presentations on departmental activities, available facilities, and career prospects, offering students a clear understanding of their academic journey ahead.

## Assessment of Learning Abilities:

Faculty members employ various methods to assess students' learning abilities, including classroom interactions, discussions, student presentations, and evaluation of previous academic performance. Through this assessment, advanced and slow learners are identified.

Support for Slow Learners: We provide remedial coaching and personalized support to slow learners, helping them strengthen their foundational knowledge and catch up with their peers.

Support for Advanced Learners: Advanced learners benefit from supplementary tools and resources tailored to their needs, fostering further academic exploration and growth.

## Teaching Methods

Our faculty combines traditional teaching methods with innovative ICT tools to create engaging and effective learning experiences. This blend enhances the quality of education, making lectures more interactive, meaningful, and conducive to student comprehension.

## Evaluation Process

Internal evaluations are conducted in strict adherence to VNSGU's regulations, ensuring fairness and transparency. Our evaluation process incorporates a robust mechanism to address any grievances or concerns that students may have, promoting accountability and a supportive academic environment.

## Conclusion

In essence, our teaching-learning and evaluation framework is designed to empower students, facilitate comprehensive learning experiences, and promote academic success. We are committed to nurturing a dynamic educational environment that caters to diverse learning needs and prepares students for future challenges with confidence and competence.

## Research, Innovations and Extension

The Institute prioritizes research activities, equipped with modern analytical instruments to facilitate advanced studies and investigations.

Faculty are actively encouraged to participate in National and International conferences, workshops, and seminars, enhancing their exposure and contributing to academic discourse.

The institute supports faculty members in preparing and submitting research proposals to various funding agencies, providing necessary administrative and academic resources.

Faculty members are actively engaging in the field of Research as a Research Guide and Ten students are pursuing Ph.D. under the guidance of them.

Our faculty regularly publishes research papers in reputable peer-reviewed journals listed under UGC CARE, showcasing their scholarly contributions.

Our Institute is registered with INFLIBNET, providing staff members, research students, and students with individual access to high-quality journals, e-books, and relevant academic resources.

The Institute boasts a robust extension program, conducted under the aegis of NSS, NCC and Saptdhara, organizing various community-focused initiatives:

Motivational talks, Blood donation camps, Mass awareness campaigns (e.g., AIDS awareness, traffic rules, plastic-free campus, save environment campaign)

Fitness drives (e.g., Unity Run, Fit India Movement), Promotion of "Vocal for Local" and "Swachha Bharat Abhiyan".

Skill-based activities are conducted through Finishing School, Hobby, Innovation, and Eco clubs, fostering creative and sustainable thinking among students.

Regular workshops, such as the Electrical Techniques Workshop by the Physics Department, enrich students' practical learning experiences.

During the COVID-19 pandemic, Institute initiated awareness and safety programs, including digital campaigns, vaccination awareness drives, and creative competitions to engage students and promote public health awareness.

The Institute frequently organizes educational field trips to prominent research organizations, institutions, and industries like KAPS, Sumul Dairy Plant, Waghai Botanical & Research Garden, Suruchi Sikshan Vasahat, Spectrum Dyechem, Sugar Industry Bardoli, J.K Paper Mill providing students with valuable field exposure.

The Institute have established Memorandums of Understanding (MOUs) with educational institutions and industries to promote environmental awareness and facilitate educational exchanges, enhancing our commitment to community engagement and knowledge sharing.

Through these initiatives, Institute is committed to fostering a culture of research, innovation, and community service, empowering students and faculty to contribute meaningfully to society and academia.

**Infrastructure and Learning Resources**

The Patidar Gin Science College situated on a spacious 9.2-acre campus in Bardoli, boasts a comprehensive range of facilities to support student learning and development.

The college features well-ventilated and ICT-enabled classrooms conducive to modern teaching methodologies. Well-equipped laboratories cater to various disciplines, providing students with hands-on learning experiences.

The library is a rich and varied collection of books, academic journals (national and international), and is fully automated with SOUL 3.0 software. Access to INFLIBNET is provided to staff and students.

The Institute has reprographic machines, color printers, etc. Each department is equipped with computers, printers (with scanning capabilities). The campus is fully Wi-Fi enabled with a lease line and multiple broadband connections.

The college offers a spacious playground for outdoor sports like football, cricket, volleyball, and Hand ball. Indoor games like badminton and table tennis are accommodated in separate pavilions.

CCTV cameras are strategically placed within and outside the campus for vigilant supervision and security.

The college provides accommodation for 90 students in a dedicated girls' hostel within the campus. The hostel includes a recreation center with TV facilities, ensuring a comfortable and secure living environment.

A health center with a full-time doctor during working hours, offers medical assistance to students and staff. This facility ensures the well-being of the college community.

Conclusion:

Bardoli College's infrastructure and learning resources are designed to create a conducive environment for holistic education and growth. With state-of-the-art facilities ranging from modern classrooms to well-equipped laboratories, libraries, and sports amenities, coupled with secure and comfortable hostel facilities and accessible healthcare, the college prioritizes the overall well-being and academic success of its students and staff.

**Student Support and Progression**

At the Institute, significant efforts have been made over the years to provide comprehensive support to students, fostering their academic growth, career development, and overall well-being.

Upon admission, the college provides detailed information on various scholarship opportunities, including those sponsored by the Gujarat government and private organizations. Efforts are made to ensure that eligible students benefit from government scholarships and free ships, alleviating financial barriers to education.

The institution offers extensive support for competitive examinations and career counselling. The Career counselling Cell actively facilitates student placements in industries through campus interviews and organizing talks by industry professionals. Students receive guidance on interview techniques and industry expectations, enhancing their employability.

Students are equipped with information and guidance for pursuing higher education and exploring future career prospects.

Students are encouraged to participate in cultural events like the Youth Festival, KalaMahkumbh ect. showcasing their talents. Inter-college competitions, such as elocution and essay writing are organized to nurture diverse skills. The college supports students' participation in extracurricular activities by rescheduling practical sessions when necessary.

The Student Council plays a crucial role in bridging the gap between students and college administration. Students have representation on committees like the Internal Quality Assurance Cell (IQAC) and the Sexual Harassment Cell ensuring their voices are heard on key matters.

The Institute also utilizes its sports facilities to organize inter-college tournaments in different sports and its cricket ground is utilized for Inter-University Zonal tournaments.

Students are provided with opportunities to participate and compete in various sports conducted at intercollegiate, district, state and national levels.

To ensure the safety of female students, a dedicated Sexual Harassment Cell is established, providing a safe environment conducive to learning.

The college's alumni actively contribute to its development by offering scholarships to needy students, donating RO Machine, Sanatory Pad Vending Machine, Financial Support for renovation of Laboratory & Library, Book – bank ,organinig events like seminars and workshops. Their involvement strengthens the bond between the institution and its graduates.

The holistic development of students is a priority, achieved through engaging practices that nurture both academic and non-academic skills.

**Governance, Leadership and Management**

The college aligns its vision and mission with national policies on higher education, recognizing education as a catalyst for nation-building and social reform.

The college is led by a visionary and forward-looking management that tirelessly strives to achieve its objectives.

A culture of decentralization permeates the institution, providing ample autonomy at various levels of hierarchy. This decentralization fosters innovation, agility, and a sense of ownership among faculty and staff.

The Principal serves as a crucial link between the management and the institute, playing a pivotal role in governance and management. Their leadership ensures effective communication and coordination between different stakeholders.

The Head of Institution (HOI) in collaboration with Heads of Departments (HODs) prepares an annual budget at the commencement of the academic year. This budget, upon approval by the management, serves as a strategic financial roadmap for the institution.

Regular meetings are convened to address various issues encountered by the staff, fostering a collaborative and solution-oriented approach to problem-solving.

The Internal Quality Assurance Cell (IQAC) serves as the linchpin of the institution, guiding it towards sustained excellence in both academic and administrative domains. It oversees the implementation of the perspective plan, ensuring quality enhancement across all facets of operation.

The IQAC organizes seminars, workshops and guest lectures promoting academic discourse and faculty development.

The adoption of e-governance in various operational areas has streamlined processes, enhanced accessibility, and facilitated data management.

Close collaboration between the HOI and relevant committees ensures the cleanliness and maintenance of campus premises, providing a conducive environment for learning and growth.

A robust feedback mechanism, facilitated by the IQAC, solicits input from stakeholders regarding curriculum, teaching methodologies and overall experience. Feedback analysis informs continuous improvement initiatives.

A transparent and effective grievance redressal mechanism instills trust, ensuring a sense of safety and security within the organizational framework.

Regular internal and external financial audits uphold fiscal responsibility, ensuring efficient mobilization and utilization of financial resources.

The institution prioritizes faculty welfare, offering various professional development opportunities such as orientation programs, refresher courses and support for advanced degrees.

## Institutional Values and Best Practices

**Institutional values:**

1. **Inclusivity and Diversity:** Fostering an inclusive campus environment where students from diverse backgrounds feel respected, valued, and supported.
2. **Affordable Quality Education:** Provide high-quality affordable education ensuring excellent academic foundation and practical skills relevant to their future careers.
3. **Empowerment:** Empower students, especially girls and those from marginalized communities (SC/ST/OBC), through education and opportunities for leadership, personal growth, and development.
4. **Community Commitment:** Engage actively with the local community, addressing its needs through educational outreach, social initiatives, and collaborative projects.
5. **Ethical Integrity:** Uphold the highest standards of integrity, ethics, and accountability in all aspects of academic, administrative, and social interactions, nurturing a culture of honesty and responsibility.
6. **Innovation and Creativity:** Foster a culture of innovation, critical thinking, and creativity among students, and approaches to address local and global challenges.
7. **Environmental Consciousness:** Promote environmental awareness and sustainable practices within the campus and community, .
8. **Social Justice:** Advocate for social justice, equality, and human rights,.

9. **Continuous Improvement:** Commit to continuous improvement and excellence in all endeavors, seeking feedback, embracing innovation, and adapting to evolving educational and societal needs.

The Institute has recognized following two best practices for the overall development and growth of the student:

**Practice: 1**

**Screening Thalassemia and Sickle Cell Anemia Check-up Camp and General Health Screening**

**Objectives:**

- To educate & awarestudents about thalassemia and sickle cell anemia, prevalent genetic blood disorders in the region.
- To facilitate early detection and intervention through specialized health screenings.
- To promote community engagement and address health disparities among socioeconomically disadvantaged populations.

**The Practice:**

**1. Thalassemia and Sickle Cell Anemia Check-up Camp:**

- Every year, the NSS unit organizes a specialized check-up camp for newly enrolled students to screen for thalassemia and sickle cell anemia. in collaboration with the Red Cross Society, Surat.
- Trained medical professionals conduct tests to identify students at risk of these genetic blood disorders.
- Students found positive are provided with counseling and guidance on further medical assistance and management.

**Practice: 2**

**"HELP" (Hands of Emotion & Love for Poor People)**

**1. Objectives :**

1. Alleviating Hunger and Improving Nutrition:

2. Community Engagement and Empathy:

3. Promoting Holistic Well-being:

4. Encouraging Student-Led Social Impact:

**The Practice:**

The activity "HELP"(Hands of Emotion & Love for poor people) started by college students under the guidance of faculties, in which students collected minimum Rs. 2 from each student from classes in twice a month and from that collection, they buy fruits, biscuit, milk etc. and distribute in local Hospital, Slum Area and physically disabled child school. All activity conducted by the college students.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | THE PATIDAR GIN SCIENCE COLLEGE ,BARDOLI |
| Address | Sardar Baug,Station Road,Bardoli-394601 |
| City | Bardoli |
| State | Gujarat |
| Pin | 394601 |
| Website | http://pgscience.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Bhavin R Naik | 02622-220003 | 8460195136 | 02622-220003 | sciencecollegebardoli@gmail.com |
| IQAC / CIQA coordinator | Manish R.tAilor | 02622-225529 | 8460195136 | 02622-220003 | mtailor21@gmail.com |

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

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

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

| Establishment Details |
|---|
|  |

| State | University name | Document |
|---|---|---|
| Gujarat | Veer Narmad South Gujarat University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 23-06-2000 | View Document |
| 12B of UGC | 23-06-2000 | 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 | | | | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Sardar Baug,Station Road,Bardoli-394601 | Rural | 9.2 | 3705 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BSc,Chemistry,B Sc Chemistry | 36 | HSC | English,Gujarati | 180 | 126 |
| UG | BSc,Mathematics,B Sc Mathematics | 36 | HSC | English,Gujarati | 60 | 41 |
| UG | BSc,Biology, BSc Bioscience | 36 | HSC | English | 60 | 57 |

## Position Details of Faculty & Staff in the College

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 7 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 6 | 1 | 0 | 7 | 6 | 3 | 0 | 9 |
| Yet to Recruit | 0 | | | | 0 | | | | 7 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 1 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 10 |
| Recruited | 5 | 1 | 0 | 6 |
| Yet to Recruit | | | | 4 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 8 |
| Recruited | 6 | 2 | 0 | 8 |
| 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/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 5 | 1 | 0 | 6 | 2 | 0 | 14 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

