

CRITERION-7 Institutional Values and Best Practices

Best Practice – 1

1. Title of Practice: CLUSTER QUALITY IMPROVEMENT PROGRAMME

2. Objectives of the Practice: To improve the quality of the teaching in our college by – and along with – improving the teaching/learning quality of the cluster of colleges in the area, because this activity has a cumulative effect, and we gain by giving

3. The Context: In the academic circles, there has been a longstanding concern that the quality of education has been going down for a variety of factors, and it is spread all over. After a lot of discussion in the academic fraternity, we thought of intervention in an ENTIRE CLUSTER of colleges in the vicinity rather than just one college. Consensus was that the one innovative way to improve the learning takeaway for our students was to expose them to a variety of teachers, beyond our own faculty. This would provide a much wider horizon than the one provided by just one college. Another reason was that the students would have a platform to interact with students of other colleges, so the students should be familiar with other approaches.

4. The Practice: We decided to work in a very systematic manner, conducting the programme first and learning each year, and deciding the scope for the next year. This entire journey of evolving this Best Practice has been continued since year 2015-'16.

Firstly, we decided restrict the scope to the Gujarati Major; the target students: those in the 2nd, 4th and 6th Semesters, from only one Major. Then we decided the format: a three-session, intensive capsule led by outside teachers. Our teachers pitched in and prepared special instructional material for this course.

From the first years' experience, we expanded the course to all the three Majors offered.

In the third year, we started inviting students from other colleges in the cluster also.

And in the fourth year, we expanded the number still further. We have now come to a stage where we have nearly reached full capacity.

The participation figures for the Programme are given in the Table-1 along with, in the ADDITIONAL INFORMATION.

5. Evidence of Success: Improvement in the College results – pass percentage and rankers, increase in college enrolment due to improved image of the college – when enrolments in all Arts Colleges are falling. Data for the same is presented in the table below.

Outcome of the practice: We were able to meet all the major objectives:

- Improvement in our own results: overall percentage (UG)[Table-2], better-than-university and university ranks (UG)[Table-3]
- Improvement in the caliber of our faculty
- Improvement in our admissions (UG)[Table-4]
- Improvement in the results of the colleges in our vicinity (UG)[Table-5]
- Improvement in our own results(PG): overall percentage and university ranks [Table-6]
- Improvement in the caliber of our faculty
- Improvement in our admissions(PG) [Table-7]: We have girls seeking admission in our College from nearly 170 villages in the neighbourhood of Nadiad.
- Improvement in students from other colleges seeking admission in our college(PG) [Table-7], due to their exposure to our Capsule Programmes as UG students, as also by intensive canvassing in their UG Colleges by our Faculty
- Improvement in the results of the colleges in our vicinity

These can be seen in the graphs and Table along with.

Students from all colleges overwhelmingly asked for more such Capsule Courses.

Thus, we are confident that, even with the meager resources with us, and without addition to faculty, we were able to make a significant contribution to competence-building and quality improvement in our neighborhood, and evolve a format for such interventions also. In the process, we also initiated a culture of networking, and gave it a starting formal shape.

These can be seen in the graphs and Tables along with ADDITIONAL INFORMATION section.

Students from all colleges overwhelmingly asked for more such Capsule Courses.

Thus, we are confident that, even with the meager resources, and without additional burden on faculty, we were able to make a significant contribution to competence-building and quality improvement in our neighbourhood, and evolve a format for such interventions also. In the process, we also initiated a culture of networking, and gave it a formal shape.

6. Problems encountered and Resources required: We encountered two major problems: firstly, faculty had to really condense the material for the entire course into a capsule. This, being done for the first time formally, required validation; and there are no standards for this. So we had to confront this challenge. Due to the excellent and continuously improving results, we have good evidence that we have surmounted it – but we consider this indirect evidence, and are looking to formalize this, with help from the academic network, which is the resource we have used partially and are looking for more of the same.

Another problem faced by us was that it was very difficult to motivate students from the village to participate in the programme.

