



Yearly Status Report - 2019-2020

Part A

Data of the Institution

| | | |
|---|--|---------------------------------------|
| 1. Name of the Institution | | UNI TRUST SURAJBA MAHILA ARTS COLLEGE |
| Name of the head of the Institution | | Dr.Hasit H.Mehta |
| Designation | | Principal |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 02682566555 |
| Mobile no. | | 9825780889 |
| Registered Email | | utsmahilaarts@yahoo.in |
| Alternate Email | | utsmahilaarts@gmail.com |
| Address | | Sardar Baug, Mill Road |
| City/Town | | Nadiad |
| State/UT | | Gujarat |
| Pincode | | 387001 |
| 2. Institutional Status | | |

| | |
|--|--------------------------------|
| Affiliated / Constituent | Affiliated |
| Type of Institution | Women |
| Location | Semi-urban |
| Financial Status | Self financed and grant-in-aid |
| Name of the IQAC co-ordinator/Director | Dr. Neeraj K. Yagnik |
| Phone no/Alternate Phone no. | 02682566555 |
| Mobile no. | 9824040678 |
| Registered Email | utsmahilaarts@yahoo.in |
| Alternate Email | utsmahilaarts@gmail.com |

3. Website Address

| | |
|--|---|
| Web-link of the AQAR: (Previous Academic Year) | http://www.mahilaarts.org/aqar.html |
| 4. Whether Academic Calendar prepared during the year | Yes |
| if yes,whether it is uploaded in the institutional website: Weblink : | http://www.mahilaarts.org/calender.html |

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity | |
|-------|-------|------|-----------------------|-------------|-------------|
| | | | | Period From | Period To |
| 1 | B | 2.11 | 2008 | 16-Sep-2008 | 16-Sep-2015 |
| 2 | B | 2.92 | 2013 | 10-Dec-2013 | 10-Dec-2020 |

| | |
|---|-------------|
| 6. Date of Establishment of IQAC | 31-Mar-2009 |
|---|-------------|

7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|--|-------------------|---------------------------------------|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| Shiv Shakti bio technology Ahmedabad(2) Rilable 1st pr .ltd Ahmedabad Center For | 17-Jun-2019 01 | 20 |

| | | |
|---|--------------------|-----|
| Excellence in Organization Pvt. Ltd. (3) universal empower (4) KEC International comp Vadodara | | |
| Value added courses for self earning | 17-Jun-2019 365 | 359 |
| incubation corner | 18-Aug-2019 365 | 40 |
| Life skill, Employability skill, English Functional skill Training | 01-Feb-2019 30 | 40 |
| No Files Uploaded !!! | | |

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|--------|----------------|-----------------------------|--------|
| Gujarati - Dr. Hasit H. Mehta | MRP | UGC | 2014 910 | 481600 |
| View File | | | | |

| | |
|--|---------------------------|
| 9. Whether composition of IQAC as per latest NAAC guidelines: | Yes |
| Upload latest notification of formation of IQAC | View File |
| 10. Number of IQAC meetings held during the year : | 2 |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | Yes |
| Upload the minutes of meeting and action taken report | View File |
| 11. Whether IQAC received funding from any of the funding agency to support its activities during the year? | Yes |
| If yes, mention the amount | 129200 |
| Year | 2019 |

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Drop Out rate reduced and more villages are added into educational survey. Each Department has prepared a list of Slow, Medium and Fast Learner students, to

strengthen teaching learning process of students Arranged GK competition under IQAC Placement Cell. 30 students were participated in it. 20 students were participated in job fair of our college and 7 got placement in below companies. : Shiv Shakti bio technology Ahmedabad (2) Rilable 1st pr .ltd Ahmedabad Center For Excellence in Organization Pvt. Ltd. (3) universal empower (4) KEC International comp Vadodara All over the year 359 students were participate d in many Value added, certificates and diploma courses like mehadi, rangoli, beauty parlour, sewing, drawing, yoga, temple management, jyotish sastra etc...

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|--------------------------------|---|
| green campus | got green honour by Nadiad Municipality |
| arrange job fair | 20 students were participated in job fair of our college and 7 got placement in below companies. : Shiv Shakti bio technology Ahmedabad (2) Rilable 1st pr .ltd Ahmedabad Center For Excellence in Organization Pvt. Ltd. (3) universal empower (4) KEC International comp Vadodara |
| value added courses | All over the year 359 students were participate d in many Value added, certificates and diploma courses like mehadi, rangoli, beauty parlour, sewing, drawing, yoga, temple management, jyotish sastra etc... |
| Arrange G.K. test for students | Thirty students participated in G.K. test |
| COLLEGE ON WHEELS - COW | We have also taken up another Project, called COLLEGE ON WHEELS [or COW, for short]. While on counselling visits to villages to motivate girls to go for higher education, our staff found that there are a huge number of girls out there who want to study further, but have some physical or social or economic constraints which prevent their attending a college physically. So, our teachers have proposed this scheme, in which the college will go to the villages, and provided the girls with a heart-to-heart, home-to-home higher education. Such a project demonstrates our dedication to our vision and mission - we put in the effort, we take cooperation from all stakeholders - to serve a specific group in the community, to provide transformative results. |

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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body