**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 | 274 | 0 | 0 | 0 | 274 |
| | Female | 359 | 0 | 0 | 0 | 359 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 71 | 0 | 0 | 0 | 71 |
| | Female | 167 | 0 | 0 | 0 | 167 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 11 | 21 | 8 | 6 |
| | Female | 17 | 34 | 11 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 147 | 154 | 173 | 148 |
| | Female | 154 | 138 | 187 | 205 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 121 | 106 | 78 | 44 |
| | Female | 96 | 82 | 73 | 60 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 118 | 106 | 93 | 76 |
| | Female | 92 | 86 | 66 | 80 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 2 | 4 | 0 |
| | Female | 0 | 2 | 6 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 756 | 731 | 699 | 633 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | As an affiliated institute of VeerNarmad South Gujarat University (VNSGU), Surat, to align with the NEP's vision, Institute adheres to the prescribed curriculum. However, it has taken proactive steps to integrate multidisciplinary elements within the existing framework. The University implemented NEP from the academic year? 2023-'24 in the entire colleges. Recognizing the importance of environmental awareness in today's context, the institute has integrated a comprehensive paper on environmental studies into the curriculum for First Year Bachelor of Science (BSc) students across both semesters. This ensures that students develop a holistic understanding of environmental issues and |
|---|---|

| | |
|---|---|
| | their implications, aligning with the NEP's focus on sustainable development. Acknowledging the significance of English proficiency in enhancing employability and facilitating global communication, the institute mandates English as a compulsory subject throughout all six semesters for BSc students. This not only equips students with essential communication skills but also aligns with the NEP's emphasis on multilingualism and linguistic diversity. In subjects like Botany and Zoology, Institute emphasizes practical learning through field trips, enriching students' understanding beyond theoretical realms. Similarly, students in Chemistry and Bio-Science are encouraged to visit industrial setups like chemical industries and dairies, augmenting their practical knowledge base. To bolster students' foundational understanding and competence,Institute offers University-recognized certificate courses in Chemistry, Physics, and Biology. These courses serve as supplements to the core curriculum, enhancing students' skill sets. Recognizing the value of interdisciplinary perspectives, the institute organizes invited talks on various topics, facilitating dialogue and cross-pollination of ideas across disciplines. These sessions expose students to diverse viewpoints, fostering a culture of critical thinking and interdisciplinary collaboration, in line with the NEP's objective of promoting holistic and well-rounded education. In conclusion, Institute demonstrates a proactive approach towards aligning with the principles of the NEP, particularly regarding multidisciplinary and interdisciplinary education. By integrating diverse learning opportunities within the existing curriculum, the institute endeavours to equip students with the knowledge and skills necessary to thrive in a rapidly evolving educational landscape. |
| 2. Academic bank of credits (ABC): | • Our college is affiliated with the "Veer Narmad South Gujarat University", Surat. College has implemented Academic Bank of Credit as per the norms of University. • University has setup National Academic Depository and Academic Bank of Credit Cell as per guidelines of UGC and State Government in order to active implementation of ABC at University. • University has made registration on ABC and implemented a system to link ABC ID in University ERP System. • University has made a mandatory provision for students to register on ABC |

| | |
|---|---|
| | before fill-in the examination form. All the students are provided ABC ID. The University is printing ABC ID on hall ticket of the students. • The University has also made a transfer policy for students under which students can be transferred from one college to another of this university based on their choice and merit. • Based on requirement of program credits, the student can enter at various stages (even at semester level instead of year-end) based on the credits transfer earned by the student. • In view of implementation of Dual Degree/Simultaneous Dual Degree guidelines of UGC and easiness of student's transfer from one university to another university, the University has discontinued the issuance of Transfer Certificate and changed the process of issuance of Final Eligibility Certificate. |
| 3. Skill development: | NEP emphasizes on skill development as a tool for empowering youth by bridging the skill gap. • Skilling enhances the employability To development of Skills, employment and good personality among the students, our college started "Finishing school program" under the guidance of KCG & Government of Gujarat. The objective of the Finishing School Training is to impart soft skills and spoken English training to the students and increase their employability. Finishing School aims at empowering students with various Skill sets in addition to Knowledge that makes them Industry ready. Finishing School Trainers enable students to hone their Life Skills, Employability Skills, Functional and Spoken English Skills so as to carve a niche in the competitive and dynamic world and a prosperous career through appropriate training inventors. A total of 80 hours of training is given to the students under finishing school which have been divided into total of 4 components. The Institute actively involved in fostering interest among students in science, technology, innovation and start-ups through the functioning of the Innovation Club within the college. With the collaboration of the Department of Higher Education, Government of Gujarat and the Gujarat Council on Science and Technology had conducted a training workshop on STEM, Robotics, and Drone kits. For the development of additional skills in college students through hands on training, workshops and expert lectures in the fields of |

| | |
|---|---|
| | Nutrition, Garden, Improved Agriculture tools for small farms, Vermicompost, Renewable Energy and awareness towards "Sajivkheti" (Organic farming),the institute sign MOU with "SuruchiShikshanVasahat Trust", Bardoli. 'Hobby Club' is actively functioning by the department of Physics to cultivate the scientific attitude and aptitude about physics practical using smart applications. Also arranged the Workshop on "Electrical Technology" to infuse practical knowledge about home wiring and house hold Electrical appliances among the students every year. This workshop imparts practical knowledge about electrical systems and plays a crucial role in developing students' ICT skills. By integrating theory with hands-on experience, fostering safety awareness, promoting problem-solving abilities, and preparing students for future careers, the workshop serves as a valuable educational initiative in cultivating a scientifically inclined and technologically proficient student community. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The Institute is affiliated with the "Veer Narmad South Gujarat University", Surat. College has implemented Indian Knowledge System from Academic Year 2022-23 as per the norms of University. University has been integrating Indian knowledge system with the curricula of different subjects. The University has renamed the name of Indian Knowledge System as Bharatiya Knowledge System. University has implemented the guidelines of UGC for Training/Orientation of Faculty on Indian Knowledge System and conducted one orientation program and one day workshop for the faculty of university and affiliated colleges. University has introduced various Certificate Programs in Vedic Mathematics, Basics of Astrology, Life Skills Education, Foundation Course on Yoga, Yog Garba, Ancient Yogic Science and Techniques, Yoga Science, Certificate Program in Sanskrit Grammar, Vaastu Fundamentals, Indic Knowledge Traditions, Srimad Bhagwad Gita and Stress Management in Life, Essentials of Hindu Dharma, Hindu Dharma and Practices, Hindu Principles, Indic Manuscriptology, Indic Paleography, Indic Philosophy, Indic Education System etc. University has made mandatory provision that the student has to learn Bharatiya Knowledge System – An Introduction |

| | |
|---|---|
| | course during 1st semester in all undergraduate programs (except apex bodies programs). |
| 5. Focus on Outcome based education (OBE): | Outcome Based Education (OBE) is a pedagogical approach that emphasizes defining educational objectives and outcomes first and then designing curriculum, teaching, and assessment methods to achieve these outcomes. It serves as a crucial framework in modern educational institutions, including our own, under the National Education Policy (NEP) 2020. Here's how OBE is implemented and its significance within our institution: 1. Clarity of Objectives and Outcomes: OBE ensures that each program and course within our institution is defined with clear objectives and expected outcomes. These outcomes are aligned with industry needs, societal requirements, and the overall educational goals defined by NEP 2020. 2. Assessment and Evaluation: Central to OBE is the robust assessment of whether the defined objectives and outcomes are being achieved. Our institution has developed a structured assessment framework that includes Continuous Internal Assessment (CIA). This assessment methodology comprises various components such as internal tests, seminars, assignments, fieldwork, practical works, and more. 3. Integration of Learning and Evaluation: The integration of learning activities with assessment methods ensures that students not only acquire knowledge but also demonstrate competencies aligned with the outcomes. This approach supports holistic development and prepares students for real-world challenges. 4. Adherence to NEP 2020 Guidelines: OBE is fully aligned with the principles and guidelines set forth in NEP 2020. It emphasizes flexibility, multidisciplinary learning, and continuous assessment, thereby promoting a modern and effective educational ecosystem. In conclusion, Outcome Based Education (OBE) serves as a catalyst for effective student learning and improved employment prospects. By aligning curriculum design, teaching methods, and assessment practices with clearly defined outcomes, our institution ensures that each student achieves the necessary skills and knowledge to succeed in their chosen field. OBE not only meets the requirements of NEP 2020 but also prepares students to excel in a dynamic and competitive global environment. |
| 6. Distance education/online education: | As of now, VNSGU has not introduced distance |

education programs within its science faculty, a policy that extends to its affiliated colleges. However, the institution's response to the pandemic has demonstrated a proactive approach to incorporating technology-mediated education. In response to the challenges posed by the COVID-19 pandemic, our Institutions have equipped with essential digital tool such as Microsoft Teams software. These platforms have facilitated the transition to online education, allowing for the continuity of teaching and learning processes despite physical restrictions. One noteworthy aspect of the institutional preparedness is the technological proficiency demonstrated by faculty members. They have adeptly leveraged digital resources, including PowerPoint presentations, to develop engaging and interactive lectures. This techno-savvy faculty has ensured the smooth conduct of online classes, maintaining the quality of education even in a remote setting. Moreover, colleges have successfully conducted internal exams in an online mode, further showcasing their adaptability and commitment to providing uninterrupted education during challenging circumstances. The experiences gained during the pandemic serve as valuable lessons, highlighting the importance of technological infrastructure, faculty training, and pedagogical innovation in fostering effective distance education. In conclusion, while VNSGU and its affiliated colleges may not currently offer distance education programs in the science faculty, their proactive measures and successful adaptation to online education during the COVID-19 pandemic reflect a promising trajectory towards aligning with the principles outlined in the National Education Policy. By continuing to invest in digital infrastructure and pedagogical development, these institutions can further enhance their readiness for the evolving landscape of education.

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The college does not have a formal ELC. However, looking at the subsequent question no. 3, it can be very proudly claimed that the student volunteers of National Service Scheme (NSS) unit of this college |
| --- | --- |

| | have been already carrying out some of the activities as stated in reply to question no. 3. |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The college does not have a formal ELC. However, NSS coordinators play an active role in all such activity. One Boy & One students are appointed as a "Campus Ambassador" by the Collector Office& District Election Administration. These students have worked as directed by District Election Administration such as voter registration of students, assisting in conduct of poll, voter awareness campaigns in the College & surrounding society actively. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Yes, The College arranged awareness program for the election like Celebration of Voter's Day, Demonstration of EVM, Registration of New Voters, Oath taking Program for Voting, etc. The College's Faculty actively participate in election duty like, Zonal Officer, Presiding Officer. First , Second and third Polling Officer and Peon. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The College had arranged Awareness campaign program for the Registration of New Voters in the society and college according to the guideline of the Mamalatdar/Administrative office. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Students who passed 18 years age have enrolled as voters in the electoral roll. To increase the number of voters, college has arranged awareness program about the importance of voting rights and responsibilities. |

# Extended Profile

## 1 Students

**1.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 633 | 699 | 731 | 756 | 733 |

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

## 2 Teachers

**2.1**

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

**Response: 23**

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

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 16 | 17 | 18 | 19 | 18 |

## 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 23.71 | 7.09 | 9.07 | 13.06 | 8.54 |

| File Description | Document |
|---|---|
| Upload Supporting Document | View Document |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

At The Patidar Gin Science College, our commitment to delivering a robust curriculum is ingrained in a meticulously planned and documented process.

**Affiliation and Curriculum Design:** Permanently affiliated with the Veer Narmad South Gujarat University (VNSGU), Surat, our curriculum aligns with the university's standards. The curriculum is designed by the Board of Studies and approved by the Academic Council of the University.

College faculty members actively participate in syllabus-framing committees of VNSGU  as a Dean, BOS Chairman and BOS member ensuring the curriculum's relevance and alignment with industry trends and academic standards.

**Dissemination to Affiliated Colleges:** Following approval, the curriculum is promptly forwarded to all affiliated colleges by the university, ensuring uniformity and adherence to academic standards.

**Institutional Planning and Coordination:** Our Internal Quality Assurance Cell (IQAC) meticulously plans the Institute Academic Calendar in alignment with the University Academic Calendar. This calendar encompasses curricular  and co-curricular activities.

**Departmental Strategy Meetings:** At the outset of each academic year, the Head of Institution (HOI) convenes meetings with all Heads of Departments to strategize the implementation of the academic calendar and other planned activities for the year ahead.

**Curriculum Dissemination and Faculty Engagement:** Subsequently, HODs conduct meetings with faculty members to discuss the curriculum. Papers and topics are allocated based on faculty specialization and expertise. Faculty members prepare teaching plans to facilitate timely course completion.

**Timely Class Delivery:** Regular theory classes are conducted as per the timetable, with additional sessions arranged as needed to cover syllabi comprehensively.

**Laboratory Facilities and Practical Training:** Adequate laboratory facilities across departments enable hands-on learning experiences. Students are scheduled for laboratory experiments as per the stipulated timetable, ensuring maximum exposure to practical applications aligned with the curriculum.

**Attendance and Performance Tracking:** Both theory and laboratory attendance are meticulously

recorded, providing insights into student engagement and progress throughout the curriculum.

**Experiential Learning Opportunities:** To supplement theoretical knowledge with practical insights, the institution organizes expert lectures, seminars, workshops, field work and industrial tours.