7. Notes: we had noticed some other advantages as well:

- By preparing special instructional material, there was quality improvement in the teachers also – the teachers who, normally, work only with material prepared by others [like textbooks] learnt to prepare it themselves: competence building and quality improvement
- Students and staff took up all of the duties in each Course, like reception, registration, material production and distribution, refreshments, certifications, feedback collection etc. while faculty learnt faculty selection and contact, coordination, material preparation, classroom and resource management, other administrative matters etc.
- By doing such exemplary extension work, the College not only fulfilled its obligation to the society at large, but stood true to its motto also: SHRAMA, SEVA, SAHAKAARA.

Best Practice – 2

1. Title of the Practice: EMPOWERING THE UNDERPRIVILEGED THROUGH HIGHER EDUCATION

2. Objectives of the Practice: Discover the background conditions of the students, on the social, economic and educational dimensions with a view to providing a better learning environment for them, and to remove impediments in their path.

3. The Context: Our students come from the most disadvantaged and underprivileged strata of the society. To add to the difficulty, they come from nearly 170 villages surrounding Nadiad. Many of them get married during the undergraduate study, and are unable to study further due to family duties, and due to childbirth. Many have no one to care for the child in case they attend college. For them, facility is needed to take care of the child while they attend classes and write exams. Many have, in fact, given up the very idea of further study at the time of childbirth, and they need heavy doses of convincing, in spite of the college offering a crèche. Yet, it offers a concrete enabler.

4. The Practice: In the year 2015-16, this practice started with identifying the educational backgrounds of the students, with our faculty and staff doing a door-to-door survey of graduate girl students, along with the survey of the 12th standard-pass every year, in the summer vacation, sacrificing their own vacations. The data so collected is presented in the Table-8 along with.

We conduct another survey immediately after admission to the College. Data collected from this socio-economic Survey is presented in the Table-9 along with. Toward the end of semester-1, we conduct yet another survey about their family conditions. Data collected from this Survey is presented in the Table-10 along with. These three Surveys together helped us to zero in on the reason for many drop-outs after graduation: motherhood. The Survey also helped us identify the women who would need additional financial help to complete PG, as we were convinced they would benefit from PG.

This helps us design and give effect to all our efforts in every direction to bring about these outcomes.

Based on the Surveys threw up, we took two actions:

- Establishing a crèche for mother-students, so they can easily bring their child to college. This involved not only the equipment and furniture; we also trained a female peon to function as the Caretaker for the crèche. The expenditure on the crèche [over Rs.1.92 lakh] is described in the Table-11 along with.
- The Scholarship Programme: In spite of government claims about scholarships for all girls, getting it requires tremendous, untiring data-entry and follow-up effort with government, which we do and no other college does. Over the past five years, we could procure Rs.61,61,370. We also got money from Gujarat Houses and Other Constructions Labor Welfare Board.
- By tying up with donors through staff initiative, we were able to provide funds for the indigent students, and they could fulfill their ambition to enrich their lives. The amount spent on the initiative [over Rs.72,000] is described in the Table-12 along with.

5. Evidence of Success:

Due to this practice, we have been able to empower girl students who could not have studied otherwise, by providing them facility AND funding. Success can be evidenced by two criteria:

- Improvement in enrolment – overall, and especially for married women and mothers. Girls from villages not participating earlier have also started enrolling. Our retention has improved as well, due to this. Data for this has been reported in the Best Practice above, as mentioned in the table-4 &7 attached
- Improvement in results – both overall and as a proportion of the university rankers. Data for this has also been reported in the Best Practice above, as mentioned in the table-2,3 & 6 attached

This can be seen in the graphs and the tables alongside, giving the improvements on both dimensions, showing specifically the students with family responsibilities.

6. Problems Encountered and Resources Required: Lack of sanctioned staff is a very major problem we encounter continuously: In spite of sanction, government is not releasing permission for recruitment. We are being continuously strained for human resources. The magnitude of the problem can be seen in the Table-13 attached in the ADDITIONAL INFORMATION, in the link at the end of this answer, giving the debilitating shortage of staff. Table-14 gives the amount that the College has spent just to keep the ball rolling, by raising the money by pleading with generous donors.

7. Notes (Optional): This result should be seen in the light of the deeply underprivileged social background of our students.

They also come from far-off, interior villages and but for serious counseling by our entire staff by going to their homes, they would not have stepped inside a College, and thereby would surely have missed out on a most essential step in empowerment and a life of dignity.