Meeting Date

Management

10-Dec-2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

04-Feb-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

Yes. The College has operationalized a fully functional MIS. The Objectives of the MIS are To provide full functionality for the academic process To provide full functionality for student progression To provide useful relevant and optimal human other resources deployment for achievement of the objectives of the College To enable compliance with authorities without errors of commission and omission. This is achieved by a computerised system properly manned by capable staff with the help of specially designed software. The Modules currently installed are Admissions Survey for potential students Admission process including Student Identity Module Academic Calendar Module giving The syllabus for each class year subject Time slot allotment Teacher assignment Classroom allotment Proxy teacher allotment Test Module with Test schedule Paper setting module Classroom assignment Supervisor duty assignment Admit Card Module Marks Entry Module Result declaration Publication and Promotion Policy Module University Compliance Data for Exams Module Students Account Module Fees Deposits Library fees Other fees charges and

Fines College Accounts System Library Management System HR Accounts and Records System Administration Module IQAC Module Dead Stock Assets Control Register Module Student Grievance Redressal Module Staff Grievance Redressal Module Administrative Committees Record Module Miscellaneous Administration Module University Compliance Data Module Government Compliance Data Module UGC Compliance Data Module Data Usage Module for the intranet.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Being an affiliated college, our curriculum is fixed by our University, only its effective delivery is in our hands. The effectiveness is ensured by establishing an explicit, detailed, documented, well-communicated process. It is graphically represented in the annexure. As per this process, firstly the curriculum is distributed at the commencement of the academic year. Then the faculty members submit the detailed teaching scheme. Then the Academic Calendar is finalized in deliberation with all the faculty members. The Teaching Scheme, Session Plan and continuous evaluation stages are aligned with the Calendar, and made into one document. We finally generate the Time Table looking at the physical resources of the College - College-wise, Department-wise, Faculty-wise and Classroom-wise. This is shared with all students, so they can come to the class prepared for the topic. This, combined with the capability of the teacher and her/his own preparation, makes sure the learning takes place effectively. All the teaching materials such as textbooks, reference books, web resources, videos etc. are made available to the teacher and the library for reference, prior to commencement of the semester. Heads of Departments track the progress of the syllabus. This is reinforced by a Curriculum Monitoring Committee, which checks the progress of teaching with the students, and whether it is in line with the Academic Calendar. Report of this Committee is shared in the Faculty Meeting for any remedial measures, and is communicated to the IQAC. Teachers maintain individual Diaries, which is a record of the progress in the classroom, and any noteworthy events in the class. The latter serves as valuable feedback [instantaneous as well as in review] for progress of the curriculum, and for identification of advanced learners and slow learners [and their progress beyond this classification]. Curriculum delivery is made further effective by the following additional activities: Seminars Workshops Special lectures Assignments Educational tours Field trips Industrial visits Feedback: systematic and structured Analysis of evaluation, both continuous and external Relevant Points of interest from each such activity are shared with each class and the connection with topics at hand is made clear. To ensure the completeness of the teaching, the college holds a programme called CAPSULE COURSE at the end of each semester for each subject, where all students' doubts are clarified.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of | Duration | Focus on employ | Skill |
|-------------|-----------------|----------|----------|-----------------|-------|
|-------------|-----------------|----------|----------|-----------------|-------|

| | | Introduction | | ability/entrepreneurship | Development |
|----------------|-------------------|--------------|-----|--------------------------|-------------|
| Child Care | Nil | 17/06/2019 | 90 | 48 | 60 |
| Rangoli | Nil | 17/06/2019 | 90 | 28 | 33 |
| Mehadi | Nil | 17/06/2019 | 90 | 56 | 70 |
| Beauty parlour | Nil | 17/06/2019 | 365 | 40 | 50 |
| Fashion design | Nil | 17/06/2019 | 180 | 25 | 35 |
| Stitching | Nil | 17/06/2019 | 180 | 56 | 71 |
| Drawing | Nil | 17/06/2019 | 90 | 26 | 33 |
| Nil | Yoga | 17/06/2019 | 365 | 02 | 03 |
| Nil | JyotishShastra | 17/06/2019 | 365 | 01 | 01 |
| Nil | Temple management | 17/06/2019 | 365 | 02 | 03 |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| BA | Gujarati | 17/06/2019 |
| BA | Economics | 17/06/2019 |
| BA | Sociology | 17/06/2019 |
| MA | Gujarati | 17/07/2019 |
| MA | Economics | 17/07/2019 |
| MA | Sociology | 17/07/2019 |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BA | Gujarati | 17/06/2019 |
| BA | Economics | 17/06/2019 |
| BA | Sociology | 17/06/2019 |
| MA | Gujarati | 17/07/2019 |
| MA | Economics | 17/07/2019 |
| MA | Sociology | 17/07/2019 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 352 | 7 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------|----------------------|-----------------------------|
| Mehadi | 17/06/2019 | 70 |
| Beauty parlour | 17/06/2019 | 50 |
| Fashion design | 17/06/2019 | 35 |
| Stitching | 17/06/2019 | 71 |
| Drawing | 17/06/2019 | 33 |
| Yoga | 17/06/2019 | 3 |
| JyotishShastra | 17/06/2019 | 1 |
| Temple management | 17/06/2019 | 3 |
| child care | 17/06/2019 | 60 |
| Rangoli | 17/06/2019 | 33 |
| No file uploaded. | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|--------------------------|---|
| BA (Journalism) | Media House | 9 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained |
|--|
| <p>It had been decided by IQAC to collect structured feedback from all the stakeholders of the College systematically. This is then analysed by an expert, and his report is presented to the College. The summary of this feedback collection is summarized below. 2019-`20 Excerpts from the analysis: Students: Students expressed their great satisfaction with the value-adding and professional add-on courses which they expected would help them in their career after graduation. Action taken on the Feedback on the basis of the Analysis is duly reported in the IQAC Meeting of the respective period, and forms a part of the Minutes and documentation of the Meeting. The IQAC Council is the relevant "Governing Body" for this purpose</p> |