**Library Resources:** The Institute library equipped with DELNET/INFLIBNET to facilitates knowledge dissemination.

**Bridge Programs:** Add-on and certificate courses are implemented to bridge the gap between academic curriculum and industry requirements, ensuring our students are well-prepared for the challenges of the professional world.

**Continuous Internal Assessment**

**Internal Evaluation Structure:**

The college follows the internal evaluation structure as recommended by VNSGU. The university has implemented a semester system across all levels and faculties.

**Centralized Internal Examination System:**

To ensure smooth operation and transparency, a centralized internal examination system is in place. A Local Examination Committee oversees the effective implementation of all related activities.

**Continuous Internal Assessment:**

Internal assessment encompasses written tests, attendance, assignments and journal keeping & Practical viva-voce for practical sessions. These diverse criteria ensure a comprehensive evaluation of student performance. Internal marks promptly displayed on the Notice board as well as on WhatsApp group for student review.

**Grievance Resolution:**

Any grievances related to internal exams are addressed through direct interaction. If any student is dissatisfied with the marks of the internal examination, he/she can check the answer book of the respective subject. Students are encouraged to raise their concerns, which are resolved promptly.

**Additional internal exam for Absentees**:

Provisions of Additional internal exam is made for students unable to participate in internal tests due to valid reasons, ensuring fairness and inclusivity in the evaluation process.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 5

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

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

**Response:** 20.75

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 234 | 186 | 0 | 164 | 153 |

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

# 1.3 Curriculum Enrichment

## 1.3.1

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

**Response:**

As an esteemed institution affiliated with the Veer Narmad South Gujarat University (VNSGU) in Surat, The Institute prides itself on its commitment to providing a comprehensive educational experience that extends beyond traditional academic subjects. With a steadfast dedication to nurturing well-rounded individuals equipped to navigate complex societal challenges, the institute has integrated various crosscutting issues into its curriculum, emphasizing professional ethics, gender equity, human values, environmental awareness, and sustainability.

**Professional Ethics:**

The Institute places paramount importance on instilling a strong sense of professional ethics among its students. A comprehensive code of conduct, meticulously implemented, serves as a guiding framework during regular discourse. Through candid discussions on human behavior, plagiarism policies, sexual harassment prevention, and anti-ragging initiatives, students are equipped with the ethical principles necessary for their professional journeys.

**Gender and Human Values:**

Recognizing the significance of gender equity and human values, the Institute has established dedicated committees and cells to foster a safe and inclusive environment. The Women Empowerment & Anti-Ragging Committee and Grievance Redressal Cell offer counseling and support services while promoting gender parity and addressing safety concerns. Seminars and invited talks organized under the women's cell serve to sensitize students to issues of gender equality and human dignity. Additionally, the celebration of International Women's Day serves as a poignant reminder of the ongoing efforts towards gender inclusivity and empowerment.

**Environmental Studies:**

Integral to the curriculum are courses in Environmental Studies, mandatory for students in the B.Sc. sem.- I & II of their academic journey. These courses raise awareness of pressing environmental issues and cultivate sustainable practices among students. By addressing environmental challenges head-on, students are empowered to seek solutions vital for the preservation of our planet and its resources.

**Energy Sources:**

Students of B. Sc. Sem III & IV learn about the non-renewable energy sources such as coal and oil delve into the intricate dynamics of energy sources, both renewable and non-renewable. Through rigorous study, they gain insights into the limitations of non-renewable resources, emphasizing the urgency of sustainable energy practices. Exploration of renewable energy sources equips students with the knowledge needed to mitigate the adverse effects of greenhouse gas emissions and champion eco-friendly alternatives.

**Horticulture:**

Botany students in Semester IV delve into horticulture, cultivating an understanding of plants' societal contributions and promoting well-being through practical activities. Incorporating practical learning experiences, the study of horticulture enriches students' understanding of sustainable living. By cultivating plants essential for nutrition, aesthetics, and community well-being, students not only gain valuable skills but also contribute to the promotion of a healthier, greener environment.

**Catalysis and Green Chemistry:**

Semester VI learns on catalysis and green chemistry, training students to utilize renewable materials efficiently, reduce waste, and avoid toxic reagents. students delve into the realm of catalysis and green chemistry, learning to harness renewable resources while minimizing waste and toxicity. By championing eco-friendly practices and innovative solutions, students emerge as stewards of sustainability, poised to enact positive change in their respective fields.

Through a multifaceted approach that encompasses academic rigor, practical application, and holistic development, Institute is committed to nurturing conscientious professionals equipped to address the multifaceted challenges of our time. By integrating crosscutting issues into the curriculum and fostering a culture of ethical responsibility and social awareness, the institute empowers students to become catalysts for positive change in their communities and beyond.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 32.39

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

Response: 205

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

## 1.4 Feedback System

**1.4.1**

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

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 85.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 224 | 271 | 258 | 280 | 238 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 300 | 300 | 300 | 300 | 280 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

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

**Response:** 75.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 87 | 99 | 119 | 123 | 127 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 147 | 147 | 147 | 147 | 147 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 39.56

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The college has adopted a student-centric approach to teaching and learning aimed at fostering overall development and enhancing students' employability and global competence. This note highlights the methods employed by the college to effectively enhance the learning experiences of its students.

**Experiential Learning:**

Experiential learning is a cornerstone of the college's teaching methodology, emphasizing hands-on experiences and practical applications of theoretical knowledge. For instance, in Botany, students engage in fieldwork that exposes them firsthand to the diverse plant life across various ecosystems.

In Chemistry, students benefit from industrial visits and fieldwork that provide realistic insights into their future careers, offering a direct view of challenges and opportunities in the field.

Bioscience fieldwork explores the microbiology of dairy products, connecting classroom learning to practical applications.

Practical exercises in Chemistry and Bioscience, such as testing drinking water hardness, conducting microbiological studies on food etc. are directly related theoretical concepts to everyday life experiences, reinforcing understanding and application.

**Participative Learning:**

The college actively encourages participative learning through a range of student activities aimed at fostering teamwork, goodwill and community engagement. Students participate in events like essay and PowerPoint presentations, tree plantation drives, Swachh Bharat Abhiyan (Clean India Mission), and cleanliness drive at local hospitals, River, Historical monuments, Railway Station, and Bus Depot. These activities not only contribute to academic growth but also instill social and environmental awareness and responsibility among students.

**Problem-Solving Methodologies:**

Problem-solving methodologies are integral to the college's approach, emphasizing critical thinking, creativity, and scientific temperament. Through problem-solving activities, students develop resilience and adaptability, key attributes for success in a rapidly evolving global landscape.

**Teachers uses  ICT- enabled tools:**

**Infrastructure and Resources:**

The institution has prioritized ICT integration by outfitting all classrooms with essential technology including LCD projectors, internet connectivity and speaker ensuring a conducive environment for modern teaching methodologies.

Each department is equipped with IT resources like Laptops and desktop computers, internet and Wi-Fi.

The conference hall is equipped with audio-video technology, facilitating dynamic presentations and collaborative sessions.

**Blended Teaching Approach:**

Faculty members enthusiastically embrace a blended teaching approach, combining traditional methods like the "chalk and talk" with modern ICT-enabled tools. Lectures are prepared using PowerPoint presentations, augmented with videos and animations, enhancing content comprehension and engagement.

Department of Bioscience utilizes Computer connected Microscope for practical purpose. Department of Physics utilized Visualizer Projector for the group explanation.

Chemistry, Physics and Biology department Laboratory experiment also explained with LCD projector.

**Adoption of MS Teams and Online Platforms:**

The adoption of MS Teams for online classes and seminars facilitated by a government-provided license, ensured uninterrupted learning during the COVID-19 pandemic. During this challenging time, the institution swiftly transitioned to online platforms like MS Teams for conducting online Internal Exam, online practical, online Assignment, quizzes, and other interactive activities, ensuring continuity in education.

**Library and E-Learning Resources:**

The library boasts a comprehensive collection of e-learning resources including DELNET & INFLIBNET facilities providing students with access to a wealth of digital materials.

Students are encouraged to supplement their learning with NPTEL video lectures and educational CDs/DVDs available in the library, fostering self-paced and enriched learning experiences.

**Communication and sharing information**

The college communicates with its stakeholders through the website, emails and  WhatsApp. Teachers have used ICT applications for feedback, sharing of literature, notes etc.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 80

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

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

| File Description | Document |
|------------------|----------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.2**

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

**Response:** 61.36

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

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

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

Overview of the Internal Assessment Mechanism:

Our internal assessment system is designed to be both transparent and robust, ensuring that evaluations are fair, frequent, and comprehensive. The key components of our mechanism are:

**Local Examination Committee (LEC)**: The Institute has established an LEC specifically to looks after all the examination related matters in the college in a transparent and systematic way.

**Orientation and Communication:**

Orientation Program: At the beginning of each academic year, college conduct an orientation program where the internal assessment and examination processes are thoroughly explained to students.

Examination Timetable: The examination committee prepares a detailed timetable for internal theory and practical exams in line with guidelines from Veer Narmad South Gujarat University (VNSGU).

Dissemination of Information: The examination schedule is communicated to students well in advance through multiple channels, including college website, WhatsApp groups, notice boards, and departmental communications.

**Transparency Measures:**

Standardized Answer Books: Students write their internal exams using answer books provided by the Institute to maintain uniformity.

Quality Assurance: Heads of Departments (HODs) rigorously check the quality and fairness of question papers and evaluation schemes prepared by subject teachers.

Comprehensive Evaluation: Internal marks are based on performance in theory, practical, assignments and attendance ensuring a holistic evaluation of students' capabilities. Internal marks are displayed on the notice board of the college.

Handling Absenteeism: Absenteeism during internal exams is managed according to VNSGU rules, allowing students to take additional tests after their reasons for absence are reviewed.

Performance Review: After evaluations, faculty members conduct a comprehensive review of class performance, providing feedback and suggestions for improvement to help students enhance their future performance.

**Integration with University ERP:**

Accurate Record Management: Final marks from internal assessments are uploaded to the University's ERP platform.

**Grievance Redressal System:**

Grievances associated with the internal and external examination are taken up immediately and redressed appropriately.

**Internal Examination Grievance Redressal:**

Local Examination Committee (LEC): The Institute has established an LEC specifically to address grievances related to internal examinations.

Any grievances related to internal exams are addressed through direct interaction. If any student is dissatisfied with the marks of the internal examination, he/she can check the answer book of the respective subject.

Application Process: Students submit grievances in writing to the HOD, who collects and tries to resolve them at the departmental level.

Detailed Review: The HOD discusses the complaint with the concerned faculty, reviews the student's answer sheet, and provides explanations to the student. If necessary, the faculty member also participates in the discussion.

Escalation to LEC: If the student remains unsatisfied, the matter is escalated to the LEC. The LEC, after thorough consultation, makes a final decision.

**University Examination Grievance Redressal:**

The common grievances brought to the notice of the LEC are:

- Change of language opted by the student

- Change of name or misspelled in the admit card
- Wrong allotment of subjects
- Results withheld/ without giving any reason by the University
- Answer Scripts undervalued (revaluation)
- Questions asked in the paper are out of the syllabus

All grievance applications are forwarded to the University by the college office for resolution.

If a student is caught using unfair means, the LEC reviews the case and recommends appropriate actions to the University.

The entire process is carried out in a time-bound manner, adhering to University requirements.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

Our institution, affiliated with Veer Narmad South Gujarat University (VNSGU), Surat, adheres strictly to the curricular guidelines prescribed by the University. The syllabus provided by VNSGU meticulously defines Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for each program. All the programs and courses offered by our institution are outcome-based, ensuring that specific learning outcomes are achieved.

**Display of Vision, Mission, POs, and Cos:**

Our institution proudly displays its vision and mission statement, Program Outcomes, and Course Outcomes on the college website. This ensures transparency and accessibility for all stakeholders.

**Program Structure:**

Our college offers a Bachelor of Science (B.Sc.) program at the undergraduate (UG) level. The program follows the Choice Based Credit System (CBCS) from 2014 onwards and adheres to the National Education Policy (NEP) 2020-21 and 2022 guidelines. The structure of each program includes:

Discipline Core Courses: Fundamental courses essential for the subject.

Discipline Specific Elective Courses: Advanced courses allowing for specialization.

Open Elective Courses: Courses open to students from various disciplines.

Ability Enhancement Courses: Courses aimed at improving specific skills.

Skill Enhancement Courses: Practical courses to enhance employability.

Value Added Courses: Additional courses to provide broader knowledge and skills.

**Communication of POs and COs to Teachers:**

The process of communicating POs and COs to teachers is as follows:

Syllabus Copy: The University drafts and finalizes the syllabus for each program, including the course outcomes. These documents are available on both the University and college websites for reference.

Staff Meetings: At the beginning of each semester, the Internal Quality Assurance Cell (IQAC) conducts a staff meeting presided over by the principal. During this meeting, various academic matters and strategies for achieving program and course outcomes are discussed.

Departmental Suggestions: Heads of departments provide suggestions regarding the effective delivery of the curriculum and the definition of program and course outcomes, aligning with the University syllabus.

**Communication of POs and COs to Students:**

To ensure that students are well-informed about the POs and COs:

Syllabus Distribution: At the beginning of the academic year, students receive a copy of the syllabus from Veer Narmad South Gujarat University, which includes information about the program outcomes, program-specific outcomes, and course outcomes.