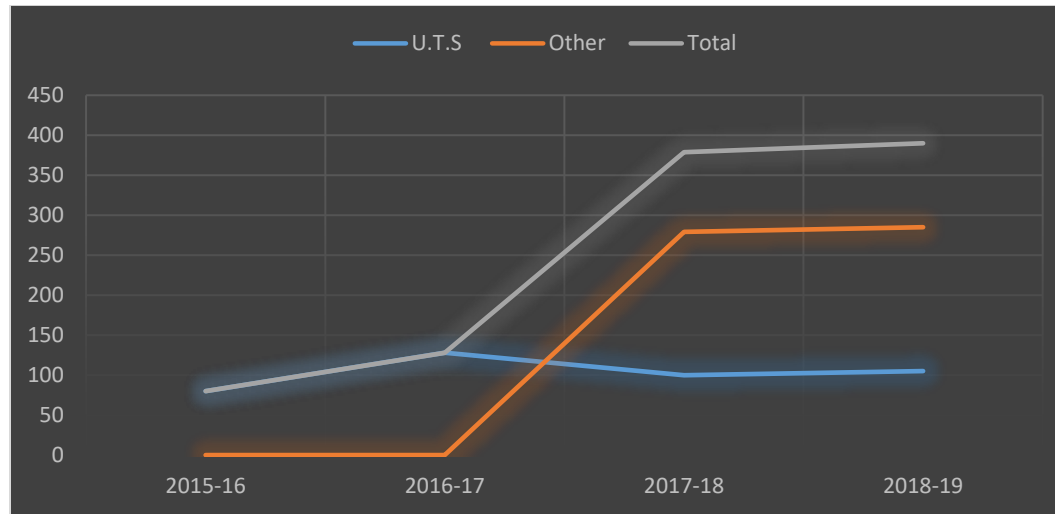
It is worth noting at this stage that due to such excellent work at our college, there has been a tremendous rush for admission. Due to this, we have had to take special permission TWICE in the last ten years to increase our intake from 100 to 170.

SUPPORTED DOCUMENTS

Best Practice – 1. Title of Practice: CLUSTER QUALITY IMPROVEMENT PROGRAMME

TABLE-1 Participation in the Capsule Programmes

		2015-16	2016-17	2017-18	2018-19
Student Participation	U.T.S.	80	128	100	105
	Others	-	-	279	285
	Total	80	128	379	390
Faculty	U.T.S.	6	6	11	11
	Others	-	-	7	10
	Total	6	6	18	21
	Speakers	6	6	16	30

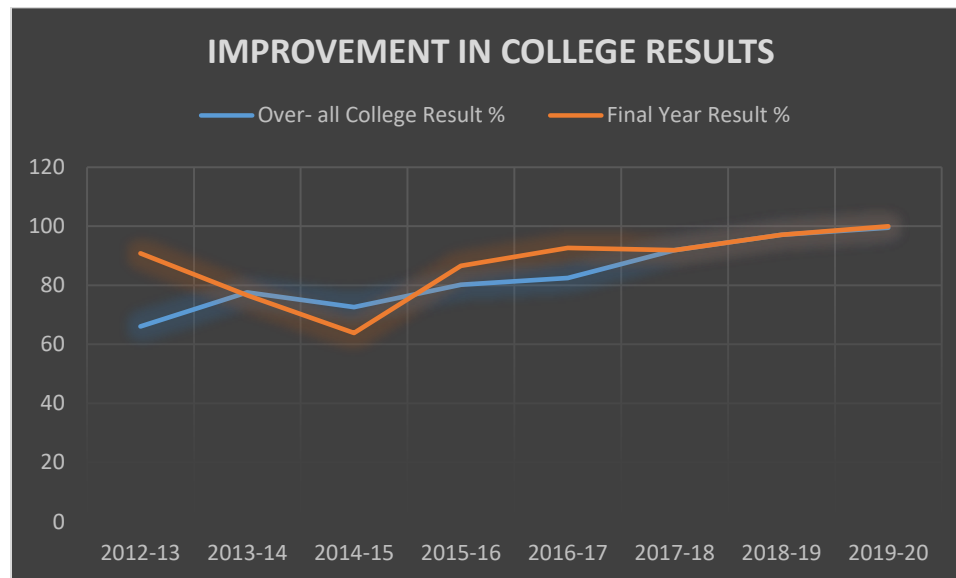


TOTAL STUDENT PARTICIPATION

TABLE-2

Improvements in the College Results [B.A.]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Over- all College Result %	66.09	77.61	72.61	80.18	82.49	91.93	97.11	99.53
Final Year Result %	90.85	76.6	63.87	86.61	92.7	91.96	97.18	100
Uni.Rankers		-	-	3	3	10	16	27



