SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

NAVJIVAN SCIENCE COLLEGE

GIRDHARNAGAR COLLEGE CAMPUS, OPPOSITE GOVERNMENT
POLYTECHNIC COLLEGE, JHALOD ROAD, USARVAN, DAHOD
389151
www.navjivansciencecollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Navjivan Science College was established on June 15th, 1973 by the pioneer philanthropist late Shri Girdharlal C. Sheth, under Dahod Anaj Mahajan Sarvajanik Education Society. The college is a prestigious science college in the rural areas of Dahod. It has been founded to spread education among the rural and tribal students at affordable cost. Over the years, the college has carved out its high reputation with public faith, transparency and democratic management.

The college had a huge building with green campus which spreads over 6.5 acres. There are different labs of each department with well-developed equipment for practicals. Our faculty members are well-educated and well-qualified.

The college was started with Department of Chemistry in 1973 under the principalship of Dr. D. H. Mehta and the postgraduate program in 1987. Since then the college has been running undergraduate and postgraduate with various other courses, i.e. Physics, Mathematics, Botany, Zoology and Microbiology. In this glorious journey, the college boasts of shaping individuals who have made noteworthy contributions towards nation building. In Chemistry department, seven faculty members out of nine have Ph.D. degree and five faculty members have Ph.D. Guideship. Three faculty members of this department have achieved Karmsheel and Pratibha award by DAMSES for their punctuality in each and every work. The chemistry department has a rich tradition of imparting high quality teaching and research in chemical science. The students have a library with a large collection of text books, references books and journals. The department has few PG students who qualified NET and GSET examinations every year and produced 16 Ph.D. students and published 150 research papers in reputed journal. Our department has completed 12 minor research projects funded by UGC and one major research project funded by Bhabha Atomic Research and Nuclear Science. The college has received RUSA - 2.0 grant of 4 crores for renovation and new construction. .
The Institute has expanded by giving the students an opportunity to enrich their careers and lives with academic, moral and intellectual education.

Vision

Our Vision is to provide high quality of scientific education to the tribal students; to produce graduates with scientific aptitude and attitude who are intellectually sound, morally aware, and socially compassionate; and to develop leaders who will work to bring about social change, particularly within the communities in which they reside and throughout the country.

With the implementation of National Education Policy (NEP), the institution has been providing the best education to develop human resources in our nation as global citizens. The institute has initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. It has planned to introduce new interdisciplinary programmes integrating different specializations in Information and Communication Technology, Sport Complex, Procurement of Library,and Research and Development Laboratory. Academic programmes are redesigned include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective

courses offered in other specializations.

By integrating the vision of the Institute as well as the National Education Policy, we have planned to aware and uplift tribal students with scientific attitude, and thereby, making them the competent citizen of the nation.

Mission

Our Mission is to realise the founder's vision by creating and overseeing educational institutions that uphold the four guiding values of discipline, sound education, sports, and service. To provide experimental and scientific knowledge to the students; to help them to develop round and holistic personalities; to widen the horizon of scientific knowledge and its applicability to the community, so as to enhance the better living.

The National Educational Policy (NEP-2020) for higher education aims to create huge multidisciplinary universities, colleges, and higher education institutions known as Knowledge Hubs in order to stop the fragmentation of higher education.

In accordance with NEP standards, our institution aspires to excellence in several scientific domains and to be best accredited by the National Assessment Accreditation Board (NAAC) with a satisfactory grade. In addition, the institution hopes to expand the scope of scientific knowledge and its application to the community in order to improve living standards as part of its dedication to holistic and multidisciplinary education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institution committed towards providing education since 50 years.
- The impression of the Institution thoroughly built over many years.
- Six specializations in UG in the core subjects of science.
- In Shri Govind Guru University, our Institution is only one that offers these core subjects such as Botany, Chemistry, Mathematics, Physics, Zoology, and Microbiology.
- PG in Zoology subject is also offered only in our Institution in this university.
- A well-qualified staffs are appointed as per UGC norms.
- 70 % of our Permanents staff members are holding NET/SET/SLET/ Ph.D. degree.
- Our 08 faculty members are University recognized Ph.D. guide. 17 Research students are pursuing Ph.D. degree under our faculty members.
- Total 16 research projects were completed as Principal investigation and 16 research projects were completed as co-investigation.
- Total 150 research papers were published in various National and International Journal till today.
- Our 02 faculty members are reviewer of International Journals.
- Classrooms are spacious and well lit with ICT facilities.
- Green, Eco-friendly campus with rain water harvesting, underground water storage facility, waste disposal mechanism, etc.
- Reserved space for botanical garden and herbal garden
- Library with INFLIBNET facility and SOUL 3.0 software.
- Outstanding sports facilities especially for Pole Mallakhamb and Rope Mallakhamb.

- Disabilities friendly campus.
- Barrier free pathway for pedestrians.
- Girls Hostel.
- Canteen facilities.
- Experiential learning for students with regular arrangement of education tours, visits to industrial units and laboratories, field trips etc.
- Two active units of NSS which train students to work for societal issues.
- A vibrant Alumni Association.
- A Placement Cell.
- Total 12 students of the college were appointed as an Associated Professor and 5 students were appointed as a assistant professor in the different colleges.
- The students of the college get 10 gold medals in B. Sc progamme in different subjects and one gold medal in M. Sc. chemistry.
- Completed UGC and GU approved career oriented Programmes in the subject Pharmaceutical Chemistry, Computer Programming & Utilization and Microbial Biotechnology.
- Analyzed total 1,07,546 Soil samples and issued "Soil Health Card" to the farmers of Gujarat State.
- Utilization of RUSA 2.0 grant for renovation and new construction to enhance the physical facilities of the Institution.

Institutional Weakness

- Shortage of teaching and non-teaching staffs because of state government policies.
- Lack of flexibility in the courses taught because the Institute is an affiliated college.
- Lack of courses offered which are interdisciplinary in nature.
- Lack of courses offered which are applied in nature.
- Do not offer UG course in Computer science.
- Do not offer PG course in the subjects like Botany, Mathematics, Physics, and Microbiology.
- Few of our students rarely pass state and national level competitive exams.
- Lack of exchange programs with national and international institutes.
- Only Two Permanent office clerks and there is no regular Principal, Peon, and Watchman.
- Due to vacant Librarian post till today from 1998, it is very difficult to maintain and upgrade library with Ad-hoc staff.
- The students : Teacher ratio is 42:1
- The medium of instruction is Gujarati which limits the growth and potential of students.
- The institute has no sports complex so the sports activities were not organized for the tribal SC/ST/OBC and minority students who are highly talented.
- There is no residential accommodation for teaching and non-teaching staff and students were not able to take benefits of staff after college hours.
- Do not have alternate source of energy.
- Do not have electronic waste management system.
- Partial automated library.
- Do not ERP based Student Management System.
- Do not have well equipped research lab and students there by suffers to collect data analysis and experimental research work.
- Institute do not have NCC Unit

Institutional Opportunity

- To become an Autonomous college.
- To develop research in collaboration with industries and premier institutes.
- To develop intensive training programs for different competitive exams.
- Opportunity to participate in the growth and development of tribal communities.
- Opportunity to study traditional tribal knowledge in the background of Science.
- Evolving strategies to take advantages of trends in science and technology.
- Introduction of more Add On courses especially for skill development.
- Opportunity to produce goods sportspersons.
- Opportunity to produce good research scholars.