Orientation Program: During the general orientation program, the head of each department explains the program outcomes and course outcomes to the students.

Lesson Plans: Subject teachers prepare detailed lesson plans at the beginning of each semester to ensure clarity regarding course outcomes.

Classroom Explanation: Teaching faculty explain the course outcomes and their relation to the program outcomes in the classrooms, ensuring students understand the objectives of each course.

Classroom Activities: Based on the course outcomes, teachers design classroom activities to help students achieve the desired program outcomes.

By adhering to these practices, our institution ensures that the educational goals set by Veer Narmad South Gujarat University are effectively communicated and achieved. This structured approach helps in maintaining high educational standards and achieving the intended learning outcomes for all programs offered.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

For the overall development of the students the institution uses different types of mechanism for the attainment of the program outcome and course outcomes.

**Result Analysis and Staff Meetings**

To ensure the attainment of Program Outcomes (POs) and Course Outcomes (COs), the institution conducts a thorough analysis of student results in each department. This analysis is presented and discussed in staff meetings, allowing faculty to identify areas where students excel and where improvements are needed. This collaborative approach helps in devising strategies for enhancing student learning and achieving the desired outcomes.

**Internal Assessments and Unit Tests**

The institution conducts internal assessment examinations and unit tests each semester. These assessments, designed by the concerned subject teachers, are critical in determining whether the stated COs and POs are being met. Regular evaluations help in monitoring student progress and understanding the effectiveness of the teaching methodologies.

**Seminars, Presentations, and Assignments**

In addition to traditional examinations, student performance in seminars, presentations, and assignments is used to evaluate COs and POs. These activities encourage critical thinking, enhance communication skills, and ensure that students can apply their knowledge in practical scenarios.

**Mentorship and Monitoring System**

Each student is assigned a mentor who monitors their academic progress and discusses the attainment of outcomes. This mentor-student relationship provides personalized guidance and support, fostering an environment where students can discuss their challenges and achievements openly.

**Post-Graduation Tracking**

The institution also assesses POs by tracking the number of students who pursue post-graduate courses. This metric indicates the level of academic preparedness and motivation among graduates to continue their education, reflecting the institution's success in achieving its educational goals.

**Student Enrichment Programs**

Various student enrichment programs and activities are organized to support the attainment of POs and COs. These include:

- Certificate Courses: Specialized courses that provide additional skills and knowledge.
- Seminars and Special Talks: Expert sessions on various topics to broaden student perspectives.
- Debates and Group Discussions: Platforms for students to develop critical thinking and communication skills.
- Classroom Presentations: Opportunities for students to present their knowledge and research.
- Field Work and Visits: Practical exposure to real-world environments.
- Inter-Class Competitions: Competitive activities that promote teamwork and innovation.

**Placement and Employment Tracking**

Information regarding student placements in educational institutions, companies, NGOs, and self-employment ventures is collected to assess the achievement of POs and COs. Successful placements indicate that students possess the necessary professional knowledge and skills to thrive in their careers.

**Extra-Curricular Participation**

Students are encouraged to participate in inter-collegiate conferences, cultural fests, workshops, and sports events at national, state, and university levels. These activities contribute to the holistic development of students, aligning with the institution's educational outcomes.

**Performance in Examinations**

The performance of students in internal assessment examinations and semester examinations is a crucial indicator of the attainment of POs and COs. Continuous monitoring and evaluation of exam results help in refining the curriculum and teaching methods.

**Conclusion**

The institution employs a comprehensive approach to ensure the attainment of POs and COs. By integrating result analysis, internal assessments, mentorship, enrichment programs, and extra-curricular activities, the institution fosters an environment conducive to student development. The success in achieving these outcomes is reflected in students' academic performance, higher education pursuits, and professional achievements. This multifaceted evaluation system ensures that students are well-prepared to work effectively as individuals and as members of a community.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 84.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 151 | 194 | 185 | 218 | 198 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 178 | 244 | 221 | 248 | 233 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

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

**Response:** 3.95

| File Description | Document |
| --- | --- |
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

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

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

Our institution has strategically cultivated an ecosystem designed to foster innovation and promote the Indian Knowledge System (IKS) among its student community. This comprehensive initiative encompasses various facets, including intellectual property rights (IPR) awareness, the establishment of specialized cells, and integration of cultural knowledge into academic curricula. The tangible outcomes of these efforts are evident in the transformative impact on student learning and entrepreneurial spirit.

**Innovation Club: Inspiring Creative Solutions**

One of the pivotal components of our innovation ecosystem is the Innovation Club, introduced since January 2022. This club serves as a platform to inspire and engage non-technical students in developing their ideas into viable startups. Rooted in STEM (Science, Technology, Engineering, Mathematics) pedagogy, the Innovation Club facilitates experiential learning and provides necessary tools for students

to prototype and realize their innovations. Recent activities include participation in workshops on STEM, Robotics, and Drone kits, which were organized in collaboration with esteemed institutions like the Department of Higher Education, Government of Gujarat, and the Gujarat Council on Science and Technology. Such initiatives have seen enthusiastic participation, with notable outcomes observed among students.

## IPR Cell: Safeguarding Intellectual Property

Recognizing the importance of protecting intellectual property, our institution established an IPR Cell in 2022. This cell serves as a dedicated resource to educate and guide students on the intricacies of Intellectual Property Rights. Under the mentorship of experts like Dr. Piyush S. Solanki and Dr. Manish R. Tailor, students receive detailed guidance on navigating the process of securing rights for their inventions and innovations. The primary objective is to foster a culture where students not only innovate but also protect their creative outputs through legal frameworks.

## SSIP Cell: Incubating Innovations

Further enhancing our innovation ecosystem, the SSIP (Student Startup and Innovation Policy) Cell was inaugurated in February 2023. This cell plays a pivotal role in incubating entrepreneurial ventures emerging from our student community. It provides essential support in terms of mentorship, infrastructure, and networking opportunities, thereby enabling the transformation of innovative ideas into sustainable businesses.

## Indian Knowledge System (IKS): Integrating Cultural Wisdom

Aligned with the vision of Veer Narmad South Gujarat University, our institution has embraced the Indian Knowledge System (IKS) from the academic year 2023-24. Renamed as Bharatiya Knowledge System, this integration enriches our curriculum by infusing traditional Indian wisdom across various subjects. As part of this initiative, every undergraduate student is mandated to undertake the Bharatiya Knowledge System – An Introduction course during their first semester. This ensures that students not only gain academic knowledge but also appreciate and apply indigenous perspectives in their learning journey.

In conclusion, our institution's commitment to creating an ecosystem for innovations and embracing the Indian Knowledge System is yielding tangible results. Through initiatives like the Innovation Club, IPR Cell, SSIP Cell, and integration of Bharatiya Knowledge System, we are nurturing a generation of students equipped with both technical prowess and cultural insights, poised to make meaningful contributions to society and the global knowledge economy.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.2.2**

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

**Response:** 13

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 5 | 3 | 0 | 3 | 2 |

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

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.7

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 6 | 1 | 4 | 1 | 4 |

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

### 3.3.2

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

**Response:** 0.35

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

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

| File Description | Document |
|---|---|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |

## 3.4 Extension Activities

### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and**

**sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Over the past five years, our institute has been steadfast in its commitment to nurturing students not only academically but also socially and ethically. Extension activities within the neighborhood community have played a pivotal role in sensitizing students to pertinent social issues, fostering a sense of social consciousness, and contributing to their holistic development.

**NSS and NCC Cells:** With the overarching goal of instilling camaraderie among students and sensitizing them to their role in nation-building, the National Service Scheme (NSS) and National Cadet Corps (NCC) units were established. These units have provided students with an ideal platform for timely and appropriate training to tackle real-world challenges.

**Co-curricular and Extra-curricular Activities:** To ensure holistic development, the institute encourages participation in a range of co-curricular and extra-curricular activities. These endeavors not only enhance students' self-worth but also cultivate a sense of societal responsibility.

**Environmental Initiatives:** The institute organizes various environmental programs such as Plastic-Free Campus Campaigns, Tree Plantation drives, Cleanliness Drives at Local River, Railway station, Bus Depot, Local Historical Monuments and Awareness Rallies. These activities have enhanced environmental consciousness among students and also made a tangible impact in our local community by promoting sustainable practices.

**Blood Donation Initiatives:** Collaborative efforts between NSS and NCC units with the "Sardar Smarak Hospital" have resulted in impactful blood donation camps on-campus. This noble cause has not only contributed to meeting critical healthcare needs but has also fostered a deep sense of societal contribution among students.

**Community Outreach Camps:** Annual camps in remote villages serve as a bridge between students and society, sensitizing them to the challenges faced by underprivileged communities. Students actively participate in local development initiatives such as health services and sanitation drives. Through interaction and service, students develop empathy and leadership skills.

**Diverse Social Awareness Programs:**

Over the years, our institute has consistently organized programs focused on diverse social issues. This includes initiatives promoting organ donation awareness, traffic safety, sanitation (Swachchhta), voter awareness, AIDS awareness and the protection of birds during the kite flying festival. Additionally, Thalassemia and sickle cell anemia testing camp, general health screening camps and campaigns to preserve historical monuments and local River have been instrumental in educating and engaging students in community welfare.

**Women Empowerment Initiatives:**

Given our institute's co-educational nature with a significant number of female students, our Women Cell has played a pivotal role in conducting activities like "Beti Bachavo-Beti Padhavo Abhiyaan," (Save the Girl Child), self-defense training, health awareness sessions on  Ploy cystic Ovary Syndrome, Skin care,

Health care and Immunity and talks on legal rights, Laws related to women's protection, "181-Abhayam" and International women's Day. These initiatives have been crucial in fostering gender sensitivity and empowering our female students.

**"HELP" Initiative:** The "Hands of Emotion & Love for Poor People" initiative, driven by students under faculty guidance, exemplifies community responsibility. Through regular contributions and distribution of essentials to hospitals, orphanages, and slum areas, students actively participate in serving the community.

Impact on Student Development:

The impact of these extension activities on our students has been profound. They have not only honed their leadership skills but have also nurtured qualities such as empathy, responsibility, and community engagement. Through active participation in these initiatives, students have gained a broader perspective on societal issues and have been inspired to contribute positively to the community.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.4.2**

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

**Response:**

The Patidar Gin Sciencde College organized several activity for the community and Institute awrded by following Appriciaction certificates.

- Appreciation from Surat Raktadan Kendra & Research Centre, Surat for Thalassemia and Sickle Cell Anemia Check-up Camp for the year 2018-'19,2019-'20, 2022-'23

Every year, the NSS of the College organizes a specialized check-up camp for newly enrolled students to screen for Thalassemia and Sickle cell Anemia.This camp is conducted in collaboration with the Red Cross Society, Surat and ensuring access to expertise and resources for effective screening.

- Appreciation from the "Green Apple Hospital", Bardoli for General Health Screening Program for the year 2018-'19,2019-'20, 2022-'23

The NSS unit of the College organized general health screenings for all newly enrolled students in collaboration with the Green Apple Hospital, Bardoli.

- Appreciation from the "Sardar Smarak Hospital", Bardoli for providing emergency Blood

donor and organized Blood Donation Camp   for the year 2018-'19, 2019-'20, 2022-'23

The NSS & NCC unit of the College organized Blood Donation Camp in the College Campus with the collaboration of Sardar Smarak Hospital, Bardoli.

The college also provided emergency Blood Donor from the college students during whole year to the Sardar Smarak Hospital, Bardoli.

- Appreciation   from the "Swaraj Ashram", Bardoli for on ducting Cleanliness Drive at the Historical Monuments for the year 2021-'22, 2022-'23

The NSS & NCC unit of the College conducted Cleanliness Drive at the Swaraj Ashram. Students had cleaned all the Historical Monuments of National Museum and Swaraj Ashram Bardoli.

- Appreciation   from the "Rotary Club" Bardoli:

The Rotary Club, Bardoli acknowledges the active participation of the students of the College throughout the year in various socially beneficial activities for the year 2021- '22, 2022- '23

- Appreciation   Certificate from "Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India" for Recognized Swachhata Action Plan Institution"  During COVID-19.

"Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India" provided Appreciation Certificate to The Patidar Gin Science College, Bardoli As a "Recognized Swachhata Action Plan Institution"During COVID-19. for Sanitation & Hygiene, Waste Management, Water management. Energy Management and Greenery in the Year-2020.

- Admiration Certificate from "Shantinathay Sevashram Universal Welfare Trust of India" Kharvasa during the year 2022,2023.

"Shantinathay Sevashram Universal Welfare Trust of India" Kharvasa     provided Admiration Certificate for the HELP (Hands of Emotion and Love for Poor People) initiative by the students of The Patidar Gin Science College, Bardoli as a prominent Contribution and dedication of National service during the year 2022 & 2023.

- Appreciation   Certificate from "Gram Panchayat , Ten" during the year 2023.

 "Gram Panchayat , Ten" provided Appreciation Certificate for the HELP(Hands of Emotion and Love for Poor People) initiative by the students of The Patidar Gin Science College, Bardoli as a prominent Contribution and dedication of National service during the year 2022 & 2023.

- Appreciation Certificate from "Aangan Vadi, Bardoli" during the year 2022.