Improvements in the College Results

TABLE-4

Improvement in our admissions

Year	Intake
2015-16	156
2016-17	117
2017-18	156
2018-19	174
2019-20	160

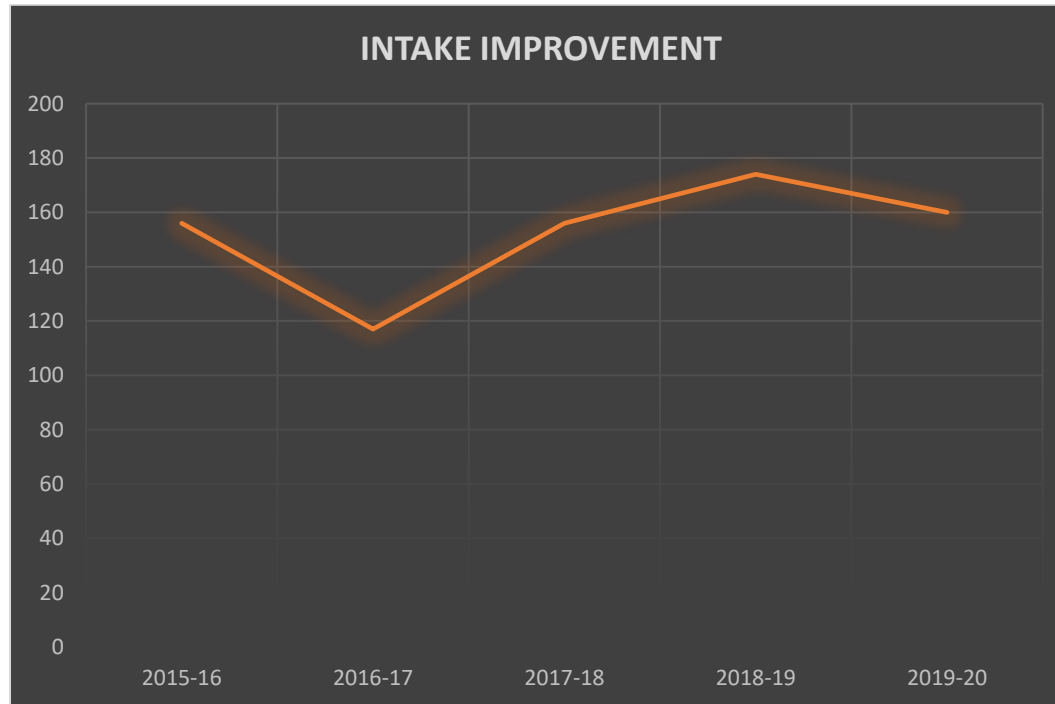


TABLE-5

Improvement in the Results of the Cluster

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Vaso College	74.02	66.04	58.02	63.05	96.97	77.89	87.3	83.82
CB Patel Arts' College	73.63	72.35	66.79	62.31	75.26	79.18	85.63	88.9
Mahudha College	88.86	68.44	45.82	60.28	74.07	86.16	91.03	96.78
Mahemdavad College	65.67	48.95	70.85	46.91	80.70	70.8	78.46	93.32
Our College	66.09	77.67	72.61	66.13	71.26	91.93	97.11	100