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BA | gujarati, | 165 | 160 | 160 |

| | | | | |
|-------------------|--------------------------------------|-----|-----|-----|
| | Economics, Sociology | | | |
| MA | gujarati, Economics, Sociology | 195 | 118 | 118 |
| No file uploaded. | | | | |

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 160 | 118 | 12 | 9 | 9 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 12 | 12 | 7 | 10 | 10 | 7 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Under IQAC guidance, we have devised our teaching methods, and these our teaching methods can be classified broadly as: PARTICIPATIVE ACTIVITIES: Quiz competitions: Every department organises these in the respective subjects, to kindle interest in the students - crucial for students coming from backgrounds where there is no value attached to higher levels of learning. Question bank: Question Cards are developed by each Department to make up a Question Bank, with a Question on one side and Answer on the other side, to be used in the classroom to test the students also in Quizzes forming one pillar of Continuous Internal Evaluation. It is extremely helpful for checking the foundational knowledge of every subject. Tribal Project: involving Sociology students, devised by the Department, to understand the lifestyle of the Adivasis of a particular area - the locality, residents' demography, their food habits, social system, cultural activities, local economy, educational levels, political organization, arts and crafts, social and life values etc. developing a social profile of the residents of the area. Study of Navaprabhat De-addiction Center at Nadiad: Twelve patients with addiction of liquor and tobacco were profiled for their psychological and social backgrounds. Visit to an Old Age Home by students at a nearby town, studying the social background of the inmates as well as their activities, with a prepared and structured questionnaire. EXPERIENTIAL LEARNING ACTIVITIES: Engagement: Faculty involves students in preparing question banks, flash cards, quizzes etc. and encourages them to take part in quizzes which enhances and concretizes their learning. Educational tours: Students are given detailed information about the tour, and the background of the places they are going to visit. A small write-up is also prepared and distributed to the students beforehand. After each tour, there is a special session on what the students saw, going beyond what they were told initially. A report of the tour is put up on the Notice Board for everyone to read and learn. These are attached to this Report. This is real experiential learning. PROBLEM SOLVING ACTIVITIES: Capsule Course: targeted at students, with students in greater responsibility. We invited students from nearby colleges, around 200. Their doubts and difficulties were addressed by expert lecturers, and the feedback we obtained shows the success of the programme. A major benefit was that the students learnt how to identify their learning gaps, and formulate a question from their doubts. It also paved the way for student exchange and faculty exchange programmes. Teachers' Day: As everywhere, the Day is celebrated by the students playing the role of the teachers. They learn to identify and formulate "problems" and how to solve them as well! We involve the students in preparing

the Question Bank as well. This helps their ability to formulate questions. Wall Charts Preparation: by students for various topics, such as on well-known litterateurs requiring a great deal of literature survey, material collection, content validation and presentation abilities.

| | | |
|--|-----------------------------|-----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| 631 | 12 | 1:53 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| | | | | |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
| 15 | 12 | 3 | 1 | 7 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| | | | |
|---|---|-------------|--|
| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
| No Data Entered/Not Applicable !!! | | | |
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| | | | | |
|-------------------|----------------|----------------|--|---|
| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
| BA | U.G. | 19-20 | 14/09/2020 | 14/09/2020 |
| MA | P.G. | 19-20 | 21/08/2020 | 21/08/2020 |
| No file uploaded. | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient. Ours is an affiliated College, so the mechanism to deal with grievances related to examinations is limited to internal examinations. As discussed earlier, our approach is to identify and analyse the sources of grievances before these actually materialize. How we do this is already discussed earlier and elsewhere, so the same is not repeated here. Our college has a regular Examination Committee, handling all types of grievances related to examinations. We also have well-documented system and process for dealing with grievances related to internal examinations, as attached to this Response. Personal hearing is also given to the complainant if necessary. Any corrective action is then outlined, and implemented by the appropriate authority - be it the teacher, the head of department or the Principal. The corrective action can be as much as a re-assessment of individuals or the whole class. All such grievances and actions thereon are reported to the Internal Quality Assessment Committee [the IQAC] and form a part of the IQAC Report. The Committee meets twice a year, as mandated, and the frequency matches the examination system too. In this manner, we ensure that our mechanism to deal with internal examination related grievances is transparent, time-bound and efficient. It is a matter of satisfaction that no such grievance has reached

such proportions in the last five years under scrutiny. The reason is our planning before the commencement of the teaching work, and the transparency we maintain in our academic process.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Designed and monitored by the IQAC, the process is supervised by the Examination Committee. The very design of our internal assessment mechanism ensures transparency and robustness. The mechanism starts with a proper analysis of the curriculum as prescribed by the S.P. University, our affiliating university. From this, we make our Academic Calendar, which is not just a time table for classes but a schedule of which teacher will teach which topic in a given class all throughout the year. And this Calendar is handed over to the students at the commencement of the year. This automatically ensures that the basis for evaluation is fair and transparent: students know from Day One what they have to study, which is the same thing as "what they have to be examined for". Robustness and transparency start here, from the very beginning. This is the basis for the value we attach to teaching, and the value that students imbibe at our college.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.mahilaarts.org/PROGRAM.html>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------------|---|---|-----------------|
| U.G. | BA | Gujarati, Economics, Sociology | 90 | 90 | 100 |
| P.G. | MA | Gujarati, Economics, Sociology | 101 | 90 | 89 |

No file uploaded.