"Aangan Vadi, Bardoli" provided Appreciation Certificate for the HELP (Hands of Emotion and Love for Poor People) initiative by the students of The Patidar Gin Science College, Bardoli as a prominent Contribution and dedication of National service during the year 2022.

- Appreciation Certificate from "Friends of Animals Welfare Trust, Bardoli" during the year 2019.

"Friends of Animals Welfare Trust, Bardoli" provided Appreciation Certificate for organizing Birds Rescue Camp at The Patidar Gin Science College, Bardoli during the year 2019.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 3.4.3

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

**Response:** 70

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 27 | 15 | 15 | 8 | 5 |

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 4

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

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

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

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

**Response:**

Campus Overview:

The institute boasts a sprawling campus covering 9.2 acres, providing ample space for academic and extracurricular pursuits. The physical facilities are designed to support a comprehensive range of activities, ensuring a conducive environment for learning and holistic development of our students. The physical infrastructure is adequate enough to conduct all the classes of UG simultaneously in a single shift.

Classrooms:

All the classrooms (Room No. 2, 11, 19, 20, 21, and another) are spacious, well-equipped and are furnished with LCD projectors to facilitate modern teaching methods. Room No. 11 can accommodate up to 300 students with smart board facility, while Rooms 19, 20, and 21 can each seat more than 140 students comfortably.

Laboratories:

The institute houses advanced laboratories across various departments. Our laboratories are featuring advanced instruments and equipment. Chemistry  Physics and Biology departments feature seven laboratories. Laboratory also equipped with LCD projector for explanation of practical. Fire extinguishers, first aid boxes and other safety aid are kept at easily accessible points.

Library:

The library is fully Automated equipped with the latest SOUL 3.0 software for efficient management. It houses an extensive collection of textbooks, reference books, journals, magazines, and newspapers. E-learning resources are readily accessible, supported by individual faculty user IDs for INFLIBNET services.

Seminar (Conference) Hall:

Air Conditioned seminar hall accommodating 40 individuals is equipped with essential amenities such as

computers, LCD projectors, sound systems, and Wi-Fi connectivity.

Botanical & Medicinal Gardens:

The institute's botanical and medicinal gardens serve as living laboratories, facilitating practical learning and research activities in Botany. These gardens provide essential specimens for experiments, enriching the academic experience.

Departmental Facilities:

Dedicated staff rooms for Chemistry, Physics, Biology and Mathematics departments are well-appointed, offering internet access and essential computing resources. Each department benefits from adequate laptops, desktops, and printers to support faculty members' teaching and research efforts.

ICT Infrastructure:

All classrooms are equipped with ICT facilities including LCD projectors, motorized screens, one Smart Board and Wi-Fi connectivity, enabling immersive and technology-driven learning experiences. The entire campus is Wi-Fi enabled, promoting seamless internet access for students and staff.

Sports and Cultural Facilities:

The college has adequate facilities for sports, games and cultural activities with large playground which is used by the students for outdoor games and sports.

There is a separate open air stage is available in the campus provide an enough scope for staging cultural activities in this college. Equipments and accessories required for conducting all such activities like sound system with speakers and screens are available in the college. Yoga Center is running on open air stage regularly in the campus.

The department of physical education is fully equipped with indoor games facilities such as Table Tennis, Carrom, and Chess. The Institute has larg play ground for outdoor facilities include Kabaddi, Khokho Volleyball, Hockey, Football, Handball & Cricket. The college has a  volleyball court  in the campus.

Gymnasium:

The gymnasium of the college is fully-equipped which supports students' physical fitness goals.

CCTV : Entire college campus is covered with CCTV cameras for the safety and securities of female students and staff.

R.O. Water Plant : College has its own mineral water (RO) Plant in the campus.

Continuous electricity supply facility : A diesel electric generator is installed in the college for continuous supply of electricity.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2**

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

**Response:** 10.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 1.62 | 0.55 | 1.74 | 1.92 | 0.66 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

Automated Library System and E-Resource Management

The college library has made significant strides in automating its systems and enhancing its resource offerings to better serve its users. Initially, the library was partially automated using SOUL 2.0 software since 2012. However, it transitioned to a fully automated system with the implementation of SOUL 3.0 software in 2024. This upgrade ensures that details of newly purchased books are updated periodically, providing users with the most current information. Along with the book entry, provides Open Public Access Catalogue (OPAC) facility which is a digital database of reading materials in the library. Users can access this online cataloguing facility to search for any item available in the library.

Equipment and Facilities for Automation

To support the library's automation, the college procured various equipment including copier machines, laser printers, web cameras, CCTV, barcode printers, and barcode reader guns. Book ticket (BT) cards have been issued to students and staff to streamline the issue-return process for books.

**E-Reading and IT Infrastructure**

In response to the IT revolution, the library has dedicated a separate space for an e-reading, equipped with 10 computer systems for accessing e-resources. Additionally, the lending section is supported by 2 computers, and there is a server system used exclusively by the librarian. The internet connectivity was significantly improved from 10 Mbps to 100 Mbps to ensure faster and more reliable access.

Subscription to E-Resources

The college subscribes to DELNET & N-LIST, providing login credentials to all regular staff members, registered Ph.D. students, and students for accessing a wide array of e-resources. Through N-LIST, users have access to 80,409 e-books, 3,828 e-journals, Shodhganga, and ShodhSindhu. Additionally, thousands of open access resources from various databases are downloaded and made available to students.

**Expenditure on Library Resources**

Over the last five years, the college has invested a substantial amount in its library resources:

Books: Rs.1,17,828 /-

Journals and Periodicals: Rs. 141850/-

Dell Net lib fee: Rs.13570/-

N-LIST Subscription: Rs. 5900/-

Reading Room Expenses: Rs.9140/-

Collection and Acquisition

The library boasts an impressive collection of 13219 books and continually acquires new titles to keep up with changes in the syllabus and educational demands. The library has a collection of more than 1000 backdated periodicals and Journals, 500 Bound volume of journals and 110 CDs.

Library provided Free Book bank facility for all the students of Institute. Library Infrastructure is upgrade recently for more convenient facility.

All books are bar-coded, and accession is done manually. Utilizing library software Computers with Wi-Fi are available at the library. The library has a large collection of reference books, textbooks, journals, periodicals, and newspapers. Moreover, it is having research works also which is helpful for the students to explore more in the related subject

**Usage and Footfall**

The library is well-utilized, particularly for regular studies and competitive exam preparation. User entry details are meticulously recorded in a register maintained monthly. The per day usage of the library was determined as a ratio of total footfall of users: number of working days. there was a decline in usage during the COVID-19 pandemic, the library has since seen resurgence in user activity.

The college library's commitment to automation and resource enhancement underscores its dedication to providing a robust and accessible educational environment for all its users.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

After the II cycle of NAAC accreditation in 2015, upgrading of ICT facilities with respect to number of computers with better configuration, RAM, etc. was done.

There were 56 computers and laptops in 2016-17.

At present In session 2022-23, the total number of computers was increased to 65.

During this session, total 25 Computers are updated with  RAM + SSD + LCD Display.

The existing speed of internet broadband connection of BSNL was updated from 20 Mbps to 200 Mbps.

Today, the internet is one of the most effective and efficient ways to communicate and access information. Recognizing its critical role in enhancing the quality of teaching and learning, our Institute has continually upgraded its IT facilities, including Wi-Fi and internet bandwidth, to meet evolving requirements.

**Wi-Fi and Internet Connectivity**

The entire campus is Wi-Fi enabled with high-speed internet access. This extends to all areas, including:

All the Classrooms

The entire Laboratory

Library

Seminar Hall

Administrative offices

**IT Infrastructure**

The Institute is well-equipped with the following IT facilities:

Computers/Laptops: 55 units with licensed software

Photo-copiers: 3 units

Scanners cum Printers: 3 units

Printers: 11 units

Each department has dedicated IT equipment, including desktops, laptops, printers, scanners, and Wi-Fi connectivity. Broadband line is provided to each department to support computer-aided teaching and learning.

**Digital Resources and Security**

Access to e-books and e-journals is facilitated through N-LIST and DELNET digital repositories. To ensure the security and protection of computer systems, licensed copies of Quick Heal Antivirus are installed.

**Internet Bandwidth Up gradation**

To cater to the growing needs of students and staff, the internet connection has been progressively upgraded:

Academic Year 2017: The Institute had a single internet connection with a speed of 20 Mbps.

At present, Academic Year 2022-23: The Institute upgraded to three internet connections providing 60 Mbps + 60 Mbps + 75 Mbps + 200 Mbps (Lease Line) speed, along with enhanced Wi-Fi facilities.

These upgrades were essential during the COVID-19 pandemic to support the online teaching and learning process. Microsoft Teams software was utilized to facilitate online lectures and video projections.

**Ongoing Updates to IT Facilities**

The Institute regularly updates its IT infrastructure, increasing the number of computers, printers, scanners, LCD projectors, and licensed software. All classrooms are equipped with LCD projectors and CCTV cameras. Additionally, the Department of Chemistry, Physics, and Biology employs visual projectors for both laboratory and classroom teaching.

**Computer Lab**

The Institute boasts a well-equipped computer lab with internet facilities available to students, teaching staff, and non-teaching administrative staff. The lab features computers running various operating systems, including Windows and Linux. Regular upgrades ensure that the lab remains equipped with the latest computer configurations.

**Conclusion**

Through continuous improvements and updates to our IT facilities, including the provision of high-speed internet and Wi-Fi, the Institute ensures that all members of its community have the tools and resources necessary for a high-quality educational experience.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 11.51

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

Response: 55

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 58.39

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 7.06 | 5.71 | 6.79 | 10.02 | 6.31 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 55.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 375     | 346     | 397     | 423     | 416     |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 5.1.2

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

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

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

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

## 5.1.3

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

**Response:** 81.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 633 | 699 | 105 | 712 | 733 |

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

## 5.1.4

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

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

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

| File Description | Document |
|---|---|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | [View Document](#) |
| Proof related to Mechanisms for submission of online/offline students' grievances | [View Document](#) |
| Proof for Implementation of guidelines of statutory/regulatory bodies | [View Document](#) |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 79.28

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 124 | 153 | 121 | 195 | 157 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 151 | 194 | 185 | 218 | 198 |

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

**5.2.2**

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

**Response:** 9.69

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 5 | 8 | 3 | 1 | 2 |

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | **View Document** |
| Institutional data in the prescribed format | **View Document** |

## 5.3 Student Participation and Activities

**5.3.1**

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

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

**Response:** 5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 1 | 1 | 0 | 0 | 3 |

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

**5.3.2**

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

**Response:** 7.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 10 | 7 | 6 | 7 | 9 |

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The Patidar Gin Science College boasts an active alumni association known as "The Patidar Gin Science College Alumni Association.", the registration process is underway. The alumni association, serves as a vital link between the institution and its former students, reflecting the college's ethos and culture. With over 400 members, the association significantly contributes to the institution's development through various financial and support services.

**Alumni as Reflections of the Institute**

Alumni are the embodiments of the Institute's values and culture. They have distinguished themselves across diverse fields, making significant impacts in their respective areas. Their achievements serve as a testament to the quality of education and the nurturing environment provided by the college.

**Contributions of the Alumni Association**

The association engages with the college in multiple ways, enhancing the educational experience and supporting the overall development of the institution. Key contributions include:

Mobilization of Funds:

Annually, the association raises funds to support the Poor Boys Book Bank, helping underprivileged students access essential study materials.

Organizing Educational Events:

The association assists in arranging seminars, workshops, symposiums, and lectures, providing financial aid and logistical support to promote advancements in Science and Technology.

Scholarships for Students:

Every year, the alumni association provides scholarships to financially needy students, ensuring that lack of funds does not hinder their education.

Industrial Visits:

Facilitating industrial visits, the association helps students gain practical exposure and insights into real-world applications of their academic knowledge.

Donations:

Significant contributions include the donation of laptops and an R.O. water plant, enhancing the

technological and infrastructural resources of the college.

The association also donates valuable scientific equipment and books to the Institute library, enriching the academic resources available to current students.

An Institute get Rs. 25,00,000/- donation for the renovation of Laboratory and Library from an Alumni.

**Alumni Interaction Platform:**

The association provides a platform for past students to interact, share experiences, and foster professional and personal connections.

The association felicitates and honors alumni who have achieved special accomplishments in any field, encouraging a culture of excellence.

**Communication and Meetings**

The college website hosts an alumni page **(https://www.pgscience.org/alumini_activity.php)** providing information about the association's constitution, office bearers, membership forms, and notable alumni.

**Annual General Body Meeting:**

An annual general body meeting is held every June/July, where the managing committee is elected for a three-year term. The meeting includes the approval of resolutions passed by the managing committee and is followed by a lunch or dinner to foster camaraderie among members.

Conclusion

The Patidar Gin Science College Alumni Association plays a crucial role in bridging the gap between former students and the institution. Through its various initiatives and contributions, the association not only supports the financial and academic needs of current students but also enhances the overall development of the college. As the registration process progresses, the association is poised to further strengthen its impact and continue its tradition of excellence.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**Vision:**

- Be an institution of the tribal belt with a culture of mutual care and commitment, a satisfying and excellent work environment and continuous learning opportunities.
- Provide a small platform to help students make themselves prepared for their future challenges and explore encouraging avenues.
- Build up its position in the state as a pioneer amongst all educational groups with consistent growth of further branches.