Cluster Colleges Results

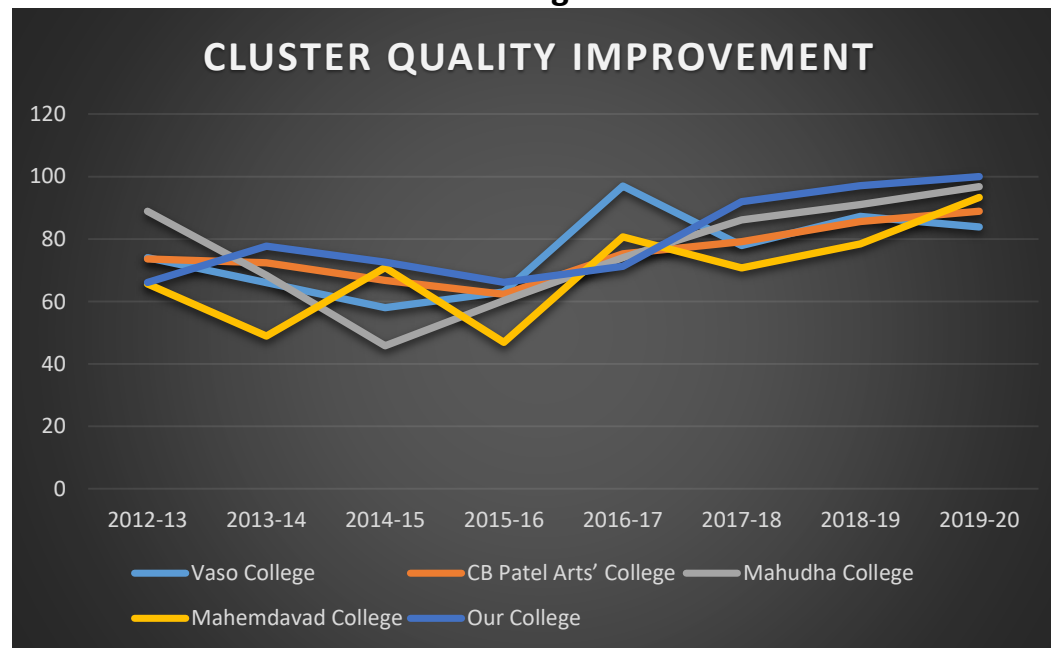
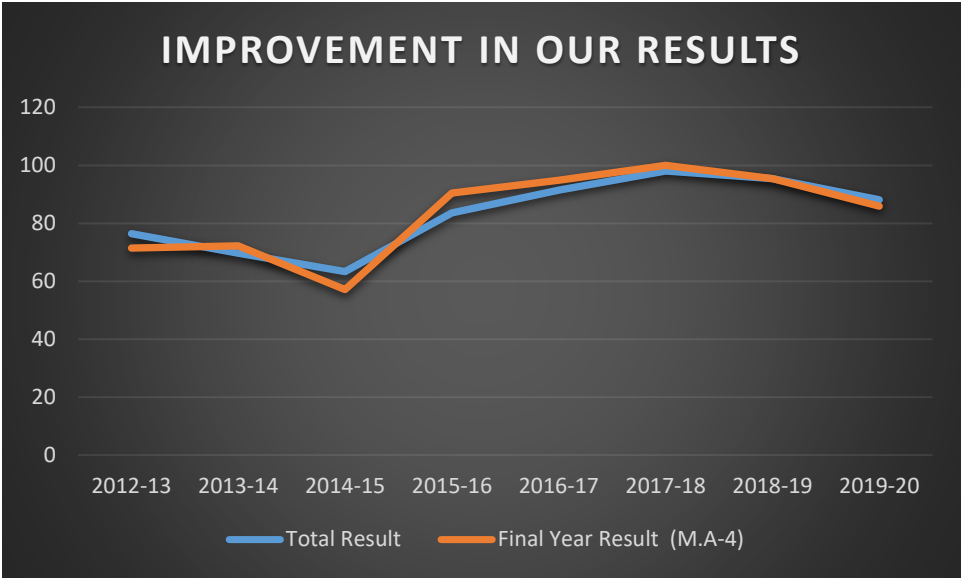
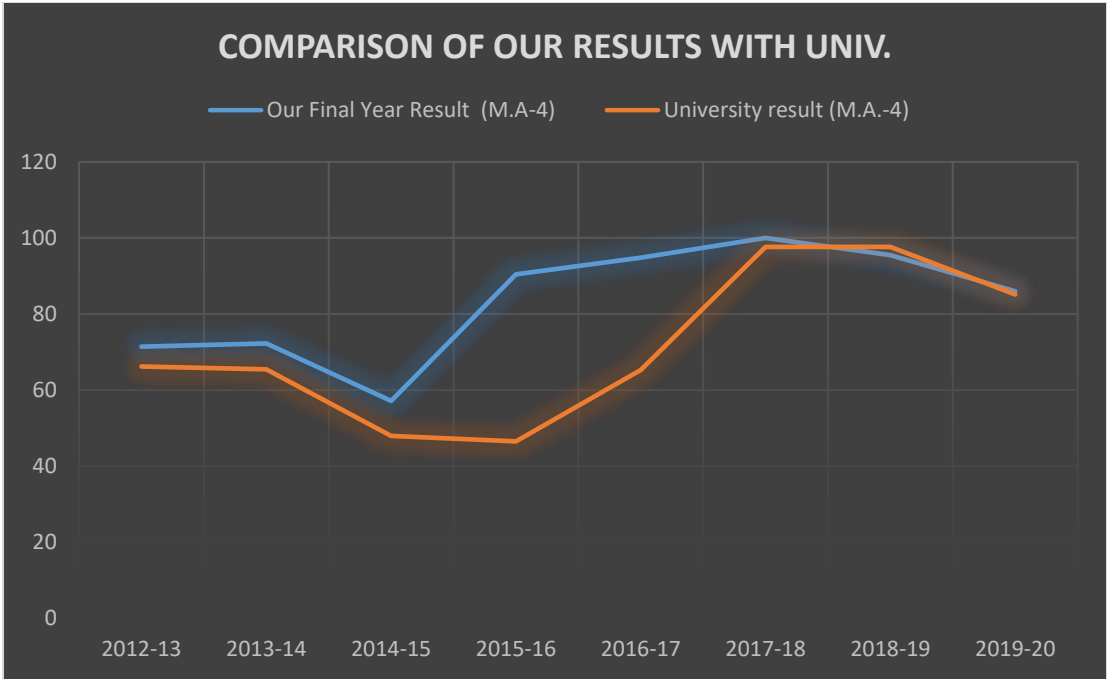