Institutional Challenge

- To implement NEP 2020 in all disciplines.
- According to UGC the ideal student teacher ratio is 25:1 and presently college students: teacher ratio is 42:1
- To motivate talented students for research and competitive exams.
- To keep pace with the rapidly changing scenario in imparting education.
- To increase the placement ratio.
- To prepare students according to global competence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute provides six undergraduate programs in Chemistry, Botany, Mathematics, Physics, Zoology, and Microbiology. Additionally, it offers PG in Chemistry and Zoology subjects. The Institute's faculty members have been selected as BOS members of SGGU who enthusiastically participated in the SGGU syllabus-framing committees, actively contributing to the design and finalisation of the academic curriculum.

The Institute creates its own term schedule, which includes academic events like internal exams, co-curricular and extracurricular activities, and commemorations of significant national holidays in line with the SGGU Academic Calendar.

The Institute has enabled every laboratory with LCD projectors in order to keep up with the latest developments in ICT. Furthermore, the Institute provides innovative laboratory facilities well-equipped with the modern technology. Professors prepare lectures using Power Point Presentations (PPT). In addition to using ICT technologies, the teaching-learning pedagogy involves student presentations, assignments, seminars, and classroom discussions.

The faculty members had prepared the curriculum for the certificate courses offered by the Institute. In addition to assist the students to prepare for the competitive exams like NET, SLET, GATE, and others, the courses offered to the students are basically designed to strengthen their fundamental knowledge about science.

The Institute arranges industrial visits and field trips in different industries and factories to offer an excellent

platform for experiential learning by coordinating it as educational visits.

The NSS units have organised many awareness activities that emphasise the condition of the marginalised and oppressed parts of society, hence sensitising the students towards social problems.

The feedback from many stakeholders is collected and gathered by the Institute, and then the input is examined carefully. The analysed feedback has been uploaded on the Institutional website.

Teaching-learning and Evaluation

The SGGU uses an institutionalized admissions approach to handle UG and PG admissions for Semester I. Admissions are made in accordance with the merit list, which is created using the previous qualifying exam results. The Institute arranges a unique orientation/induction program for new students.Through this program, the Principal discusses how Institute works and develops a strong sense of the college culture, campus code of conduct, and enduring the students with dedication towards its education and quality. Every department head or representative gives a presentation about their department, outlining the work done at the departmental level, the resources available, the opportunities for career advancement in the subject, etc.

The faculty members evaluates the students based on their learning capabilities during the class interactions, which include classroom discussions, student presentations, marks from the prior qualifying exam, etc. Both slow and advanced learners are recognized. Extra efforts are put to assist the students with disabilities and bring them up to the level of other students.

Advanced learners are guided by the professors to learn extra topics which may help them prepare for competitive exams. Many students have passed competitive tests like JAM, NET, SLET, GATE, and others as a consequence of these concentrated efforts.

Faculty members offer extra classes and set up unique sessions for slow learners. They discuss the previous year's exam question papers to make students prepare for the university exams.Diagnostic and remedial classes and arranged for slow learner.

The Institute's library has been equipped with a variety of e-learning tools, including extensive access to the INFLIBNET facility.

Faculty members use a variety of ICT technologies liberally to improve the traditional chalk-and-talk approach, which makes learning more enjoyable and increases the significance and effectiveness of lectures.

According to the SGGU's policies and procedures, internal examinations and assessments are conducted. The process of the examination is quite transparent with a strong system Grievance Redressal Cell in place to handle any complaints a student may have. Further, the final marks are uploaded on the University Enterprise Resource Planning (ERP) platform.

Research, Innovations and Extension

The primary goal of the Institute is to encourage research activities at the college level. Several recent analytical tools are available for research at the Institute. The faculty is encouraged to participate in national and

international conferences, workshops, seminars, and other events since the institute is particularly interested in advancing research.

The faculty members have published their research articles or papers in various National and International Peer-Reviewed Publications and UGC CARE Listed Journals.

The Institute's library has registered for the INFLIBNET facility. Passwords for accessing outstanding articles, ebooks, and other relevant content have been sent to each staff member, research student, and student separately.

Institution has created an Innovation Club and SSIP Cell as the hub for innovators and entrepreneurs to collaborate on projects, share ideas, and realize their most enthusiastic business ideas.

Numerous outreach and extension initiatives are offered by the Institute. The Institute runs environment awareness rallies and competitions, blood donation camps, motivational talks, NSS camps, women empowerment, Vocal for Local, and other mass awareness campaigns under the auspices of NSS. It also hosts mass awareness campaigns about traffic laws, AIDS awareness, and environmental preservation.

The Institution feels pleased to state that there are several extension activities from government/ government recognized bodies for which our faculty members as well our students have received awards and recognition.

For further environmental awareness and educational exchange, the Institute has signed MOUs with educational institutions, non-governmental organizations, and the industry.

Infrastructure and Learning Resources

A modern infrastructure is always essential to the successful execution of educational initiatives. The Institute's facilities include well-ventilated classrooms, well-equipped and spacious laboratories with ICT facilities, separate HODs office, library, NSS room, Student Union Room, Physical Education room, Exam Control room, girls's common room, CWD cell, Sports facilities, principal and administrative office, a strong room, a canteen, a botanical and herbal garden, amphitheatre and hostel. All staff members and students have individual user IDs to grant access to the INFLIBNET service in the Institute library.

Additionally, the Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection and complete Wi-Fi access. The Institute offers Fire Safety facilities and Rain Water Harvesting System.

The Institute also features disabled friendly environment with rail ramps and toilets, a campus with a canteen and separate parking area.

The hostel features dining area for the students with a home-like experience, safe and secure housing is provided with CCTV camera for security purpose.

Student Support and Progression

The Institute has worked hard over the years to assist the students. The Institute makes sure that the majority of

students from the reserved categories receive government scholarships or freeships.

The Institute has UDISHA Cell under the government initiatives to provide career counseling and employment to the students and connecting them with businesses, organizations, and industries. It also frequently provides a list of final-year students with varying specializations to a range of sectors, enabling those industries to invite students in accordance with their needs.

Students are invited to take part in the SGGU Youth Festival, which fosters the discovery of their inner potential.

The Institute hosts competitions, including essay writing and elocution contests, various sports competitions using its sports facilities, and practice for inter-university zonal tournaments etc. When the students get engaged in the extracurricular activities, they might miss their practical, so in that special case it is made to reschedule their practical in order to avoid interfering with their studies.

The Student Council serves as the voice of the student to communicate between the Head of the Institution and the student body. Students have been represented in the IQAC and sexual harassment cases.

The Alumni of the Institute are very interested in the growth of the organization. In order with the ideal development of the students from the moment they join the Institute, their overall growth attained through motivating and rewarding methods.

Governance, Leadership and Management

The management of the Institute (DAMSES) is always progressive and visionary that relentlessly tries to accomplish its objectives. The Institute allows a plenty of flexibility at all hierarchical levels, enabling the creative ideas to be implemented with ease while still maintaining the uniqueness and responsibilities for their deeds.

A Local Administration Committee (LAC) has been established by the management, with the Institute's representative in it. The LAC serves as a link between the Institute and the management. It makes progressive decision-making easier and the Institute benefits from its positive outlook when it takes on challenging tasks and new innovations. The Principal, who serves as the Head of Institution, serves as a link between the staff and management at the institutional level. Regular meetings between the LAC and the HOI are held to assess the working of the Institute and develop future plans. All concerns or questions that need to be addressed are talked about. All of the choices made at the meeting are put into practice.