**Mission:**

- To grow as a premier educational institute committed to provide the best educational environment and excellent infrastructure in the field of education.

**OBJECTIVES AND GOALS OF THE INSTITUTION**

The college envisages realizing the vision and mission by following Goals

**Higher Education for Socio-Economically Weaker Sections:** Providing affordable higher education to socio-economically weaker sections.

**Facilitation for Female Students:** Facilitating higher education for female students from rural areas.

**Enhancing Employability:** Enhancing students' employability through skill-based Certificate courses, seminars, and workshops.

**Practical Learning:** Providing practical learning experiences through industrial visits, field visits, and expert lectures.

**Career Guidance and Counseling:** Preparing students for globalization through career guidance and counseling programs.

**Humanity and Social Commitment:** Imparting values of humanity and social commitment to students.

**Innovation and Creativity:** Fostering interest and creativity in science, technology, and innovation

through the Innovation Club.

**Overall Personality Development:** Promoting the overall personality development of students.

## GOVERNANCE OF THE INSTITUTION

### Participative and Decentralized Leadership:

Transparency and Quality: Our governance emphasizes transparency, quality, participative leadership, and delegation of power at various levels.

Portfolio Committee System: To ensure participative management and decentralization, we follow a Portfolio Committee System for planning and implementing decisions.

Stakeholder Involvement: Governance includes all stakeholders, with major decisions made in staff meetings in consultation with the principal.

### Student and Faculty Involvement:

Student Council: The Student Council, guided by the Staff Advisor, coordinates the literary and cultural activities of the college.

Faculty Representation: Faculty members are represented in all college committees, contributing to decision-making processes.

### Principal's Role:

Leadership and Management: The principal plays a leading role in governance and management, overseeing daily operations, academic activities, and administration.

Decentralization: The principal decentralizes departmental activities, granting autonomy and authority to achieve planned targets.

### Governing Body and Departmental Autonomy:

Working Procedures: The Governing Body formulates procedures and delegates academic and operational decisions.

HoD Autonomy: Heads of Departments (HoDs) are empowered to make independent decisions regarding academic calendars, internal assessments, field visits, workshops, and seminars.

### Quality Assurance and Planning:

IQAC Empowerment: The Internal Quality Assurance Cell (IQAC) is empowered to make decisions on quality improvement.

Planning Committee: The Planning Committee independently gathers information on academic and infrastructure needs, making decisions in consultation with the principal and finance committee.

**Implementation of NEP and Continuous Improvement**

NEP Implementation: The institution adheres to the regulations of Veer Narmad South Gujarat University, Surat, for effective National Education Policy (NEP) implementation.

Feedback Mechanism: Continuous improvement is driven by feedback from students, teachers, and alumni, and suggestions from IQAC members and staff.

Adapting to Changing Needs: Feedback mechanisms ensure the institution adapts to the evolving needs of students, maintaining relevance and effectiveness in education.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

Institutional Perspective Plan and Its Effective Deployment

The institutional perspective plan is a comprehensive strategy aimed at ensuring the effective and efficient functioning of the institutional bodies. This plan is visible through well-structured policies, an efficient administrative setup, clear appointment procedures, service rules, and streamlined procedures. The Institute has been proactive in making student-centric decisions, with the perspective plan highlighting key priorities and recommendations to elevate the Institute to a level comparable with some of the best institutes in the country.

Key Steps for Effective Implementation of the Perspective Plan

Faculty Involvement:

Faculty members actively participate as Chairmen of the Board of Studies (BOS) and as members of various committees of the Veer Narmad South Gujarat University (VNSGU).

Institutional Ratings and Curriculum:

Participation in Gujarat State Institutional Rating Framework (GSIRF) and National Institutional Ranking Framework (NIRF).

Adoption of the Choice Based Credit System (CBCS) curriculum for enhanced academic flexibility.

New Courses and Collaborations:

Introduction of new short-term certificate courses for students.

Signing of new Memoranda of Understanding (MOUs) with Uka Tarsadia University, Spectrum Dye Chem, and Suruchi Shishan Vasahat.

ICT-Enabled Classrooms:

All classrooms are equipped with Information and Communication Technology (ICT) and audio systems.

Use of PowerPoint presentations, YouTube videos, visualizers, etc., to enhance the teaching experience.

Microsoft Teams subscription provided by the Gujarat Government for online teaching.

Industrial and Educational Visits:

Organized visits to Kakarapar Nuclear Power Project, Paper Industry, Sugar Industry, Dye Industry, Dairy Industry, and Botanical Gardens at Waghai.

Skill Development Initiatives:

Training students in various skills through the Innovation Club, Hobby Lab, and the Finishing School Programme.

Infrastructure and Library Facilities:

Fully Wi-Fi enabled campus with internet access for students.

Library equipped with RFID technology, SOUL 2.0 as Library Management System (LMS), and INFLIBNET for online references.

Institute Management Software (IMS):

Cloud-based IMS modules accessible by students from anywhere.

Student Achievements and Alumni Support:

Student participation in national and state-level Taekwondo competitions.

Active alumni support through funding various activities.

Environmental and Social Initiatives:

Maintenance of medicinal/botanical gardens and a green campus.

Gender sensitization activities, Swachh Bharat initiatives, and Azadi ka Amrut Mahotsav celebrations.

Implementation of rainwater harvesting and installation of solar lights.

Setup of a vermicompost unit on campus.

Administrative Setup

The college is governed by "Bardoli Pradesh Kelavani Mandal" and is permanently affiliated with Veer Narmad South Gujarat University (VNSGU), Surat. The organizational structure includes:

Parent Body (BPKM): Overseen by the President, Vice-President, Secretary, and Joint Secretary.

Internal Quality Assurance Committee (IQAC): Apex body with a coordinator responsible for quality ventures.

Principal and Heads of Departments: Assist in administrative duties.

Various Office Sections: Includes accounts, student affairs, store, and scholarship sections.

House Cleaning Staff: Ensures cleanliness and decorum.

Advisory and Activity Committees: Includes library advisory, sports, and other committees for various activities throughout the year.

Appointment, Service Rules, and Procedures

The institution strictly adheres to service rules as per University and Government norms. Key points include:

Terms of Service: Defined in documents 69A (teachers) and 69B (non-teaching staff) by VNSGU.

Benefits: Provident Fund, Casual Leave, Medical Leave, Maternity Leave, Paternity Leave, etc.

Recruitment Process: Conducted by a committee including the Commissionerate of Higher Education (CHE) Gandhinagar, VNSGU representatives, Principal, HODs, and subject experts, following University norms.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

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

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

**Performance Appraisal System**

Annual Evaluation: Performance appraisal for both teaching and non-teaching staff is conducted annually. This ensures that all employees' contributions are recognized and areas for improvement are

identified regularly.

**Performance-Based Appraisal System (PBAS):**

- Faculty members maintain records of their performance as per UGC norms.
- The appraisal includes aspects such as teaching effectiveness, administrative responsibilities, ICT-based teaching methods, and research publications.
- Supporting documents are collected and submitted to the Internal Quality

Assurance Cell (IQAC) at the end of each academic year.

This documentation is crucial for promotions under the Career Advancement Scheme (CAS).

**IQAC's Role:**

- The IQAC guides faculty members in filling out appraisal forms and monitors the process periodically.
- The IQAC evaluates the completed appraisal forms, ensuring accuracy and completeness.
- Based on these evaluations, the principal prepares a confidential report for each employee.

**Confidential Reporting:**

The self-appraisal report, along with the principal's confidential report, is forwarded through various levels of the administrative hierarchy for further review and action.

**Effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Professional Development:**

The institution supports the professional growth of its staff through various initiatives.

Institute provided  training to the teaching and non-teaching staff for CCC+ exam by expert trainer.

Faculty members receive financial support to attend conferences, seminars, and workshops, enhancing their academic and professional expertise.

**Health and Welfare Schemes:**

**Provident Fund and Gratuity:** Provision of provident fund and gratuity as per government norms ensures financial security for employees.

**Leave Provisions:** Maternity and paternity leave are available as per government regulations, along with On Duty Leave (ODL) for academic and professional activities. Also provided research leave to the staff for Ph.D.

**Increments:** Regular salary increments are implemented to reward and motivate staff. Promotions are completed for all the non teaching staff.

**Campus Facilities and Amenities:**

**Staff Rooms:** Well-equipped staff rooms, including refrigerators, induction hot plates, and water purifiers, provide a comfortable working environment.

**Restroom and Accessibility Facilities:** Special facilities like restrooms, ramps, and wheelchairs are available for differently-abled staff and visitors.

**Ladies' Washroom:** Equipped with a pad vending machine and disposal unit with an incinerator.

**Additional Support Services:**

**Co-Operative Credit Society:** A registered society managed by employees offers financial services such as deposits and loans.

**Tea Club:** A tea club, jointly funded by teaching staff, provides tea to peon staff once a day at no cost.

**Gymkhana Room:** Equipped with modern fitness equipments for staff use.

**Health Center:** A full-time doctor is available at the on-campus health center from 11:00 am.

**Safety and Health Measures:**

**Safety Gear:** Staff in the Chemistry department are provided with safety shoes, gloves, and goggles.

**COVID-19 Precautions:** Masks, gloves, and sanitizers were distributed during the pandemic to ensure staff safety.

**Uniforms:** Peons receive two pairs of uniforms annually.

Through these measures, the institution demonstrates its commitment to the well-being, professional development, and career progression of both teaching and non-teaching staff, fostering a supportive and productive work environment.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.3.2**

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

**Response:** 1.14

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

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

| File Description | Document |
|------------------|----------|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.3.3**

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

**Response:** 19.79

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 7       | 3       | 7       | 1       |

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

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

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

Fund Mobilization

Patidar Gin Science College employs a multi-faceted strategy for mobilizing funds, primarily through government grants and student fees. The institution actively pursues funding from various sources, including:

Student Fees: Primary source of revenue supporting academic and cultural activities.

Trust Fund: Financial contributions from the college's trust.

Event Fees: Fees collected during seminars, workshops, and conferences.

Alumni Contributions: Donations from alumni worldwide.

State Government Funds: Specific funds for seminars, conferences, and other initiatives such as GUJCOST, KCG, DEDF, and university grants.

UGC Remedial Grant: For books and academic resources from the University Grants Commission.

Optimal Utilization of Resources

To ensure efficient and effective utilization of resources, the college follows a systematic approach:

Needs Assessment: At the beginning of each academic year, conveners of various staff council committees and department heads are required to submit their requirements. This helps in the timely maintenance and upgrading of laboratories, libraries, computing facilities, classrooms, and equipment.

Requirement Collection: The college authority invites and consolidates requirements from all departments. A purchase committee verifies these requirements and obtains at least two quotations from external agencies before placing orders.

Budget Allocation: An annual budgetary plan is prepared, focusing on both physical and academic facilities. The management allocates the budget, ensuring that funds are directed towards priorities that enhance the teaching-learning process.

Financial Management: The accounts section processes all financial documents and bills, ensuring transparency and accountability in financial transactions.

Fund Utilization

The college prioritizes the optimal use of mobilized funds, focusing on:

Consistent Costs:

Maintenance of air-conditioners, computers, antivirus software, playground, and gym equipment.

Non-Recurring Expenses:

Acquisition of computers, infrastructure development, modernization projects like Laboratory and procurement of new equipment like Xerox machines.

Financial Audits

Patidar Gin Science College ensures financial integrity through regular internal and external audits:

Financial Audits

The college conducts regular internal and external financial audits to maintain transparency and ensure accountability in financial management.

Internal Audit:

- Conducted by a Chartered Accountant appointed by the college management.

- Focuses on auditing the balance sheet, general fund income and expenditure, and receipt and payment accounts.
- Any objections or questions during the audit are promptly addressed with relevant documents.

External Audit (Government Audit):

- Conducted by the office of the Commissionerate of Higher Education (CHE), Government of Gujarat, Gandhinagar.

Conclusion

Patidar Gin Science College has established a robust system for mobilizing and utilizing resources and funds efficiently. By combining strategic planning, regular audits, and transparent financial practices, the institution ensures that funds are used effectively to support its educational mission and enhance the learning environment.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

The Internal Quality Assurance Cell (IQAC) plays a crucial role in maintaining and enhancing the quality of education and institutional functioning within a college. Over the last five academic years, the IQAC has been instrumental in driving significant improvements across various dimensions of college's activities.

Key Contributions and Practices of IQAC

1. Preparation of Action Plan

IQAC formulates a comprehensive action plan at the beginning of each academic year.

An academic calendar is prepared, detailing all academic and extracurricular activities.

Various committees are formed to oversee different aspects of college functioning.

2. Feedback Collection and Analysis

Feedback on the curriculum is collected from stakeholders, including students, teachers and alumni and analyzed to identify areas for improvement

3. Participation in Rankings

The college has actively participated in NIRF (National Institutional Ranking Framework) and GSIRF providing a benchmark for quality and performance.

4. Specialized Courses and Programs

Implementation of Mathematics Bridge courses for first-year Biology students to strengthen their mathematical foundation.

Introduction of certificate courses in Chemistry, Mathematics, Bioscience and Botany to offer additional skills and knowledge.

5. MoU& Activities

New MoU signed with Educational Institute, Industry and Multiple aimed Agency. Activities conducted under MoUs include faculty exchange programs, advanced instrumental explanation and hands-on training in various fields.