TABLE-06**Improvement in Our Results**

U.T.S Mahila Arts College								
P.G RESULTS								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
First Year Strength	139	185	184	159	82	72	114	116
Total Result	76.44	69.64	63.34	83.6	91.47	98.05	95.39	88.09
Final Year Result (M.A-4)	71.43	72.22	57.14	90.47	94.82	100	95.47	85.96
University result (M.A.-4)	66.18	65.40	47.91	46.49	65.25	97.64	97.64	85.09
Uni. Rankers	-	-	-	-	-	Top 50	Top 40	162 (all subjects)



Improvement in Our Results



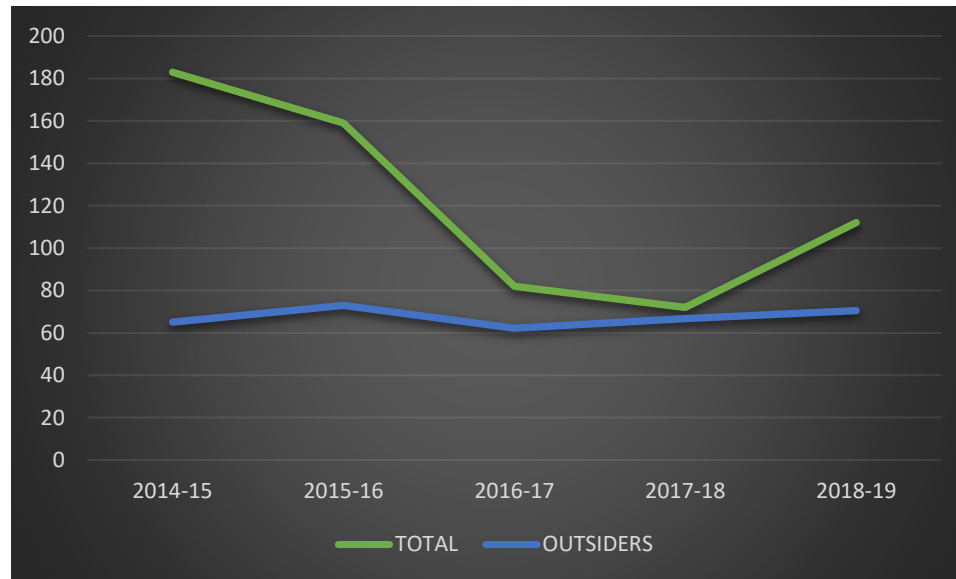
Comparison of Our Result with University