The IQAC of the Institute carries out its role as the statutory authorities' advisory body for a variety of policy concerns, structures, and documentations. The IQAC arranges seminars/workshops; guest lectures and encourages the faculty to attend those at other institutes.

The Institute has adopted a decentralized approach for smooth and efficient functioning of various departments. All HODs are empowered to take the necessary decisions with an unconditional backing of the HOI. Each Head of Departments are responsible for managing the activities of the department. Faculty members now feel more accountable and possess a sense of ownership when it comes to managing their departments independently.

The Institute has taken various effective measures for the professional development and welfare of the teaching and non-teaching staff by enhancing their performance, health, social status, and economic well-being in addition to professional growth.

The IQAC collects feedback about the curriculum taught from a range of stakeholders and is open to ideas for any additional enhancements. The feedbacks are examined, and the necessary corrective measure is implemented.

Institutional Values and Best Practices

The institute has facilities specifically designed for women since it supports gender equality. Despite the limited activity in COVID situation, we had the facilities such as Women Development Cell, girl's hostel, fee reduction for female students and girl's common room.

The Institution also has facilities for alternate sources of energy and energy conservation, separate and proper disposable system of various types of degradable and non-degradable waste, water conservation, green campus, disabled-friendly, and barrier free environment

The Institution has undertaken quality audits on environment and energy conservation such as Green audit / Environment Audit and Energy Audit. It is continually promoting the clean and green campus through different initiatives and outreach extension activities.

The Institution has made a great effort to create a friendly environment for its employees, faculties, and students. Promoting tolerance and harmony among cultural, regional, linguistic, community, social, and other diversity is one of the most crucial objectives. This involves developing policies and procedures that encourage compassion, understanding, and deference among individuals of various backgrounds, beliefs, and practices.

For instance, the organization has established a multicultural and diverse committee that organizes workshops, lectures, and training sessions to promote in staff and students the importance of appreciating cultural diversity and exercising cultural sensitivity. Additionally, the institution has developed links with regional organisations that promote multiculturalism and inclusivity, allowing students to participate in community service initiatives that promote harmony and social integration.

The Institute has recognised following two best practices for the overall development and growth of the student with its objectives:

1. To make bio-fertilizers by promoting sustainable agriculture and environmental health

- Enhancing soil fertility
- Promoting plant growth
- Reducing chemical dependency
- Balancing ecosystems
- Cost-effectiveness
- Maintaining environmental sustainability.

1. Microbial and chemical analysis of water for assessing its quality and safety.

- Detection of Pathogens
- Indicator Organisms
- Monitoring Treatment Effectiveness
- Compliance

- Identification of Chemical Contaminants
- Assessment of Water Quality Parameters

Thus, the Institute zealously follows its mission and makes effort to promote the overall growth of its students in the academic, skill-based, physical, moral and value-based development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAVJIVAN SCIENCE COLLEGE
Address	Girdharnagar College Campus, Opposite Government Polytechnic College, Jhalod Road, Usarvan, Dahod
City	Dahod
State	Gujarat
Pin	389151
Website	www.navjivansciencecollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Gaurangkumar Jayantilal Kharadi	02673-250346	9427533110	-	navjivan_73@yahoo.co.in
IQAC / CIQA coordinator	Nileshkumar Mangalbhai Vaghela	-	9537385246	-	docnaacnscd@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Gujarat	Shri Govind Guru University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-07-1978	[View Document](#)
12B of UGC	24-07-1978	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Girdharnagar College Campus, Opposite Government Polytechnic College, Jhalod Road, Usarvan, Dahod	Rural	11.9081	7502

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Chemistry,Chemistry	36	HSC in Science Stream	Gujarati	150	82
UG	BSc,Physics, Physics	36	HSC in Science Stream	Gujarati	30	7
UG	BSc,Zoology ,Zoology	36	HSC in Science Stream	Gujarati	60	58
UG	BSc,Botany, Botany	36	HSC in Science Stream	Gujarati	30	21
UG	BSc,Mathematics,Mathematics	36	HSC in Science Stream	Gujarati	30	24
UG	BSc,Microbiology,Microbiology	36	HSC in Science Stream	Gujarati	60	47
PG	MSc,Chemistry,Organic Chemistry	24	BSC in Chemistry	English	120	89
PG	MSc,Zoology,Zoology	24	BSC in Zoology	English	60	38

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				20			
Recruited	0	0	0	0	3	2	0	5	12	4	0	16
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				21			
Recruited	0	0	0	0	0	0	0	0	5	9	0	14
Yet to Recruit	2				2				7			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	5	1	0	6
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	17	2	0	19
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	6	2	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	3	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	9	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	1	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	128	0	0	0	128
	Female	88	0	0	0	88
	Others	0	0	0	0	0
PG	Male	56	0	0	0	56
	Female	71	0	0	0	71
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	15	11	11
	Female	8	6	5	10
	Others	0	0	0	0
ST	Male	110	150	100	104
	Female	106	115	55	71
	Others	0	0	0	0
OBC	Male	105	126	86	103
	Female	83	72	38	47
	Others	0	0	0	0
General	Male	11	23	10	23
	Female	22	29	27	29
	Others	0	0	0	0
Others	Male	2	2	4	0
	Female	7	0	3	0
	Others	0	0	0	0
Total		467	538	339	398

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute is currently affiliated with Shri Govind Guru University (SGGU), Godhra, it strictly follows to the SGGU's prescribed curriculum. The syllabus assigns an environmental studies paper to first year B.Sc. students in both semesters as a required topic in an effort to raise awareness of the current environmental issue. English is taught to them as a required subject in all six semesters to increase their employability. Field trips are recommended for students in courses like Zoology and Botany in order to expand their practical understanding. It is also advised for students studying physics and chemistry to visit research facilities such as SICART, Water Treatment Plant and Shri Jamnadas Industry in order

	to broaden their understanding.
2. Academic bank of credits (ABC):	The Institute follows the Academic Bank Credits system as notified by the Shri Govind Guru University, Godhra.
3. Skill development:	The Institute offers a few certificate programs that help students to enhance their advance skills. The Institute intends to add a few more courses in the future so that students can broaden their skills across a variety of subjects, increasing their chances of finding well-paying jobs in the workplace. The Institute is always working on projects pertaining to general growth, social responsibility, patriotism, and soft skills. These activities uplift their spirits, expand their potential, and influence the next generation. The Institute offers students with the option to choose between NSS, finishing schools, and other courses. The Institute provides an SSIP center that helps students not only to dream big but also to channelise their ideas into products or designs that they can patent. To commemorate National and International Days, the Institute also hosts lectures that promote morals, ethics, positivism, humanity, the value of life, etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	While studying, the Institute encourages its students to embrace Indian culture and values. It motivates students to enroll in various online courses in order to enhance their foundational knowledge.
5. Focus on Outcome based education (OBE):	It is currently necessary to introduce outcome-based courses. This is also emphasized by NEP. For each course, the Institute has created a program outcome (PO), program specific result (PSO), and course outcome (CO), which are displayed on the Institution website. In the first lecture of the relevant semester, our professors always cover PO, PSO, and particularly CO.
6. Distance education/online education:	As an affiliated college, the Institute is additionally impacted by the fact that SGGU does not currently have any provisions in place for offering science faculty distance learning programs. We have Microsoft Team software that have been provided by Government of Gujarat during the COVID-19 epidemic. Due to their technological proficiency, our faculty members have prepared all of their lectures on PPTs and have run their online classrooms with ease. During the pandemic, internal exams were also

	administered online.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1308	1306	1210	1222	1150