6. Skill-Based Activities

Various skill-based activities are conducted under various club and finishing school.

 7. Workshops and Seminars

Workshops on electrical techniques and seminars on language and communication skills are organized to enhance students' practical knowledge and soft skills.

8. Field Work and Hands-On Learning

Field work and practical work sessions are arranged for students in Chemistry, Bioscience and Botany providing real-world exposure and hands-on learning experiences.

9. Community Engagement

Cleanliness drives and community service activities are organized at local places and historical monuments.

10. Career Counseling and Health Camps

Career counseling programs and competitive exam guidance are provided to help students with their

career planning.

Health camps, including Thalassemia and sickle cell anemia check-ups are organized for newly enrolled students.

**Reviewing Teaching-Learning Processes and Outcomes**

The IQAC regularly reviews the teaching-learning processes, structures, methodologies of operations, and learning outcomes.

Methodology Based on Feedback:

IQAC uses feedback from students, teachers and alumni to identify strengths and weaknesses in the teaching-learning process and suggestions are implemented to enhance it.

Outcome-Based Learning Initiatives:

The number of toppers in the university examinations is monitored and efforts are made to increase these numbers.

Regular remedial classes are conducted for slow learners.

Student learning outcomes are reviewed through various assessments, including class tests, assignments, seminars, field work, internal tests and university examinations.

University result analyses are performed for each semester & results discussed with the principal for further improvements.

Bridge and Certificate Courses

Bridge and certificate courses are offered to strengthen students' fundamentals in different science subjects.

Teaching Plans

Each teacher prepares an individual teaching plan which provides an overall summary of topics covered.

Promotion of ICT in Teaching-Learning

All classrooms and laboratories are well equipped with ICT tools. ICT tools are regularly used for more effective teaching learning process.

During the COVID-19 pandemic, teaching and learning were successfully conducted online using Microsoft Teams.

Review of Academic Processes

IQAC has formed an academic planning and timetable committee to ensure the smooth execution of

teaching activities.

Thus, IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.5.2**

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

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

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

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

24-08-2024 09:57:49

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**Institution's Commitment to Gender Equality**

Our Institute places a high value on gender equality, ensuring that both girls and boys receive equal opportunities and outcomes in all academic, extra-curricular, and co-curricular activities. By fostering an environment where both genders are treated equally, we contribute to creating a safer and healthier campus. Here's a detailed overview of our initiatives and measures for promoting gender equity and sensitization over the past five years. Nearly 55% of the total strength of students enrolled in the Institute are girls.

**Gender Equity and Sensitization in Curricular and Co-curricular Activities**

Equal Participation: All academic, extra-curricular, and co-curricular activities are conducted without gender bias. Girls are actively encouraged to participate in these activities, ensuring balanced representation.

NCC Enrollment: The Institute takes special interest in motivating girls to join the National Cadet Corps (NCC). The reserved slots for girls are fully occupied every year, reflecting our commitment to gender equality.

Student Council Representation: Girls are given equal opportunities to be class representatives and office bearers in the student council. They participate in various committees alongside boys, fostering a collaborative and inclusive environment.

Celebration of Womanhood: International Women's Day is celebrated annually with great enthusiasm. This event is aimed at fostering gender equality consciousness and celebrating the achievements and contributions of women.

Gender Balance: Nearly 55 % of our student population consists of girls, highlighting the gender balance and inclusivity within our institution.

**Facilities and Measures for Women on Campus**

**Safety and Security**

Security Guards: The campus and hostel areas are protected by security personnel, ensuring a safe environment for all students. This measure prevents any unruly behavior and unauthorized entry.

Lighting: Adequate lighting is installed across the campus, ensuring well-lit pathways and roads during the evening and night for the safety of all students.

CCTV Surveillance: Closed-circuit television cameras are strategically placed in both indoor and outdoor areas to monitor activities and enhance security.

Health Centre: A full-time doctor is available at our Health Centre, providing prompt medical assistance to students when needed.

Grievance Redressal and Anti-Sexual Harassment Cell: This cell offers a platform for students to raise their concerns. Notably, no grievances have been reported to date.

Health Screening Programs: Annual health camps, including Thalassemia and Sickle cell Anemia check-up  are organized regularly  for the  first-year students.

Hygiene and Safety Lectures: Regular lectures on hygiene and safety are organized, especially for girls, to promote awareness and best practices.

**Special Facilities for Female Students**

Sanitary Vending Machines and Incinerators: These facilities ensure hygienic menstrual care for female students.

Separate Parking: Designated parking areas for boys and girls help in managing campus traffic and ensuring convenience.

SC-ST Cell: This cell supports students from backward classes, promoting an inclusive environment.

**Counseling and Support**

Mentorship Program: Faculty members act as mentors, providing counseling on academic, career, and personal issues. This support system helps students resolve their concerns and improve their performance and self-esteem.

NSS Unit Activities: The National Service Scheme (NSS) unit organizes expert lectures for girls, enhancing their knowledge and skills.

Self-Defense Training: Regular self-defense training sessions empower female students to protect themselves, boosting their psychological, cognitive, and physical strength.

**Common Rooms**

Recreational Spaces: The Institute has dedicated common rooms for both male and female students.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.1.2

**The Institution has facilities and initiatives for**

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

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

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.1.3

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

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

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

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

**7.1.4**

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

**Response:**

Our institution is dedicated to fostering an inclusive environment that embraces diversity in all its forms, while also ensuring that students and employees are sensitized to their constitutional obligations as responsible citizens. Here's an overview of our initiatives:

Admission Policies: In accordance with university and government norms, we offer admissions to students from diverse religious, cultural, linguistic, and socioeconomic backgrounds. Admissions are categorized under various reservation policies (OPEN, OBC, SC, ST) to uphold equity and inclusivity. More than 50% of our students come from socioeconomically backward classes, reflecting our commitment to social diversity.

Elimination of Discriminatory Practices: Discrimination based on social and economic backgrounds is strictly prohibited within our institution. We actively promote an environment where all individuals are respected and valued equally.

Cultural Harmony: Regular cultural programs are organized where students from different socio-economic backgrounds are given equal opportunities to participate. These initiatives aim to foster values of harmony, tolerance, and mutual respect among students.

Gender Equality: The institution maintains a zero-tolerance policy towards gender-based discrimination, ensuring a safe and supportive environment for all genders.

Citizenship Development Activities: To nurture responsible citizenship, students are actively engaged in

various activities through our NSS unit, NCC, and Saptdhara initiatives. These include cleanliness drives at historical monuments, local rivers, railway station and bus depot, as well as environmental awareness programs, plastic-free movements, village camps, and tree plantation drives. Such activities provide students with firsthand experiences and insights into issues affecting common citizens, fostering empathy and civic responsibility.

National Initiatives Participation: Students participate in national initiatives such as Gandhi Jayanti, National Youth Day, Her Ghar Triranga Abhiyan, Voters' awareness programs, Swachhata Abhiyan, International Yoga Day, and International Women's Day. Activities like pledges on Voters' Day and readings of the preamble of the Constitution on Independence Day and Republic Day reaffirm their dedication to upholding constitutional values and fulfilling civic duties.

NCC Involvement: NCC students represent the institution proudly in college Republic Day Parades, promoting discipline and a sense of national pride.

Students' Council and Democratic Principles: Our Students' Council is constituted through democratic selection processes, adhering to the norms set by Veer Narmad South Gujarat University. This approach instills in students a deep sense of democratic values, obedience to constitutional principles, and responsibilities as future leaders.

In conclusion, our institution strives to provide a nurturing and inclusive environment where diversity is celebrated and constitutional values are upheld. Through a range of educational, cultural, and civic engagement initiatives, we aim to equip our students with the knowledge, skills, and values necessary to become conscientious and contributing members of society.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

The Institute has recognized following two best practices for the overall development and growth of the student:

**Title of the Practice: 1**

**Screening Thalassemia and Sickle Cell Anemia Check-up Camp and General Health Screening**

**Objectives of the Practice:**

- To educate students about thalassemia and sickle cell anemia, prevalent genetic blood disorders in the region.
- To facilitate early detection and intervention through specialized health screenings.
- To raise awareness and empower students to make informed decisions about their health.
- To promote community engagement and address health disparities among socioeconomically disadvantaged populations.

**The Context:**

The National Service Scheme (NSS) unit of our college, in collaboration with the Red Cross Society, Surat, organized an annual activity focusing on Thalassemia and Sickle Cell Anemia awareness and health screening for newly enrolled students. This initiative aims to educate students about these genetic blood disorders prevalent in our region and provide them with necessary health screenings for early detection and intervention. Additionally, expert lectures were organized to deepen understanding and raise awareness among students.

**Collaborators:**

Surat Raktdan Kendra and Reseach Kendra (Red Cross Society), Surat: Provided expertise and support in organizing awareness campaigns and health screenings.

Green Apple Hospital, Bardoli: Collaborated for general health screening of newly enrolled students.

**The Practice:**

**1. Thalassemia and Sickle Cell Anemia Check-up Camp:**

- Every year, the NSS unit organizes a specialized check-up camp for newly enrolled students to screen for thalassemia and sickle cell anemia.
- This camp is conducted in collaboration with the Surat Raktdan Kendra and Reseach Kendra (Red Cross Society), Surat and ensuring access to expertise and resources for effective screening.
- Trained medical professionals conduct tests to identify students at risk of these genetic blood disorders.
- Students found positive are provided with counseling and guidance on further medical assistance and management.

**2. Awareness Program:**

- In conjunction with the check-up camp, the NSS unit arranges awareness programs through expert lectures.
- Medical professionals and specialists deliver informative sessions on thalassemia and sickle cell anemia, covering topics such as causes, symptoms, preventive measures and available treatments.
- Interactive discussions and distribution of educational materials further enhance understanding

and awareness among students.

## 3. General Health Screening:

- The NSS unit, in collaboration with Green Apple Hospital, Bardoli, conducts general health screenings for all newly enrolled students.
- These screenings encompass vital parameters including blood pressure, blood sugar levels, hemoglobin levels, and overall physical examination.
- Any health issues identified are communicated to students along with recommendations for further medical follow-up.

**Evidence of Success:**

- Increased awareness among students about thalassemia and sickle cell anemia.
- Timely detection of health issues leading to effective interventions.
- Empowerment of students to prioritize their health and well-being.
- Strengthened community engagement through collaborative efforts.

**Problem Encountered and Resources Required:**

- Challenges may include logistical coordination for large-scale screenings.
- Resources required: medical equipment, expert personnel, educational materials and venue facilities.

- **Title of the Practice: 2**

  **"HELP" (Hands of Emotion & Love for Poor People)**

  **1. Objectives of the Practice:**

  1. Alleviating Hunger and Improving Nutrition:

- Provide nutritional support to underprivileged individuals in local hospitals, orphanages and old age homes, physically disabled child school by supplying essential items such as fruits, biscuits and milk.
- Aim to alleviate hunger and enhance the overall nutritional well-being of the recipients.

  2. Community Engagement and Empathy:

- Foster a sense of community responsibility among college students by actively participating in philanthropic activities. Cultivate empathy and understanding towards the challenges faced by economically disadvantaged individuals in local institutions.

  3. Promoting Holistic Well-being:

- Contribute to the physical and emotional well-being of beneficiaries by offering a variety of essential food items that cater to diverse needs. Strive to enhance the overall quality of life for

individuals in hospitals, orphanages, and old age homes.

4. Encouraging Student-Led Social Impact:

- Empower college students to take a leadership role in addressing· societal issues and making a positive impact on the local community. Provide a platform for students to actively engage in meaningful· social service activities.

## 2. The Context:

"HELP" aims to foster a sense of community responsibility among college students while addressing the challenges faced by economically disadvantaged

individuals in local institutions. Under the guidance of faculty, students collect funds twice a month to purchase essential items like fruits, biscuits, and milk for distribution to hospitals, orphanages, old age homes, and schools for physically disabled children.

## 3. The Practice:

The activity "HELP"(Hands of Emotion & Love for poor people) started by college students under the guidance of faculties, in which students collected minimum Rs. 2 from each students from classes in twice a month and from that collection, they buy fruits, biscuit, milk etc. and distribute in local Hospital, Orphan House, Old age Home, Physically disabled child school. All activity conducted by the college students.

## 4. Evidence of success:

1. Regular and Consistent Contributions: All college students are encouraged to contribute minimum Rs. 2 twice in a month towards the "HELP" program. Contributions should be collected through designated channels to ensure consistency and ease of collection.

2. Student-Led Management: Establish a student-led committee responsible for organizing coordinating and overseeing all aspects of the "HELP" program. Ensure that the committee is diverse and representative of the student body to enhance inclusivity and participation.

3. Transparent Financial Transactions: Maintain a transparent record of all funds collected and expenses incurred. Provide regular financial reports to the student body, ensuring accountability and trust in the management of funds.

4. Collaboration with Local Institutions: Establish partnerships with local hospitals, orphanages, and old age homes for effective coordination of resource distribution. Maintain open communication channels to understand the specific needs of each institution and tailor support accordingly.

5. Volunteer Engagement and Training: Encourage active participation of student volunteers in the purchase and distribution of food items. Provide training sessions to ensure that volunteers approach their tasks with sensitivity and respect towards beneficiaries.