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://www.mahilaarts.org/feedback.html>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|------------------------------------|----------|----------------------------|------------------------|---------------------------------|
| No Data Entered/Not Applicable !!! | | | | |

No file uploaded.

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|-------------------|------------|
| Research Methododology- Interview method (Dr. Bhagatsinh T. dodiya) | Sociology | 11/01/2020 |
| Research Methododology- Observation (Dr. Hemilton M. Mahida) | Economics | 11/01/2020 |
| Research Methodology- Hypothesis(Dr. Hemilton M. Mahida) | Economics | 07/09/2019 |
| Research Methodology- Steps of Research(Dr.Bhgatsinh T. dodiya) | Sociology | 07/09/2019 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 18/02/2020 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 04/02/2020 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 17/01/2020 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 01/01/2020 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 18/09/2019 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 04/09/2019 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 15/08/2019 |
| Topic-Gujarati Thisoras (Dr. Hasit Mehta) | Gujarati | 29/07/2019 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|---|---------------------|---------------|-------------|
| Green Honour | Uni. Trust Surajba. Mahila Arts College Nadiad Arts | Nadiad Municipality | 30/12/2019 | Institution |
| No file uploaded. | | | | |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|-------------------|-----------------------------------|----------------------|--------------------|----------------------|
| incubation corner | incubation corner | SardarVall bhbhai Samajseva Trust | - | - | 18/08/2019 |
| No file uploaded. | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0 | 0 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| Economics | 1 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|-------------------|------------|-----------------------|--------------------------------|
| International | economics | 1 | 5.75 |
| National | gujarati | 1 | 6.83 |
| International | Psychology | 2 | 5.75 |
| No file uploaded. | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|-------------------|-----------------------|
| Economics | 4 |
| Psychology | 1 |
| No file uploaded. | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|------------------------------------|----------------|------------------|---------------------|----------------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| No file uploaded. | | | | | | |

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|------------------------------------|----------------|------------------|---------------------|---------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| No file uploaded. | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Presented papers | Nill | 10 | 5 | Nill |
| Attended/Seminars/Workshops | Nill | 15 | 5 | Nill |
| View File | | | | |

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|---|--|--|
| NCC Parade | NCC Fouth Girls Battalian V.V. Nagar | 1 | 18 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|-------------------|-----------------|---------------------------------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agen cy/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|--|--|-----------------------------------|---|---|
| Celebration of "Viklang Sahayak Saptah | Blind Association | Social Responsibility | 1 | 157 |
| Swachha Bharat | Uni. trust Surjba Mahila Arts College | Swachhta award | 1 | 17 |
| Swachha Bharat | Uni. trust Surjba Mahila Arts College | clean the campus | 1 | 17 |
| Swachha BharatSwachha Bharat | Uni. trust Surjba Mahila Arts College | Swachhta Abhiyan Rally | 1 | 17 |
| Swachha Bharat | Uni. trust Surjba Mahila Arts College | Swachhta Program in college | 1 | 17 |
| No file uploaded. | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---------------------------|-------------|-----------------------------|----------|
| Expert lecture | 110 | 0 | 01 |
| Expert lecture | 84 | 0 | 01 |
| Expert lecture | 50 | 0 | 01 |
| Expert lecture | 84 | 0 | 01 |
| View File | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|----------------------|---|---------------|-------------|-------------|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|--------------------|--------------------|---|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 2384858 | 2852770 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|--|-------------------------|
| Classrooms with Wi-Fi OR LAN | Existing |
| Number of important equipments purchased (Greater than 1-0 lakh) during the current year | Newly Added |
| Value of the equipment purchased during the year (rs. in lakhs) | Newly Added |
| Seminar halls with ICT facilities | Existing |
| Seminar halls with ICT facilities | Existing |
| Classrooms with LCD facilities | Existing |
| Laboratories | Existing |
| Class rooms | Existing |
| Campus Area | Existing |
| No file uploaded. | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---------------------------|--|---------|--------------------|
| SOUL | Fully | 2.0 | 2014 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|----------------------|------------|--------|-------------|-------|--------|--------|
| | Text Books | 20905 | 48823357 | 1459 | 219298 | 22364 |
| Reference Books | 9860 | 231589 | 34 | 57105 | 9894 | 288694 |
| No file uploaded. | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|------------------------------------|--------------------|---------------------------------------|-----------------------------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 50 | 1 | 1 | 1 | 1 | 5 | 6 | 0 | 0 |
| Added | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 0 |
| Total | 80 | 1 | 1 | 1 | 1 | 5 | 6 | 40 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---------------|
| 40 MBPS/ GBPS |
|---------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| Educational Media And Resources Centre, UTS Mahila Arts College, Nadiad | http://www.mahilaarts.org/e-content.html |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 2384858 | 45175 | 2384858 | 7512602 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