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 29

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	15	15	16

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
434.6022	323.2085	222.2962	48.0370	31.69212

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Navjivan Science College is affiliated to the Shri Govind Guru University (SGGU), Godhra. The syllabi of the undergraduate and post graduate degrees programme are designed by the Board of Studies of the respective subjects, appointed by the university. The University provides its academic calendar at the beginning of the new session. The institute maintains a well-organized and structured process for the efficient delivery of its curriculum in accordance with the University. The institute drafts its own academic calendar based on the University's academic calendar. The institute guarantees the proper delivery of the curriculum with the suitable paperwork, such as an academic calendar and a list of all the curricular activities and co-curricular activities that must be carried throughout the academic year. The institutional academic calendar is displayed both on the institution website and notice board. The academic calendar and schedule are discussed during a meeting with the Principal,Head of the Departments and IQAC co-ordinator . The IQAC provides valuable suggestions from the previous years' experience and guides all the HODs to implement it. The requirements like classroom availability, enhancement of laboratory facilities, introduction of new courses, conduction of seminars and workshop etc are all discussed and decisions are taken accordingly. The overall schedule is first created and then distributed to every department for finalisation. The Head of the necessary Departments schedule departmental meetings and assign faculty members the lectures based on their areas of specialisation, and the allotment of workload of the respective classes are conducted accordingly. The faculty members approach their own unique teaching-learning methodology to teach the students. A proper Time Table is created accordingly, and is circulated amongst all the departments and is put on the notice display board. Throughout the years, the teaching faculty, non-teaching faculty, and students carry out the classroom and laboratory teaching according to the schedule. Throughout the year, lectures, seminars, special lectures, group discussions, field trips, and industrial visits are organised to supplement the classroom teaching.

As the Institute strictly follows the guidelines of SGGU, the evaluation methodology is same. The students are informed about the internal and external evaluation processes of the SGGU in the beginning of the academic year in the orientation program. The institute uses a clear internal evaluation system that include internal tests, seminars, and assignments that examine and evaluate students in a transparent way. Every examination was conducted in accordance with the institute's academic calendar. Each faculty members give assignments to the students who are asked to submit it within stipulated time limit. The total internal assessment marks are summed up from the marks given for the written test, attendance and assignments. The internal marks are displayed on the notice boards and students are given an opportunity to raise their queries against the marks given, if they desire to do so. Any grievances are brought to the notice of the respective Head of the Departments. The HOD consults the concerned faculty and discusses the query. Finally, the student is informed about the decision taken in the matter. If required, the student is given an explanation and the query is thus resolved to the satisfaction of the student. The practical

evaluation is conducted by the respective departments separately. The practical internal assessment marks are based on practical examination, attendance in the regular laboratory work and journal submission.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 1

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.2.2

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

Response: 3.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	107	32	00	87

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institute is affiliated to the SGGU, Godhra and it follows the curriculum designed by the university. The curriculum already integrates a few cross-cutting issues related to Gender, Environment, Sustainability, Human values and Professional Ethics. In addition, the Institute hosts a variety of events including awareness campaigns, seminars, invited talks and more to help the students become aware of these issues.

Professional Ethics: The Institute has published a code of behaviour for students on its website, which is followed accurately during scheduled lectures. Various forums are used to discuss topics including human behaviour, personality development, stopping sexual harassment, anti-ragging, etc.

Gender and Human Values: To raise awareness among students about gender equality and human values, the Institute hosts seminars and invited speakers under the coordinated efforts of the NSS and CWDC. The Institute observes International Women's Day in order to bring attention to gender-related concerns.

Environmental Studies: B. Sc. students study environmental science, fuel chemistry, renewal chemistry, energy and energy harvesting, water analysis, soil composition and analysis, and everyday applications of industrial ecology. It makes students more conscious of the contemporary environmental problems. In order to save and preserve the environment, they also study how to create sustainable behaviours. It also teaches them how to search for solutions to these difficult problems that threaten everyday life existence. In order to reduce waste and avoid clear of harmful and dangerous materials, M. Sc. Sem I (Chemistry) students receive efficient training in the use of renewable raw materials.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 6.12

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

Response: 80

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
466	538	339	398	401

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

2022-23	2021-22	2020-21	2019-20	2018-19
537	557	369	420	415

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

2.1.2

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

Response: 95.47

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

01-02-2025 12:24:04

2022-23	2021-22	2020-21	2019-20	2018-19
256	257	173	197	192

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	273	181	206	203

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 52.32

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institute is engaged into the complete, holistic development of its students through student oriented teaching. In an effort to implement student oriented learning, it has consciously implemented the following measures:

- Laboratory-based courses
- ?Learning through practicals
- ?Integrated field work related to the academic programme
- ?Participation in seminars, workshops, training programmes forstudents' benefits
- ?Learner-trainee visit to industrial plant

Practical experience is a crucial part of learning about science and is involved in subjects related to science. Every practical course includes integrated components such as training for proper record-keeping procedures, with advanced instruments. Thus, the Institute offers the perfect setting for hands-on learning through individual participation with its well-furnished laboratories. Our mentors provide students assignments that develop their problem-solving abilities critical and analytical thinking they also receive training as capable, competent, and accomplished people and gain firsthand experience in handling challenging circumstances.

The Institute also appreciates the use of ICT-enabled technologies in improving the process of teaching and learning. Most of the laboratories have internet access, multimedia speakers, LCD projectors, and Wi-Fi throughout the campus in order to achieve this goal. The Institution has provided desktop computers, LAN, WiFi, and internet access to every department. In order to enhance the quality of teaching and learning, the faculty has enthusiastically embraced a blended learning strategy that combines traditional teaching methods with technology-enabled methods.

- The online learning environments are designed to educate students in open problem-solving activity.
- ?Lab manuals are mailed to students well in advance when the experiment is performed.
- ?Online quizzes and polls are regularly conducted to record the feedback of the students.
- ?Open Educational Resources such as YouTube Videos, Wikipedia etc. are accessed by the faculty members while preparing their teaching materials. The faculty regularly prepares their lectures in PPT presentation with using videos and animation.

The Institute's library has been equipped with a variety of e-learning tools, including extensive access to the INFLIBNET facility. Faculty and student user IDs are created individually. The delivery of the curriculum has improved because of the systematic use of ICT-enabled technologies, and instruction is now more engaging and participatory. It has improved the students' ability to learn and provided them a greater sense of self-confidence. There has been a noticeable shift in the students' understanding perspective.

In order to assist students in acquiring life skills, soft skills, and communication techniques through a process of self-learning through finishing school. The institute also organizes field visits, industrial visits, NSS camps, tours, and group discussions.

Students are encouraged to show their talents by participating in the Youth Festival organised by SGGU. They are given chance to demonstrate their teaching skill as a teacher on Teacher's Day and get experience in a classroom setting. The planning of departmental programmes is another ongoing encouragement given to students. The Institute insist students to actively participate in their education

through the practice of participatory learning.

The Institution hosts a number of extracurricular events, such as sports and cultural competitions for the students to participate.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 53.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	38	27	27	27

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 71.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	12	11	11

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institute has transparent and robust evaluation process in terms of frequency and mode. An effective evaluation process is one of the essential pillars of the teaching-learning process. There must be objectivity and transparency in the evaluation and assessment process. The Institute follows the guidelines established by SGGU for internal examination and practical evaluation. At the beginning of each academic year, students are informed about the procedure of conducting internal assessment and examination during the orientation session.