6. Regular Evaluation and Feedback:  Conduct periodic evaluations of the program's impact on the community and the satisfaction of beneficiaries.  Welcome feedback          from both students and recipients to continuously improve the effectiveness of the initiative

## 5. Problem Encountered and Resource Required:

Problem Encountered:

- Ensuring consistent and regular contributions from students.
- Maintaining transparency in financial transactions.
- Establishing effective partnerships with local institutions.
- Providing adequate training to student volunteers.
- Resources Required:
- Effective communication channels.
- Transparent record-keeping systems.
- Collaboration with local institutions.
- Training materials for volunteers.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Best practices as hosted on the Institutional website | [View Document](#) |

# 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Introduction:**

The Patidar Gin Science College, established in 1963, is a premier institution dedicated to providing higher education to the tribal and rural communities around Bardoli. Founded by the Bardoli Pradesh Kelavani Mandal (BPKM), the college has been a beacon of academic excellence and community development for over six decades. Situated in Bardoli Taluka, amidst lush greenery and agricultural settlements, the college boasts a sprawling 9.2-acre campus, primed for future growth and expansion.

**Holistic Development through NCC Naval Wing:**

Among its various initiatives, the college's emphasis on holistic development stands out, particularly through its National Cadet Corps (NCC) Naval Wing. This program, which began in the academic year

2019-20 after five years of persistent efforts, is affiliated with the 9 Gujarat Naval Unit Navsari. The Patidar Gin Science College is unique in its vicinity, being the only grant-in-aid institution within a 60 km radius to offer NCC Navy training, providing a significant advantage for students aspiring for careers in the Navy and maritime sectors.

**Importance of NCC Navy Training:**

Located in the South Gujarat Region with its extensive coastal area, the college's NCC Navy training program plays a pivotal role in opening wide employment opportunities in the Navy and maritime industries. The NCC's objective is to instil qualities such as good character, leadership, discipline, and a spirit of enterprise among the youth, encouraging them to serve the nation.

**Objectives and Activities of NCC:** The National Cadet Corps (NCC) aims to instil qualities such as good character, leadership, discipline, and a spirit of enterprise among the youth, encouraging them to serve the nation. The NCC Naval Wing at The Patidar Gin Science College engages students in a variety of activities, including:

1. **Rifle Shooting:** Training in precision and discipline.
2. **Boat Pulling and Sailing:** Enhancing physical fitness and teamwork.
3. **Semaphore Communication:** Teaching maritime communication techniques using flags.
4. **Ship Modelling:** Fostering creativity through the construction of model ships.

**Achievements of NCC Cadets:** The NCC cadets from The Patidar Gin Science College have achieved significant milestones, showcasing their skills and dedication at various national events:

- **EBSB Camp (2021):** Four cadets participated in the Ek Bharat Shrestha Bharat online camp, fostering national integration and unity.
- **Special Yachting Camp (Goa):** CDT Maharshi Joshi represented the Gujarat Directorate, excelling in advanced sailing and winning a boat race competition.
- **Yachting Regatta Camp (INS Chilkaa, Odisha):** CDT Maharshi Joshi participated in enterprise boat sailing races.
- **All India Trekking Expedition (2021):** PO CDT Sagar Baldaniya and another cadet participated, with PO CDT Sagar securing second place in a painting competition and LC Brijesh Goswami promoting Gujarati culture through the Dangi dance.
- **Inter Group Shooting Competition (2021):** CC Shubham Birari advanced from group level to state-level shooting competitions, receiving intensive training.
- **Tarani Sailing Expedition Camp (Karajan Dam, Rajpipla):** Eight cadets participated in various water sports and sailing activities.

**Comprehensive Training Programs:** The NCC Naval Wing at The Patidar Gin Science College offers extensive training programs, including:

- Swimming Training
- Foot Drill, Arms Drill, and Weapons Training
- Self-Defense and Adventure Training
- Cycle Expeditions and Trekking
- Participation in National Level Camps
- Water Activities like Boat Pulling, Sailing, and Kayaking

**Academic Excellence:** Cadets from the NCC Naval Wing have consistently excelled in NCC B and C certificate exams, with many securing top ranks and A grades.

NCC Extension Activity offer by the Institution:

- Awareness Program (Traffic Millets)
- Elocution Competition
- Blood Donation
- Punit Sagar Abhiyan
- Historical Monuments Cleanliness Drive
- Swatch Bharat Abhiyan
- Fit India Campaign
- Celebration of Independence Day
- Celebration of Republic Day
- Tiranga Yatra
- Activity under the Umbrella of "Aatma Nirbhar Bharat Awareness Campaign"
  - Online Drawing Competition on "Vocal For Local"
  - Online Debate on "Can India manufacturer fulfil the vision of NABA?"
- Online Training on Disaster Risk Management
- Integrity Pledge
- Culture Activity.

**Conclusion:** The NCC Naval Wing at The Patidar Gin Science College stands as a distinctive area of the institution's priority and thrust. By offering specialized training and a plethora of activities, the college not only enhances the employability of its students in the Navy and maritime sectors but also fosters a spirit of discipline, leadership, and national pride among them. This initiative significantly contributes to the holistic development of students, making the institution a beacon of educational excellence in the region.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

To comply with the Vision and Mission of the college, the tradition to conduct a series of programmes on various themes is continuing. The events conducted since May 2023 i.e. after the date of AQAR completion are as follows:

- Feedback on curriculum is collected from the stake holders. A report is prepared and is analyzed for further improvements
- Participated in NIRF and GSIRF.
- Implementation of Mathematics Bridge course for First year Biology students.
- Implementation of Certificate course in Chemistry, Mathematics, Bioscience & Botany department.
- Activities conducted under MoUs such as Faculty exchange program, advance Instrumental Explanation program for Chemistry, Biology and Physics, hands-on training for college students in the fields of Nutrition, Garden, improved Agriculture tools for small farms, Vermicompost and Renewable Energy.
- Skill based activities conducted under Hobby club, Innovation club, Finishing School & Eco club.
- Conducted workshop on Electrical techniques and Seminar on Language & Communication skill for students.
- Field Visit/work arranged for Chemistry, Bioscience & Botany students.
- Collect the feedback of various stakeholders and analyzed.
- Arranged Cleanliness drive at Local River (Punit Sagar Abhiyan), Local Hospital, Railway station, Bus Depot & at Historical Monuments. (30/09/2023, 14/08/2023)
- Arranged Career Counseling program & Competitive exam Guidance for students.
- Arranged Thalassemia and sickle cell anemia check-up Camp & General Health Screening program for newly entered student. (22/12/2023)
- Blood Donation Camp (14/02/2024)
- Gujarat Elocution Cultural Competition (24/01/2024)
- Celebration of National voters' day (25/01/2024)
- World Environment Day/Tree plantation program (05/06/2023)
- CPR training program from Rotary club Bardoli (15/10/2023)
- Celebration Of World Entrepreneurship Day by SSIP(21/08/2023)
- Power point presentation competition to celebrate Science Day(10/02/2024)

## Concluding Remarks :

The Patidar Gin Science College, established in 1963 under the management of Bardoli Pradesh Kelavani Mandal (BPKM), has evolved into a beacon of educational excellence and community enrichment over the past six decades. From its inception, the college has remained steadfast in its mission to provide higher education to the tribal and rural communities surrounding Bardoli, thereby empowering generations with knowledge and skills. The Institution has through Introspections based on the recommendation from the peer team of last cycle of NAAC, worked towards enhancement of the quality of teaching and learning activity.

The institution's commitment to academic excellence is reflected in its increasing enrolment numbers and the

rising trend of students pursuing higher education at renowned institutes in the region and abroad also. Academic performance consistently surpasses university standards, with an increasing number of students achieving top ranks in their programs. Training & Workshops have been conducted for the upgradation of teaching and non teaching  staff successfully.

Innovation has been a cornerstone of the college's growth, evidenced by the introduction of new Add-on/Value-based Certificate courses aimed at preparing students for global challenges.

The Institute regularly augments the infrastructural and academic facilities using the fund received from different funding agencies. Laboratories & Library are renovated and equipped with modern Instruments. Consequently, all the classrooms are ICT enabled and the laboratories are equipped with LCD Projector, digital microscope & visualizers etc. The Seminar  Hall is upgraded by  making it centrally AC, equipped with modern surround sound system. Sports facilities were upgraded and free coaching was provided to the students for different games.

Infrastructural development has kept pace with academic advancements, with state-of-the-art facilities such as ICT-enabled classrooms, modern laboratories with advanced equipment like digital microscope and a centrally air-conditioned seminar hall enhancing the learning environment.

Beyond academics, the college has fostered holistic development through initiatives like the National Cadet Corps (NCC) Naval Wing. The Institute is unique in its vicinity, being the only grant-in-aid institution within a 60 km radius to offer NCC Navy training, providing a significant advantage for students aspiring for careers in the Navy and maritime sectors.

 The establishment of an SSIP cell, Innovation Club and Hobby Lab further underscores its commitment to nurturing diverse skills among students.

The college's alumni have played a pivotal role in its progress, contributing significantly to its development and success.

Meanwhile, strategic partnerships with academic and industrial sectors through MOUs have enriched the learning experience and expanded career opportunities for students.

Looking ahead, the institute remains dedicated to instilling a scientific temper and strong values in its students, thereby moulding them into responsible global citizens capable of leading the nation towards global leadership. With its focus on holistic education and community engagement, The Patidar Gin Science College continues to prepare well-rounded individuals equipped to excel in their careers and contribute meaningfully to society.

In conclusion, Patidar Gin Science College stands as a testament to the transformative power of education and remains committed to its mission of academic excellence, innovation, and societal contribution as it embarks on the next phase of its journey.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :5<br>Remark : DVV has made changes as per the report shared by HEI. |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>1.3.2.1. **Number of students undertaking project work/field work / internships**<br>Answer before DVV Verification :  254<br>Answer after DVV Verification: 205<br><br>Remark : DVV has made changes as per the report shared by HEI. |
| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>Answer before DVV Verification: |

<br>

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 147 | 147 | 147 | 147 | 137 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 87 | 99 | 119 | 123 | 127 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 147 | 147 | 147 | 147 | 137 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 147 | 147 | 147 | 147 | 147 |

| | |
|---|---|
| | Remark : DVV has made changes as per the report shared by HEI. |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 11 | 11 | 11 | 11 |

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 3 | 1 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 4 | 1 | 4 |

Remark : DVV has made changes as per the report shared by HEI.

| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**<br><br>3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**<br>Answer before DVV Verification:<br><br>_table1_<br><br>Answer After DVV Verification :<br><br>_table2_<br><br>Remark : DVV has only considered the books and chapters published with ISBN numbers. |
|---|---|

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 1 | 0 | 1 | 2 |

Answer After DVV Verification :

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

Remark : DVV has only considered the books and chapters published with ISBN numbers.

| 3.4.3 | _Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years_. |
|---|---|

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 16 | 12 | 16 | 12 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 15 | 15 | 8 | 5 |

Remark : DVV has made changes as per the report shared by HEI.

| 4.1.2 | _Percentage of expenditure for infrastructure development and  augmentation excluding salary during the last five years_<br><br>4.1.2.1. **Expenditure for infrastructure development and  augmentation, excluding salary year wise during last five years (INR in lakhs)** |
|---|---|

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.27   | 0.55    | 1.74    | 1.92    | 0.66    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.62    | 0.55    | 1.74    | 1.92    | 0.66    |

Remark : DVV has made changes as per the report shared by HEI.

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**<br><br>5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution  year wise during last five years**<br>Answer before DVV Verification:<br><br>

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 756     | 775     | 105     | 712     | 814     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 633     | 699     | 105     | 712     | 733     |

Remark : DVV has made changes as per the report shared by HEI.

**5.2.1**

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

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**
Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124     | 153     | 121     | 195     | 157     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124     | 153     | 121     | 195     | 157     |

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

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

| 178 | 244 | 221 | 259 | 234 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 151 | 194 | 185 | 218 | 198 |

Remark : DVV has made changes as per the report shared by HEI.

| 5.2.2 | *Percentage of students qualifying in state/national/ international level examinations during the last five years*<br><br>5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**<br>Answer before DVV Verification:<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>10</td><td>6</td><td>1</td><td>0</td><td>2</td></tr></table><br>Answer After DVV Verification :<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5</td><td>8</td><td>3</td><td>1</td><td>2</td></tr></table><br>Remark : DVV has made changes as per the report shared by HEI. |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.3.1 | **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**<br><br>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*<br>Answer before DVV Verification:<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>1</td><td>0</td><td>1</td><td>1</td></tr></table><br>Answer After DVV Verification :<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1</td><td>1</td><td>0</td><td>0</td><td>3</td></tr></table><br>Remark : DVV has made changes as per the report shared by HEI. |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 51 | 21 | 10 | 33 | 26 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 10 | 7 | 6 | 7 | 9 |

Remark : DVV has considered the sports and cultural events conducted on relatively closer dates under one single event.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the teacher provided with the financial support of Rs. 2000 and more.

| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* |
|---|---|
| | 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 15 | 16 | 4 | 7 | 16 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 1 | 7 | 3 | 7 | 1 |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the teaching and non-teaching staff participated in FDPs/MDPs who have a duration of minimum 5 days.

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 17 | 18 | 19 | 20 | 19 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 16 | 17 | 18 | 19 | 18 |