| |
|---|
| The IQAC has designed the processes of the utilization of the facilities, and |
|---|

their continued availability [including maintenance]. As per this, the College has established a Resources and Maintenance Committee, which supervises the continued availability of various resources and assets at the disposal of the College. The core task of the College being the effective teaching/learning process, this is supervised by the IQAC itself but the details of the utilization of the assets and resources such as classrooms, library, computers, other ICT asset etc. are looked after by the committee of the Heads of the Departments working in close coordination with the Principal to ensure effective, conflict-free utilization. Sports facilities are looked after by the Sports Council. There is a Library Committee to keep the Library useful and relevant for learning and research, as also to monitor its utilization and take corrective action. The ICT Committee keeps a check on the working of the ICT backbone of the college, and ensures that all the devices are working. It looks after the maintenance of these also. Another important responsibility of the Committee is to continuously scan the environment for emerging technologies and deploying these in the College as relevant. All students and staff are made aware of this procedure and to inform the relevant persons in charge in case of any issue.

<http://www.mahilaarts.org/sop.html>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|---|--------------------|------------------|
| Financial Support from institution | SC,ST,OBC Scholarship, Sramjivi Sahay Yojana, Alumni Fund | 308 | 1074500 |
| Financial Support from Other Sources | | | |
| a) National | poor girls help | 21 | 47000 |
| b) International | Nil | Nil | Nil |
| No file uploaded. | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|--|------------------------|-----------------------------|---|
| Health Card | 08/01/2020 | 255 | Samjulkshmi Hospital, Nadiad |
| Life skill, Employability skill, English Functional skill Training | 01/02/2019 | 40 | K.C.G (Knowledge Consortium of Gujarat) |
| No file uploaded. | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive | Number of benefited students by career | Number of students who have passed in the comp. exam | Number of students placed |
|------|--------------------|--|--|--|---------------------------|
| | | | | | |

| | | | | | |
|-------------------|-------------------|-------------|-----------------------|-----|-----|
| | | examination | counseling activities | | |
| 2019 | Essay Competition | 30 | Nil | Nil | Nil |
| 2019 | G.K.test | 30 | Nil | Nil | Nil |
| No file uploaded. | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| | | |
|---------------------------|--------------------------------|---|
| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
| 35 | 35 | 10 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| Shiv Shakti bio technology Ahmedabad(2) Rilable 1st pr .ltd Ahmedabad Center For Excellence in Organization Pvt. Ltd. (3) universal empower (4) KEC International comp Vadodara | 20 | 7 | Nil | Nil | Nil |
| No file uploaded. | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|------|--|--------------------------|---------------------------|---|-------------------------------|
| 2020 | 68 | B.A. | M.A. | 1. U.T.S. Mahila Arts College, Nadiad 2. Anand Education college, Anand 3. Bavish Gam B.Ed. college V.V | M.A., L.L. B., B..ED., M.S.W |

Nagar 4.
Bhagat And
Sonavala Law
College,Nadi
ad 5. Shree
J.M.Patel
Institute of
social
work,6.
Anand Law Co
llege,Anand

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---|---|
| No Data Entered/Not Applicable !!! | |
| No file uploaded. | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---------------------|-----------|------------------------|
| Rangoli Competition | institute | 11 |
| Singing Compition | institute | 16 |
| sari day | institute | 27 |
| fashion day | institute | 42 |
| 200 mt run | institute | 13 |
| 100 mt run | institute | 5 |
| Shot Put | institute | 16 |
| Throw the Wheel | institute | 16 |
| long jump | institute | 10 |
| kabbadi | state | 3 |
| No file uploaded. | | |

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

A Student Council to serve in place of the "Student Union" set with its own objectives with the guidance of the institute A faculty leads the Council with a final year student being the general secretary. Students are encouraged to be a part of the decision-making process supporting democratic form of governance. This is achieved by • Forming a student council with class representatives • Representatives of all student related activities • Involving class

representatives and batch representatives in the meetings held by heads of the departments with the class teachers A unique feature of the Institute is the Art of Living program conducted for both faculty and students. This program is completely sponsored by the management. Moreover, in all decision-making bodies the student representatives hold a good position and also participate in any decision making with their opinion. In IQAC cell the student's members also plays a pivotal role. In Grievance Cell, all decisions are decided in a congenital environment.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

80

5.4.3 – Alumni contribution during the year (in Rupees) :

129200

5.4.4 – Meetings/activities organized by Alumni Association :