In order to ensure transparency in internal assessment, the schedule of internal assessment is communicated with the students well in time. The schedule for the internal examination is displayed on the notice board and the Institute website. During regular lectures, the faculty members also notify the students about the scheduled internal examination. The Principal holds meetings and directs the faculties to ensure effective implementation of the evaluation process. Students are assessed continuously through various evaluation processes at Institute and University level. The students are evaluated continuously based on Group Discussion, Unit Tests, Assignments Submission, Field Visit /Field Work and Seminars Presentation. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the slow learning students after their assessment. For transparent and robust for internal assessment, the following mechanisms are conducted

- Internal Examination Committee.
- Question Paper Setting.
- Conduct of Examination
- Re-test for absentee students
- Result display
- Interaction with students regarding their internal assessment.
- Grievances Redressal System
- Uploading the final marks to the University Enterprise Resource Planning (ERP) platform for further process.

File Description	Document
Upload Additional information	**View Document**

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As the Institute is affiliated to SGGU, it follows the affiliating university's course syllabus as well as the teaching, learning, and assessment mechanisms. The Institute follows the syllabus drafted by the university to express the required learning goals for the various programmes and courses provided at the undergraduate and post-graduate levels. The Institute focuses extensively on giving students an outcome-based education in order to develop a variety of values, aptitudes, and competences, including in-depth knowledge, critical thinking, problem-solving abilities, experiential learning, and lifelong learning, to mention a few. The Institute acknowledges that attaining these goals (PO, PSO, and CO) depends in part on learning outcomes. The HODs along with the respective teaching faculty, discuss the syllabi prescribed by the affiliating university to prepare the learning outcomes at the start of each session. As a result, departmental meetings are held time to time to discuss and finalise the learning outcomes for the topic of the department's programmes and courses. If the affiliating university makes any changes to the syllabi, the faculty members are given proper consideration in order to alter the learning outcomes for a specific programme or course. This guarantees that learning results are familiarised and understood on a regular basis, as when necessary.

The Institution website then broadly communicates the learning outcomes. The required learning outcomes for every UG and PG course and program are available on the Institution website. Additionally, the Institution holds a first-year student orientation session where the faculty members along with the principal inform students about the course objectives. Moreover, professors share these learning outcomes through additional channels if necessary. The planned learning objectives provide direction for developing curriculum and for designing, executing, and assessing academic programs all year around. They also provide general support in determining the actions required to shift the focus of teaching and learning to the learner, as well as help in assessing the learning levels of students through the use of a variety of techniques and approaches. This has been highly beneficial for the Institution to raise it's academic standards and impart the students with valuable knowledges, skills, moral values, aptitudes, and competences.

File Description	Document
Provide Link for Additional information	**View Document**

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institute follows the aspect of preparing the program outcomes (POs) and course outcomes (COs) and uploading them on the institutional website. However, it also follows another crucial aspect of assessing and analyzing them at the end of the academic year as this offers an insightful feedback which will help the Institute to remould the outcomes in the upcoming academic year. It also highlights our areas of strength and weakness, which may be addressed for continuous development and quality control.

In view of this, all the departments of the Institute, under the guidance of IQAC, strive to achieve the POs and COs by organizing various academic, co-curricular and extra-curricular activities for the learners on a regular basis. A comprehensive mechanism for the evaluation process is based on the performance of the student in both internal as well as external examinations, assignments, performance in the practical viva, his/her attendance in both the theory classes and the laboratory, participation in various co-curricular and extra-curricular activities etc.

The following criteria can be used to evaluate the level of achievement of POs and COs:

?The number of university graduates from our institute during the previous five years

The number of students enrolling in graduate and post-graduate programs at our institute after receiving their diploma or graduate degree.

The students employability and their income.

The data from the previous five years supports the Institute's efforts to deliver high-quality instruction and meet its commitments to the POs and COs.

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

2.6.3

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

Response: 76.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
239	358	315	357	248

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

2022-23	2021-22	2020-21	2019-20	2018-19
366	451	411	402	341

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

INNOVATION CLUB AND LAB: The college serves as a center for innovation and creativity in addition to being a location for study. The Innovation Club, an active group where students collaborate on projects, share ideas, and realize their most enthusiastic ideas, is at the hub of it all. By giving young innovators and entrepreneurs a forum to pursue their passions and effect change, the club acts as an incubator. Facilities available are government innovation grant, working space, and innovation kit.

SSIP CELL: The Student Startup and Innovation Policy (SSIP) Cell collaborates closely with the Innovation Club to provide help to students looking forward to turn their ideas into successfully launched businesses. Students are given the tools they need by the SSIP Cell to successfully travel the world of entrepreneurship through networking events, funding opportunities, and mentorship.

INNOVATION LABORATORY: With its modern equipment and innovative technology, the Innovation Laboratory is the hub of the college's innovation ecosystem. Students can explore, prototype, and repeat their ideas until they reach perfection with the resources available to them here. It's an

environment that fosters creativity and invention without boundaries.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	00	00

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	3	1	1

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

3.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The purpose of the NSS cells is to carry out the Institute's pledged objective, which includes educating students about their responsibility to nation-building and fostering a sense of brotherhood among them. Students have the perfect platform to get current and relevant training to tackle real-world difficulties through the various events organized by the NSS units. With an emphasis on holistic development, the Institute encourages students to engage in co-curricular and extracurricular pursuits that foster principles of social responsibility and self-worth. The NSS units of the Institute organised various extension activities such as

Environmental Awareness: The Institute hosts a number of events to raise awareness of environmental issues, such as the Swachchha Bharat Abhiyaan, the Plastic Free Campus Campaign, tree plantation, cleanliness drives, awareness rallies, poster competitions, and more.

?Blood Donation: In collaboration with the "Zydus Medical College,Dahod" the Institute also organises the "Blood Donation Camp." The "Blood Donation Awareness Programme" is organised by the NSS unit before the camp to inspire students to support this admirable cause. Additionally, the Institute frequently hosts events on topics like as organ donation awareness, traffic awareness, swachchhta, voting awareness, AIDS awareness, suicide prevention awareness, medical check-up camps, save the birds during kite flying festivals, and consumer awareness.

?**NSS Camp:** The Institute focuses on community outreach programmes which makes students aware about the common issues faced by the society and puts them on a common platform. The NSS unit hosts an annual camp in isolated areas, particularly in residential schools, to help students develop empathy by educating them about the hardships of the underprivileged segments of the society. Throughout the camp, students engage with school children to comprehend their issues, inspire and support them in their learning, teach sanitary practices and moral principles, develop community awareness campaigns, provide assistance at the nearby Primary Health Center, and organize cleanliness drives. As a result, the NSS units give students the perfect opportunity to develop their hidden leadership potential.

?**Women Empowerment:** As a co-educational Institution with a growing proportion of female students, it is our main duty to impart a sense of health and hygiene awareness among students as well as empathy for gender and sensitive societal issues. NSS organizes events such as "Self-defence Training," "BetiBachavo-BetiPadhavoAbhiyaan" (Save the Girl Child), "Women Empowerment Week".

Conclusion: In addition to their academic knowledge for holistic development, the Institute works to promote the ideals of nobility, compassion, brotherhood, social responsiveness, leadership characteristics, and empathy through a variety of activities. Today, sustainable development is essential, and environmental outreach initiatives raise public understanding of the planet Earth. The outreach initiatives support raising public awareness of a variety of deeply ingrained societal issues.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

The Institution feels pleased to state that there are several extension activities from government/ government recognized bodies for which our faculty members as well our students have received awards and recognition. The activities for which the awards and recognition has been received is mentioned below:

- The institute received the Certificate of Appreciation for help in implementation of law and order and maintaining social distance during the lockdown of Covid-19 Pandemic from the Gujarat Police, Dahod in the year 2020.