TABLE-07

Increase in our intake and other colleges' students in our PG Programmes

P.G. Sem-1				
From->	Mahila Arts College	Other College	Total* Mahila + Other	% of Other College
2014-15	64	119	183	65.03
2015-16	43	116	159	72.96
2016-17	31	51	82*	62.20
2017-18	24	48	72	66.67
2018-19	33	79	112	70.54

* The Programme became Self-financed from 2016-17, instead of grant-in-aid, hence the dip



Other colleges' students in our PG Programmes

Best Practice – 2 Title of the Practice: EMPOWERING THE UNDERPRIVILEGED THROUGH HIGHER EDUCATION

TABLE-8

FIRST SURVEY

Educational Survey of 12th Standard Pass Students in the Vicinity of Nadiad

Year	Forms sent out			Forms filled up			Admission Forms issued	Admi- ssions	Enrolled	Appeared for final Exam
	U	R	T	U	R	T				
9-10	424	84	508	296	0	296	260	211	164	147
10-11	249	659	908	213	435	648	275	212	180	159
11-12	263	850	1113	201	606	807	274	212	206	179
12-13	233	810	1043	111	639	750	245	186	156	134
13-14	233	728	961	198	633	831	195	151	141	112
14-15	225	636	861	165	564	729	155	136	117	109
15-16	149	690	839	128	625	753	182	156	133	130
16-17	134	643	777	109	652	761	138	117	101	95
17-18	66	459	525	109	652	761	185	154	145	136
18-19	151	608	759	147	570	717	201	174	159	153
19-20	217	786	1003	207	744	951	205	167	159	155
TOTAL	2344	6953	9297	1884	6117	8001	2315	1876	1661	1509

Note: U = Urban, R = Rural, T = Total

TABLE-9 SECOND SURVEY

SOCIO-ECO SURVEY REPORT SUMMARY UG & PG [Data collected at the time of admission]

NO	DETAILS	2015-16		2016-17		2017-18		2018-19		2019-20		Percentage		
		UG	PG	UG	PG	UG	PG	UG	PG	UG	PG			
1	Family Type	Individual	113	77	105	34	118	37	110	37	106	98	835	18.94
		Joint	236	237	216	171	234	90	245	133	302	125	1753	81.06
		Total	349	314	321	205	352	127	355	170	408	223	2824	100
3	Married type	Married	60	46	73	18	78	25	73	34	83	49	539	19.08
		Unmarried	289	268	248	187	274	102	282	136	325	174	2285	80.91
		Total	349	314	321	205	352	127	355	170	408	223	2824	100
4	Job status	Yes	20	41	12	25	30	21	36	24	16	30	255	9.02
		No	329	273	309	180	322	106	319	146	392	193	2569	90.97
		Total	349	314	321	205	352	127	355	170	408	223	2824	100
5	Up/Down	City	125	83	106	37	128	26	118	38	88	122	871	30.84
		Village	224	231	215	168	224	101	237	32	320	101	1853	69.16
		Total	349	314	321	205	352	127	355	170	408	223	2824	100
7	Type of Income	Rs 01 to 10.000	178	46	185	36	167	17	219	21	197	40	1106	39.16
		RS 10001 to 100000	171	230	136	144	183	88	136	140	211	157	1596	56.51
		Rs 100001 to 1000000	0	38	0	25	02	22	0	9	0	26	122	4.32
		Total	349	314	321	205	352	127	355	170	408	223	2824	100
8	Type of Occupation	Farmer & Farmer Labour	182	199	171	170	163	97	269	127	190	98	1666	58.99
		Service	102	72	76	24	127	23	65	33	159	77	758	26.84
		Business	15	36	18	4	11	03	12	7	12	41	159	5.63
		Other	39	0	38	0	40	0	0	0	36	0	153	5.41
		Unemployed & Retired	11	7	18	7	11	4	09	3	11	7	88	3.11
		Total	349	314	321	205	352	127	355	170	408	223	2824	100

TABLE-10 Third Survey [At the end of first term]