17/11/2019

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

It is apparent from this that at the apex is the Board of Management of the College, supervising the overall operation. The College is headed by the Principal, and on the academic side are various Departments under the respective Heads of Departments. On the administrative side is the office staff. The work is planned and carried out by various Committees, and coordinators, collectively providing assurance of the delivery and quality to the IQAC. Depending upon the activity, many committees include students and administrative staff as well, along with the faculty members. Apart from the various activities described above and elsewhere in this Report, we present below a case study showing that the College is instilling leadership qualities in all staff and students, flowing down to such levels that we have an excellent model of decentralized, participative management. Every college celebrates its Annual Day in various ways. But our students, with the help of faculty members, decided to hold a public performance of talented singers from our midst, and put up an evening of songs based on classical ragas! For this, they not only identified the talent from within themselves, but also decided upon the ragas to be presented. And we found to our surprise that so many of our students did have a good knowledge of classical music as well. The committee, therefore, made a complete plan for this event - programme design, Hall arrangement [we held the event at the Town Hall of Nadiad], Welcome arrangements, Planning, Pilot Team, and the song and talent finalization. In the programme, not only were the songs presented by the student-artistes, but before each song, the raga was explained in sufficient detail by the experts among the students. The complete arrangements of sound and light were also handled by the college staff and students. Along with the Musical Night, the students also had organized an on-the-spot painting competition and Mehdi Skills competition. These were also fully managed by them. The students who had brought fame to the College at National, state and University levels were

felicitated at the function. The event was followed by snacks, and the entire food arrangement was overseen by the staff as well. Overall coordination was achieved by the Principal, Dr. Hasit H Mehta. In this manner, the college demonstrated that it not only has the people who can shoulder responsibility, but it has an active practice of participatory management.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|--|--|
| Admission of Students | Students get the Admission on Merit Basis, as per University guidelines and norms. |
| Industry Interaction / Collaboration | Visits to industries and other institution are organized to help students in gaining practical knowledge and field experience. A case study on recession was organized by the economics department of the institute for teaching purposes. MOU has been made with Samjulaxmi Hospital for Medical Check-up of Students, MOU made with A.S.Dahilaxmi Library so that students and faculty members get study materials. |
| Human Resource Management | Here we have only girls as students. Most of them belong to rural area. So we try to give them chance to recognize their skill and improve it. Gujarat Government also celebrates 50 years of establishment of Gujarat state and due to that we celebrated "Saptadhara". Where our students have taken part actively. Cultural program, sports activities etc. were organized |
| Library, ICT and Physical Infrastructure / Instrumentation | College has a huge library with Sole software, Class rooms of college are equipped with ICT i.e. chalk and blackboard free classrooms Separate theatre and Seminar hall |
| Research and Development | In our college minor and major research projects are undertaken offered by UGC. Principal also encourages the staff members to present papers in seminars, workshops, and conferences in different levels. We also organize such programs with the support of UGC and Gujarat University, Principal and other staff member have Ph.D. guide ship. Articles and books are written by our learned staff members. One major research is going on and three minor once are proposed. |

| | |
|----------------------------|---|
| Examination and Evaluation | College conducts exam as per the University pattern. The Evaluation is done as per University guidelines and norms. |
| Teaching and Learning | In the beginning of the year academic calendar is prepared and every staff member has to work as per this. Every staff member prepares his/her own teaching plan (unit wise plan). These plans are submitted in the beginning of the academic semester. Here we also give BISAG lectures, experts of the subjects are also invited to deliver lectures. Assignments are given to students, classroom discussions, multimedia teaching, project work are also introduced in college. We also organize educational tour of different department. We also have extra English class for weaker students in English. |
| Curriculum Development | College follows the Curriculum planned by the affiliated University. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|--------------------------|---|
| Examination | College conducts exam as per the University pattern. From this year, we have completely converted as many of the Examination Process to computerisation as possible. These are described below: <ul style="list-style-type: none"> • The question paper is set by the faculty on their own PC, protected by password and transferred to the Examination Centre over LAN only, without a physical copy. The password being only with the Paper Setter, complete integrity is being maintained. • The Sitting Arrangement for the examination is prepared by the Software itself, which generates a list of the sitting arrangement, the examination schedule, how many students for each subject in each hall at which time slot. • One hour before the time of the examination, the Examination In-charge and the concerned Paper Setter jointly take the print-out of the required number of copies of the respective paper for each Exam Hall, put this in an envelope and seal it. These packets are then taken directly to the respective Exam Hall. • This e-governance system ensures complete integrity of the Paper Setting system. |
| Planning and Development | Each department is provided with computers having internet facility. • |

| | |
|-------------------------------|---|
| | The institute Central Library has adequate no. of books, journal, and computer with internet facility. • Library facilities provided by the institute for the students and faculties. |
| Administration | • Internet access to all machines • Leave and Attendance of Faculties can be tracked through the IEMCRP software |
| Finance and Accounts | Tally System for maintaining the accounts in accounts department. |
| Student Admission and Support | College has created its own, dedicated Management Support Software o As per discussions in the previous year, the following features were added in this Software: ? Student I-Card printing ? Student birthday display ? Student result tracking ? Student Internal Marks system. |

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|-----------------|--|--|-------------------|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---|--|---|-----------|---------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| No file uploaded. | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|-----------|---------|----------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| | |
|----------|--------------|
| Teaching | Non-teaching |
|----------|--------------|