- The Certificate of Participation for participating in training of NSS Programme Officer from the Government of India Ministry of Youth Affairs and Sports Empanelled Training Institute, NSS Gujarat Vidhyapith, Ahmedabad in the year 2020.
- The Certificate of Appreciation for Covid-19 Vaccination Camp from the Governor of Gujarat, Dahod in the year 2021.
- The Certificate of Appreciation for Blood Donation Camp from Zydus Medical College and Hospital Blood Bank, Dahod in the year 2021.
- One of students Mr. Tejas Upadhyay received the Certificate of Appreciation for Election Awareness from the District Collector of Dahod in the year 2020-21.
- Mr. Tejas Upadhyay also received the Certificate for Gujarat State Best NSS Volunteer award from Commissionerate of Higher Education, Government of Gujarat Gandhinagar in the year 2020-21.
- A faculty member of the institute, Dr. S. A. Patel received Gujarat State Best Programme Officer award from Commissionerate of Higher Education, Government of Gujarat Gandhinagar in the year 2021-22.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	09	06	05

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 1

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute's campus extends over the area of 11.9081 acres. The main building of the Institution comprises the administrative offices and laboratories on the ground floor, while the first floor comprises the classrooms. The physical infrastructure is sufficient to hold all of the classes concurrently in a single shift.

Classrooms: The Institute includes 20 huge, well-ventilated classrooms. Out of the five classrooms have a smart board and internet connectivity, classroom number 215 can accommodate more than 200 students and is utilized for conferences and seminars.

Laboratories: The laboratories are large and furnished with the latest technology, including LCD projectors, smart boards that can be connected to the internet. All labs are spacious and well equipped with latest instruments, chemicals, charts, and models.

A sufficient number of desktop computers and printers are available in each department labs for usage by the department HODs and staff members.

Separate HOD's office: A separate office is provided to each Head of the Departments.

Library: The Institute features a library with more than 11000 books and an abundance of online research journals accessible through INFLIBNET.There is a separate reading room for staff members and pupils to be seated with capacity of 60 people.

Botanical and Herbal Garden: The Institute has developed botanical and herbal garden in which different types of saplings are planted. Most of the specimens are required necessarily for carrying out the Botany experiments and are available in the botanical garden.

Sports facilities: There is a separate sport room for playing indoor games like Chess, Carom, etc. The students also have facilities to practice Mallakhamb. The Sport Complex of the Institution is under construction.

Amphitheatre: The Institute has an open-air amphitheatre for cultural programmes.

Hostel: The girl's hostel is nearby to the campus of the Institution.

Other Facilities:

- The Institute has a common staff room with well furnished space for staff members to carry on with their work in free time.
- The campus is Wi-Fi compatible everywhere, allowing employees and students to access the internet from anywhere in the institution.
- There are special offices of CWDC, NSS, Student Union Room and Physical Education.
- There is a College Director Office in the campus of the Institution.
- There is a large administration office to carry out the administrative work with an ease.
- There is an Exam Control Room from where supervisors are allotted their classroom and answer booklets for invigilation.
- The Institute provides disabled friendly environment with rail ramps and toilets.
- There is Fire Safety facilities developed under Disaster Management System.
- The Institute has a Rain Water Harvesting System. The stored rain water is used in experiments as distilled water.
- The Institute features a campus with a canteen and separate parking area.

Security personnel and CCTV cameras guard the Institute campus.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 81.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
337.1420	281.7953	203.3401	28.33994	8.48738

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The annual subscription of INFLIBNET N-List has been done every year. The library is managed digitally with SOUL software. Reprography service is provided at library. The Institute has planned to set up RFID for library users. The computers are available to access online resources for its users.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute has modernized its IT infrastructure, including Wi-Fi, in accordance with regulations to raise the efficiency level of instruction. The Institute's whole campus, including the library, conference room, laboratories, and administrative offices, has high-speed internet access and Wi-Fi capability. The Institute has 2 photocopiers, 7 scanners/printers, 5 printers, and 28 laptops/computers with licensed software. The digital library offers access to e-books and e-journals. To assure computer security and

protection, a licensed copy of the Quick Heal Antivirus software has been installed on every computer system.

Every department has a desktop computer, a laptop, a printer, a scanner, and wireless internet access. A 200 mbps lease line connects each department to computer-assisted instructional materials. The Institute has periodically upgraded its IT infrastructure by adding more PCs, printers, scanners, LCD projectors, and licensed software. CCTV cameras and LCD projectors are standard in every classroom. Audio speakers are used in the classroom and laboratories for providing instructions.

The Institute has an extensive library with many books, scientific periodicals, magazines, and newspapers that are subscribed to. The facility has been utilized by the students, which has improved their topic understanding. Students can access notices, previous exam papers, the syllabus, the admissions procedure, and any other pertinent information on the Institute's website.

Additionally, staff meetings, workshops, seminars, and faculty development programs are all made possible by this kind of digital ecosystem. As a result, the campus offers staff and students seamless access to the internet and e-resources.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 37.37

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

Response: 35

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
45.32072	2.4321	4.01175	0.51335	6.00705

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 54.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
724	1052	441	662	501

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 30.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
425	629	00	532	317

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 14.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	53	52	29	46

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

2022-23	2021-22	2020-21	2019-20	2018-19
239	358	315	357	248

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document]
Institutional data in the prescribed format	[View Document]

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	[View Document]

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	00	0	0

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

5.3.2

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

Response: 20.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	2	27	24

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

5.4 Alumni Engagement

5.4.1

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

Response:

On completing the successful 50 years of its existence, Navjivan Science College celebrated its Golden Jubilee on 24th September 2023. The Dahod Anaj Mahajan Sarvajanik Education Society established the college in the year 1973, and since then, the college has progressed much with its different departments by providing quality education to the students from rural as well as urban areas.

The programme was celebrated under the chairmanship of Prof. Pratapsinh Chauhan, the Vice-Chancellor of Shri Govind Guru University, Godhra. On this auspicious day, Dr. Nimit Oza was invited as the chief guest and keynote speaker of the programme. All the Society members, Directors, Trustee, former Principal, Faculty and Alumni of each department and present departmental Faculty, Students and Scholars as well as the Office Staff were invited for their valuable participation in the programme. The purpose of the programme was to bring together all those who are and have been associated with the college at different times in its great history. The celebration included:

- Registration of the Alumni
- Inauguration of the reconstructed college and Hasumati Amphitheatre.
- Special speech by Honorable Vice-Chancellor and the Principal of the college.
- Guest Lecture by the keynote speaker who motivated everyone personally and professionally.
- Social get-together of the Departmental Alumni
- Dinner
- Cultural Event (Musical Night)

The programme was an immense success with more than 600 Alumni being registered. Moreover, the college has planned to create an Alumni Association which is under process.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision : *"Our Vision is to provide high quality of scientific education to the tribals students; to produce graduates with scientific aptitude and attitude who are intellectually sound, morally aware, and socially compassionate; and to develop leaders who will work to bring about social change, particularly within the communities in which they reside and throughout the country"*

Mission : *"Our Mission is to realise the founder's vision by creating and overseeing educational institutions that uphold the four guiding values of discipline, sound education, sports, and service. To provide experimental and scientific knowledge to the students; to help them to develop all round and holistic personalities; to widen the horizon of scientific knowledge and its applicability to the community, so as to enhance the better living"*

An institute which offers a range of courses in both UG and PG sections needs to be managed properly due to its diverse needs and requirements. This requires an accurate idea of the vision and mission and should be supported by attentive continuous efforts in that direction.