DETAILS	2015-16					2016-17					2017-18					2018-19					2019-20					Total
	UG			PG		UG			PG		UG			PG		UG			PG		UG			PG		
SEMESTER	1-2	3-4	5-6	1-2	3-4	1-2	3-4	5-6	1-2	3-4	1-2	3-4	5-6	1-2	3-4	1-2	3-4	5-6	1-2	3-4	1-2	3-4	5-6	1-2	3-4	
Married while pursuing Degree	-	05	13	-	-	02	10	04	04	09	08	10	30	15	-	-	-	22	02	01	-	05	19	-	-	159
Already Married	24	15	21	30	16	21	30	22	7	11	28	16	34	15	10	25	26	22	24	10	19	20	34	39	10	529
Employed Student	05	07	08	16	25	01	06	05	06	19	10	10	10	15	06	10	16	10	20	04	04	06	06	14	16	255
Orphanage's Student	01	01	01	-	-	02	04	01	-	-	02	02	02	-	-	-	-	-	-	-	01	01	01	-	-	19
Widow & Divorce	-	-	-	-	-	-	01	06	-	03	-	01	01	-	05	-	-	04	02	06	-	01	-	-	-	30
Other problems	04	-	-	-	-	02	04	05	01		02	04	03	-	05	01	01	01	04	04	-	-	-	-	-	41
Mother while Pursuing Degree	04	06	07	06	06	04	03	08	04	07	04	06	10	06	05	04	06	10	04	09	04	07	02	-	-	132
Total	38	34	50	52	47	32	58	51	22	49	54	49	90	51	31	40	49	69	56	34	28	40	62	53	26	1,165

TABLE-11**Expenditure on Crèche**

Year	March	April	May	June	July	August	September	October	November	December	January	February	Total
2015-16	2200	2200	2200	2200	2200	2200	3500	3500	3500	3500	3500	3500	34200
2016-17	3500	3500	3500	3500	3500	3500	3500	3500	3500	3500	3500	3500	42000
2017-18	3500	3500	3500	3800	3800	3800	3800	3800	3800	3800	3800	3800	44700
2018-19	3800	3800	3800	3800	3800	3800	3800	3800	3800	3800	3800	3800	45600
2019-20	2200	2200	2200	2200	2200	2200	2200	2200	2200	2200	2200	2200	26400
													1,92,900

TABLE-12**Expenditure on Scholarships**

Year	No. of students	No. of Donors	Total
2014-15	8	3	13100
2015-16	6	0	8715
2016-17	6	1	19170
2017-18	3	1	10800
2018-19	6	1	21100
2019-20	5	1	17800
			90,685

TABLE-13**Shortage of staff and expenditure in the College [posts sanctioned but recruitment permission not yet given by Government]**

Sr.#	Position	Posts Sanctioned		Posts filled		Vacant Positions [Shortage]	
		Nos. off	Periods	Nos. off	Periods	Nos. off	Periods
1	Sports Teacher	1		0		1	
2	Economics Teacher	3	33	1	14	1.5	19
3	Sociology Teacher	3	36	1	14	1.5	22
4	Gujarati Teacher	3	33	2	20	1	13
5	English Teacher	1		0		1	18
6	Sanskrit Teacher	0.5		0.5		0	
7	Psychology Teacher	1		0		1	
8	Librarian	1		0		1	
9	Head Clerk	1		0		1	
10	Sr. Clerk	1		1		0	
11	Jr. Clerk	2		0		2	
12	Peon	4		0		4	
13	Cleaner	1		0		1	
14	Day Watchman	1		1		0	
15	Night Watchman	1		0		1	
	TOTAL	24.5		6.5		17	

TABLE-14**Expenditure incurred by the College on the mitigating the shortage of staff**

Year	U.G. Posts		P.G. Posts		TOTAL	
	No. of Faculty	Expenditure	No. of Faculty	Expenditure	No. of Faculty	Expenditure
2008-'09	4	67600	0	0	4	67600
2009-'10	4	102950	0	0	4	102950
2010-'11	4	111700	16	108210	20	219910
2011-'12	5	139900	20	346830	25	486730
2012-'13	6	174180	19	549850	25	724030
2013-'14	5	219900	20	635350	25	855250
2014-'15	6	177850	23	701650	29	879500
2015-'16	10	296812	11	239900	21	536712
2016-'17	10	366468	12	537525	22	903993
2017-'18	13	375340	8	495125	21	870465
2018-'19	21	660077	12	498050	33	1158127
2019-'20	16	712040	12	585625	28	1297665
TOTAL	101	3404817	153	4698115	254	8102932