| | | | |
|-----------|-----------|-----------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| Nil | 1 | Nil | Nil |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|--|---|
| <p>- Free medical facility at well-known city hospital is available to all the lady staff members - Fee relaxation for the children of the teaching staff members, if they study in our institution - Maternity and paternity leave is also provided to the faculty members - Maternity and paternity leave is also provided to the faculty members - In case of accidental death there is a group insurance of Rs: 1,00,000/- is available for all the staff members - If a faculty member dies on duty the college provide Rs 5,00,000/- financial help to his/her family in terms of state govt. rules. - Group Insurance scheme for the employees of non-govt. College in Gujarat state</p> | <p>- Uniforms are provided to class IV employees - The non-teaching and administrative staff can avail a loan from the management up to Rs 30,000/- at any emergencies. - Fee relaxation for the children of the non-teaching staff members, if they study in our institution - Maternity and paternity leave is also provided to the faculty members - In case of accidental death there is a group insurance of Rs: 1,00,000/- is available for all the staff members. - If a faculty member dies on duty the college provide Rs 5,00,000/- financial help to his/her family in terms of state govt. rules. - Group Insurance scheme for the employees of non-govt. College in Gujarat state</p> | <p>- Free medical facility at well-known city hospital. MoUs signed with Samjulaaxmi Hospital, Nadiad for monitoring students' health. - Free access to the most prominent Public Library of the District, A.S. Dahilaxmi Library, Nadiad, which has been adjudged as the Best District Library by the State Government, as per an MoU signed with them - legal aid - Travel reimbursement facility is provided in form of State Govt. rules.</p> |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

College has its accounts and finances audited every year, as is statutorily required. The audit is done by M/s Chetan Shah, FCA. He also points out possible problems before they arise, to prevent future issues. The audited accounts for the last five years are attached as required. The management of the college, in consultation with IQAC, goes through any audit objections or warnings and takes corrective action. However, there has been no audit issue flagged by the Auditors, showing the robustness of our processes.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

6.4.3 – Total corpus fund generated

| |
|--|
| |
|--|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|------------------------------|----------|---------------------------------------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | EXPERT- DR. ALPESH TALATI | Yes | CURRICULUM MONITORING COMMITTEE |
| Administrative | No | Nil | Yes | C.A. CHETAN SHAH |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

- Parents and Teacher Association meeting arranged on BA [] and MA [], parent attended the meeting. - College arranges Alumni Association meeting at Campus. Feedback and suggestions are discussed during IQAC meeting.

6.5.3 – Development programmes for support staff (at least three)

1) Induction training for the fresh recruits, which included computer training where appropriate 2) Special on-the-job training for experienced staff, as per the changing Operations System and Standard Operating Procedures. Not all of these are due to our initiatives, but are to be implemented due to requirements of the affiliating University or governments, both state and centre. 3) Suggestion schemes, both public and anonymous, to ensure we get the best improvements necessary and available for us.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. There is increase in Guest Faculty Lectures, Faculty seminar, Student Seminar and Faculty Articles and expert lectures compared to previous year's activities. 2. More villages are added into educational survey. 3. Plantation of 100 plants like Gulmahor, Parijat, Karan, Jasud, Jasmine Tulsi in College Campus. students took part in this activity. And 200 Neem, 100 Nilgiri tree saplings were also planted at the College Campus. Most importantly, students are explained the benefits of the plantation, of each type of tree, and the kind of maintenance and care required for each type.

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | No |
| c) ISO certification | Yes |
| d) NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|------------------------------------|-------------------------|---------------|-------------|------------------------|
| 2019 | CAPSUAL COURSE | 10/12/2019 | 10/12/2019 | 10/12/2019 | 14 |

No file uploaded.

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|-------------|------------|------------------------|------|
| | | | Female | Male |
| Gender Equity Awareness Lecture by Dr. Ila Macwan | 08/02/2020 | 08/02/2020 | 221 | Nil |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| |
|--|
| Percentage of power requirement of the University met by the renewable energy sources |
| celebrated Plastic free camping during 12-12-2019 TO 26-12-2019 ENVIRONMENT DAY 05-06-2020 PLANTATION programme on 04-07-2019 |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Scribes for examination | Yes | 1 |
| Ramp/Rails | Yes | 1 |
| Rest Rooms | Yes | 1 |
| Special skill development for differently abled students | Yes | 1 |
| Any other similar facility | Yes | 1 |
| Physical facilities | Yes | 1 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|-------------------|--|--|------------|----------|---|---|--|
| 2019 | 2 | 2 | 17/05/2020 | 1 | 1) Contact of Rural Students 2) Neighbourhood Outreach | 1) Counselling of Rural Students 2) Neighbourhood students | 631 |
| No file uploaded. | | | | | | | |

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|-----------------|---------------------|---|
| code of conduct | 08/07/2019 | As ours is an affiliated, Grant-in-Aid College, the Code of |

Conduct for each is taken from the authorities wherever available, e.g. UGC, Sardar Patel University [our affiliating university], government, etc. Wherever it is not available, we have devised our own e.g. the Human Values document. All these are available on our website where they differ from the prescribed codes by the authorities. To inculcate these values in the various publics, we conduct regular programmes as well. For instance, the major explanation of the code for students is provided in the orientation itself, along with printed document. For the staff - teaching and non-teaching, we have held programmes when we introduced these codes, and for the new additions, the Principal personally explains these to the individual, since the additions are very few every year