The Institute is managed by DahodAnaj Mahajan Sarvajanik Education Society, Dahod. The DahodAnaj Mahajan Sarvajanik Education Society (DAMSES) is governed by a group of prominent academicians and other notable individuals from various fields. The managing committee, which also chooses the society's honorary minister, is in charge of managing the DAMSES. The society's honorary minister is chosen during the annual general meeting.

A Local Administration Committee (LAC) has been established by the management, with the Institute's representative in it. The LAC serves as a link between the Institute and the management. It makes progressive decision-making easier, and the Institute benefits from its positive outlook when it takes on challenging tasks and new innovations. The Principal, who serves as the head of administration, serves as a link between the staff and management at the institutional level. Regular meetings between the Local Administration Committee and the Head of the Institute are held to assess the working of the Institute and develop future plans. All concerns or questions that need to be addressed are talked about. All of the choices made at the meeting are put into practice.

File Description	Document
Provide Link for Additional information	[View Document]()

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Principal is supported by all of the HODs, the administrative office, and the highly qualified and experienced members of the IQAC. IQAC is carrying out its role as the statutory authorities' advisory body for a variety of policy concerns, structures, and documentations. The teaching and non-teaching support staff, as well as the laboratory staff, are divided into several divisions within the academic establishment. Well-equipped laboratories can be found in the departments where course study includes practicals. The practicals that follow the guidelines in the corresponding syllabus are carried out in these laboratories. In the labs, consumables such as chemicals, instruments, and other supplies are periodically updated and replaced as needed.

The Institution complies closely to the service guidelines that correspond with the government and university regulations. The SGGU has outlined the terms, conditions of service and code of conduct for teachers and non-teaching staff. Benefits include the Provident Fund, Casual Leave, Medical Leave, Maternity Leave, and Paternity Leave are available to both teaching and non-teaching faculty members. A committee made up of the Principal, HODs, Subject Experts, Commissionerate of Higher Education (CHE) Gandhinagar, and members of the SGGU handles recruitment in accordance with university policies.

The Institute has established a number of committees to help with ongoing procedures and the management of different activities. Students are included in the committees in addition to staff members in certain cases.

The various functional committees in the Institute are:

- Social and cultural activity committee
- Planning forum
- SC – ST Cell
- Local exam committee
- Grievance redressal committee
- Library committee
- Sexual harassment committee
- Campus placement cell
- Campus discipline committee
- Time Table committee

The Institute has realized that besides the regular curriculum and prescribed syllabi, it is necessary to develop an environment of scientific temper among students as well as to provide them all possible opportunities to be part of the latest developments which take place in the outside world. In this context, the Institute regularly invites the eminent speakers from various fields of scientific expertise to interact

with the students. The students of life sciences visit different sanctuaries, eco tourism sites, botanical gardens etc. to get first-hand experience of life in its natural habitat.

The Institute has adopted a decentralized approach for smooth and efficient functioning of various departments. All HODs are empowered to take the necessary decisions with an unconditional backing of the principal. The departments running PG courses have an additional income in the form of the higher fee which is utilized by the department.

Each Head of Departments are responsible for managing the activities of the department. As a matter of fact, faculty members now feel more accountable and possess a sense of ownership when it comes to managing their departments independently. All of the faculty members are willing to assist one another whenever needed, and there is a strong culture of sharing and compassion among the staff.

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

6.2.2

Institution implements e-governance in its operations

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

Response: E. None of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute has taken various effective measures for the professional devwlopment and welfare of the teaching and non-teaching staff. To improve the performance of the staff, measures have been taken to introduce welfare schemes for the teaching and non-teaching staff by enhancing their performance, health, social status, and economic well-being in addition to professional growth.

Here are a few welfare measures for both teaching and non-teaching staff members:

There is provision for provident fund as per the government norms ?gratuity is also admissible as per the government norms. The faculties can avail themselves of financial support for attending conferences / seminars /workshops.There is a Registered Dahod Anaj Mahajan Sarvajanic Education Socity Employes's Co-Operative Credit Society of the Campus, managed by the employees of the various institutes of DAMSES, which provides services like deposit and loan to its shareholders. The Employees Provident Fund (EPF) is a retirement savings scheme that is available to all teaching and non-teaching employees of the institute. Female staff members can avail themselves of maternity leave as per government rules.Male staff members can also avail themselves of paternity leave as per the government rules.On Duty Leave (ODL) is provided to the staff members for attending examination work, evaluation work, BoS meeting, workshop, seminar, conference, orientation course, refresher course, faculty development program etc.Increments in salary are regularly released.The peons are provided with uniforms (2 pairs) every year.

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 9.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	4	3	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	11	10	10

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

On a regular basis, the Institute uses its own system to carry out internal and statutory financial audits. Both the audits follow stringent protocols for maintaining transparency. The Local Administrative Committee drafts the Institute's annual budget in cooperation with the Principal shortly before the fiscal year ends. Next, the DahodAnaj Mahajan Sarvajanik Education Society receives the approved budget for final approval. To the greatest extent possible, the Institute executes financial transactions and complies with budgetary requirements. The Institute maintains a complete accounting of all of its revenues and outlays.

The management monitors the funds by two types of audits : internal audits and external audits. The internal auditor audits the income and expenditure. The statutory auditor is responsible for the final statement of expenditure and utilization certificates. The internal audit takes place twice in a year and the final audit is completed at the end of the financial year. A recognized chartered accountant firm is appointed for the audits. Its audited statement is reviewed by the management and sent back to the Institute with remarks, if any. The last audit was done in May 2023. There were no audit objections.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institute is renowned for its level of quality concern and continues to promote academic excellence. The IQAC's efforts have changed the way the Institute operates from the ground up. The establishment of a student-centric and favourable atmosphere with highly motivated teaching staff that works in coordination has played a significant role in improving the quality of education. The IQAC presented innovative plan and its successful execution are discussed to the HODs. The IQAC advises all of the HODs on how to implement the different practices and offers insightful insights gleaned from the experience of prior years. Decisions are made in accordance with the unique requirements, which include having classrooms availability, improving laboratory facilities, adding new certificate courses, botanical and herbal garden, holding seminars and workshops, etc.

The IQAC has institutionalized new practices which are given below:

* Introduction of Post-Graduation program in Zoology subject:

The Institute offers UG in Zoology subject and students from different areas and district of Dahod and Gujarat comes to our Institute for admission. After completion of their UG, they need to take admission elsewhere so in order to lessen their problems, we offer PG in Zoology subject. In the whole University, our Institute is the only one which offers PG program in Zoology subject.

* Introduction of certificate courses:

The first-year students come from a wide range of demographic backgrounds, including various mother tongues, cultures, and educational backgrounds from their families. The IQAC introduced the Certificate Course programs in many fields. The courses were created to express the purpose of enhancing problem-solving skills.

* Appointment of full time Laboratory Assistant:

The IQAC of the Institute found that there is a need to appoint Laboratory Assistant on regular basis. The prior permission was taken from the government and the management for the vacant post of Laboratory Assistant. An entrance examination was conducted in a fairly manner and the need of Laboratory Assistant was fulfilled.