Human Values Document

01/07/2019

The Human Values Document is displayed prominently and discussed informally in many meetings. A formal review is not undertaken unless formally requested, in order to prevent frivolity. Code of Conduct is cited as often as required principally to maintain a sense of fairness in administration, and only rarely to take punitive action.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|----------------------|---------------|-------------|------------------------|
| yoga day celebration | 21/06/2019 | 21/06/2019 | 270 |

| | | | |
|--|------------|------------|----|
| orientation programme | 15/07/2019 | 15/07/2019 | 90 |
| guidance from state level advisory officer | 05/08/2019 | 05/08/2019 | 12 |
| one day educational camp | 20/09/2019 | 20/09/2019 | 70 |
| No file uploaded. | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- Plantation Program is organised every year at our college Campus by NSS wing. -college campus cleanliness campaign -- Plantation of 100 plants like Gulmahor, Parijat, Karan, Jasmine Tulsi in College Campus. 50 students took part in this activity. - College also organises Plantation programs, distributes saplings to the students to plant trees at their nearby area. - Celebration of Yoga Day in College Campus. - Awareness of Cleanliness program in college campus, - During the year, free OPD is arranged for students. - Each Department has prepared a list of Slow, Medium and Fast Learner students, to strengthen teaching learning process of students. From this list arranged extra classes for them. - To make the teaching learning process accurate in college and to check whether the teaching is going on according to the academic planner. For this, made committee of three members. - Water harvesting is practiced in the college. - Plastic free campus week celebration

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice - 1 1. Title of the Practice: EMPOWERING THE UNDERPRIVILEGED THROUGH 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 2014-'15, this practice was 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 following details along with. We conduct another survey immediately after admission to the College. Data collected from this socio-economic Survey is presented in the following table along with. Toward the 1st semester end, we conduct yet another survey about their family conditions. Data collected from this Survey is presented in the mention below 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 following details 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 following manner along with. 5. Evidence of Success: Though the success can always be measured, it must be remembered that 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 above ? 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 above 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 below attached in the ADDITIONAL INFORMATION, in the link at the end of this answer, giving the debilitating shortage of staff. Below information 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. Best Practice - 2 1. Title of Practice: CLUSTER QUALITY IMPROVEMENT PROGRAMME 2. Objectives of the Practice: Our objective is to enhance the teaching quality in our college by improving not just our College, but by involving the cluster of colleges in the area, because this activity has a snowballing 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: Working very systematically, we conducted the programme for one year and decided to blend in the learning each year, and deciding the scope for the next year. This entire journey of evolving this Best Practice, starting with the year 2014-'15, is narrated below. First: we decided the target students: those in the 2nd and 4th Semesters, from only one Major. Then was the decision on 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 year's experience, we expanded the course to all the three Majors offered in the second year. 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 enrollment figures are given in the table along with, in the ADDITIONAL INFORMATION Section. 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 and university ranks shows below. ? Improvement in the caliber of our faculty ? Improvement in our admissions: 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 , due to their exposure to our Capsule Programmes as UG students, as also by intensive canvassing in their UG Colleges by our Faculty 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. 7. Notes: The overall outcome could be summed up in the following highlights: ? Significant improvement in the academic results of the college ? Improvement in the teaching skills of the teachers, as they learnt how to conduct intensive sessions ? By involving outside faculty, it led to their competence building also ? By expanding the course to students of other colleges, it led to improvement of quality of other colleges also, and of their results

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.mahilaarts.org/bestpractice.html>
<http://www.mahilaarts.org/photos2019-20.html>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

RUSA Grant Rastriya Ucha Siksha Abhiyan (RUSA) is the special programme for the development of top 50 colleges among the state. In which we got selected for this programme among eighteen colleges situated in the Kheda District. Under this programme we college got 2 crores grant for the construction, renovation and equipment. We use the 1 crore grant for the development and the rest of 1 crore grant is in process of development. COLLEGE ON WHEELS - COW We have also taken up another Project, called COLLEGE ON WHEELS [or COW, for short]. While on counselling visits to villages to motivate girls to go for higher education, our staff found that there are a huge number of girls out there who want to study further, but have some physical or social or economic constraints which prevent their attending a college physically. So, our teachers have proposed this scheme, in which the college will go to the villages, and provided the girls with a heart-to-heart, home-to-home higher education. Such a project demonstrates our dedication to our vision and mission - we put in the effort, we take cooperation from all stakeholders - to serve a specific group in the community, to provide transformative results.

Provide the weblink of the institution

<http://www.mahilaarts.org/photos2019-20.html>

8.Future Plans of Actions for Next Academic Year

A To plan an Increasing in the results and students strength of Graduate Post-Graduate. B to introduce a " College on Wheels" Project to provide education at the doorstep for girls who cannot come to college for any reason, and try to granted to implement it. C To plan an increasing in the Industrial linkages of value added courses and placement cell. D To Strive an increasing in the Skill based education and Grab an advantage of government education skill scheme. E To plan for taking an action on posts sanctioned but recruitment permission not yet given by government. F We have three core subject in under graduation level (Gujarati, Sociology and Economics), we introduce a plan to include three more subject in under graduation. (English, Psychology and Political Science) And in post-graduation level we will introduce one more program i.e. Master of Social Work (MSW). G to introduce the Science Faculty in future, opening up the Science stream for girls. H To strive for Applying for an Autonomous College status.

Fund/Cash flow: A from students fee - from college own funds B Amount of Rupee 5 crore will comes from Unicem Industry Bombay. (Social Corporate responsibility) C from college own funds. (Per Year 1 lakh 5 year 5 lakh) D from college management trust funds (Per Year 3 lakh 10 year 30 lakh) E from college management trust funds (legal fee one time 3 lakh) F from students fee as require- from college own funds G Amount of 25 lakh fund from Ipcowala Charitable Trust H from College Management Trust as require.