* Appointment of principal

The IQAC also found out that the Institute must recruit a Principal. Till now, the Incharge responsibilities of the Principal are given to one of the responsible and hardworking permanent faculty members.

* Botanical and herbal garden:

The botanical and herbal garden of the institution serves as a reflection of its environmental conscience. In the botanical garden, several kinds of saplings are planted. This garden is the only source of the majority of the specimens required for conducting Botany experiments.

* Water harvesting:

The Institute has an underground rainwater storage tank. The stored water is used as distilled water in the Chemistry laboratories.

* Wi-Fi facility:

The campus of the Institute is fully Wi-Fi enabled and students as well as staff members can access the internet facilities within campus.

* EPF scheme for staff members:

In order to benefit both the employer and the employee, the Employee Provident Fund (EPF) scheme is provided to the staff members in which the employees have to contribute a small portion of their basic pay monthly till the employee is working.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute has facilities specifically designed for women since it supports gender equality. Despite the fact that the COVID situation limited activity, we had the facilities listed below;

1. Women Development Cell: It is managed by senior female college faculty members. It handles complaints, policy-making for females, facilities, and programs that promote improvement.
2. Girls Hostel: Girls hostel provide relatively cheap lodging for girls from outlying areas. Adequate security and accommodations featuring a bed, desk, chair, and cabinet are features of the hostel.
Additional amenities include a common kitchen and living space. Campus wardens are in charge of creating and maintaining the rules and regulations for residential hostels.

3. Fee reduction for female students
4. College common room amenities
5. The Women Development Cell offers skill development programs for girls

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document

7.1.3

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

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

Response: E. None of the above

File Description	Document
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

The institution has worked hard to establish a welcoming and amicable atmosphere for all its staff, professors, and students. One of the most important goals is to promote tolerance and peace among cultural, regional, linguistic, communal, social, and other diversities. This involves putting in place rules and guidelines that promote tolerance, empathy, and respect between people with different origins, ideologies, and customs. As an example, the institution has formed a multicultural and diversified committee that plans training sessions, lectures, and workshops to teach staff and students the value of respecting cultural differences and being culturally sensitive.It has also given marginalised populations a safe place to talk about their issues and experiences, giving them a voice and a chance to fight for their rights. Additionally, it has developed links with regional organisations that promote multiculturalism and inclusivity, allowing students to participate in community service initiatives that promote harmony and social integration. The institution is dedicated in developing an atmosphere where everyone is treated with respect, feels appreciated, and is included, that is why it is making these efforts.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice :1

Good Practices of Bio-fertilizers

Title: "To make Bio-fertilizer from soil microorganisms"
Process Objectives:
1. Isolation of microorganism from soil sample already buried with dry leaves of plants from college campus garden
2. Checked activity of isolated microorganism by using specific substrate agar plates
3. Bio fertilizer were used with soil directly and also used with coal and applied for plant growth
The objective for making biofertilizers typically includes several key goals aimed at promoting sustainable agriculture and environmental health. Here are some common objectives:
A. Enhancing Soil Fertility: Biofertilizers aim to improve soil fertility by providing essential nutrients such as nitrogen, phosphorus, and potassium in a form that plants can readily absorb.
B. Promoting Plant Growth: They stimulate plant growth by enhancing nutrient uptake and improving root development, leading to healthier and more productive crops.
C. Reducing Chemical Dependency: By reducing the reliance on synthetic fertilizers and pesticides, biofertilizers contribute to sustainable agricultural practices and minimize environmental pollution.
D. Balancing Ecosystems: They support beneficial microbial communities in the soil, fostering natural nutrient cycling and enhancing biodiversity in agricultural ecosystems.
E. Cost-effectiveness: In the long term, biofertilizers can be cost-effective compared to synthetic alternatives, especially when considering reduced input costs and improved yields.
F. Environmental Sustainability: They contribute to reducing the environmental footprint of agriculture by decreasing greenhouse gas emissions and chemical runoff into water bodies.

The Context:

- The main contextual feature or we can say the challenges were faced :

1. The maintenance of microbial strain sustainability against soil structure
2. The purity of strain
3. The activity rate and possible outcome after applying the biofertilizers into soil

4. What is the ratio of different biofertilizers used

The practices

- This almost very good experience for the institute to use biofertilizers for green and sustainable ecosystem approach for vegetation
- There are 3 types of strain were isolated like Nitrogen fixing , phosphorus solubilizing bacteria were used as biofertilizers
- These biofertilizers worked amazingly with reference to chemical fertilizer
- More and healthy growth promoting activity were determined from biofertilizers

Problem encountered and Resources required:

- The major problem with biofertilizers was the concentration determination of biofertilizers with context to soil nature and area covered
- Another problem was determined that volume used as field size and crop species varies
- This is small scale production of biofertilizers but when it is practice at large scale then there is requirement of some specific advancement in production system

Best Practice : 2

Good Practices of Water analysis

Title: "To check the water quality by quantitative and qualitative analysis of Dahod district"

Objectives:
The objective of microbial and chemical analysis of water is crucial for assessing its quality and safety. Here are the objectives for each type of analysis:

Microbial Analysis:
1. Detection of Pathogens: Identify and quantify harmful microorganisms such as bacteria, viruses, and protozoa that can cause waterborne diseases.
2. Indicator Organisms: Measure indicator organisms like E. coli or faecal coliforms to indicate the potential presence of faecal contamination and assess the risk of pathogens.
3. Monitoring Treatment Effectiveness: Evaluate the effectiveness of water treatment processes in eliminating or reducing microbial contaminants.
4. Compliance: Ensure compliance with regulatory standards and guidelines for safe drinking water.

Chemical Analysis:
1. Identification of Chemical Contaminants: Detect and quantify various chemical pollutants such as heavy metals (e.g., lead, mercury), pesticides, pharmaceuticals, and industrial chemicals.
2. Assessment of Water Quality Parameters: Measure parameters like pH, turbidity, dissolved oxygen, and nutrients (nitrogen, phosphorus) to assess overall water quality.

- EC, TDS and Salinity values of most of the water samples were found very high at many locations.

- Most of the water quality parameters in the selected districts were within the BIS/WHO range.
- Form the data it can be said that around 20% samples may contain Fluoride content above the BIS limit.
- There was a consistent relation among the TDS, EC and Salinity values as observed from their ratio charts.
- There was a significant positive correlation among the pairs i.e. hardness-chloride content and TDS-hardness, TDS-chloride and TDS-Sulphate content.
- Nitrate, Sulphate and Phosphate values were quite below the detection limit in most of the water samples.

Results of Microbial analysis:

- Colony Counts (CFU/mL): 10 E.coli/ml -Indicates the number of colony-forming units per milliliter. a high count of total coliforms or E. coli suggests significant contamination. (Normal Range: 0-1 E.Coli/ml)
- MPN Index: 96 MPN/ 100ml of water -Provides a statistical estimate of microbial density. Higher MPN values indicate greater microbial contamination. ((Normal Range: 0-1.8 MPN/100ml))
- Concentration Levels: Can help determine if the water meets regulatory standards for safe consumption or other uses. For instance, many regulations require E. coli levels to be below a certain threshold (e.g., 0 CFU/100 mL for drinking water).

Problem encountered and Resources required:

- There is no major problem with good practices and yes there is need of some special indicator bacterial strain to analyse the water
- Also required some specific chemicals .

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

As established in 1973, the Navjivan Science College is managed by the Dahod Anaj Mahajan Sarvajanik Education Society. The institute is the only grant-in-aid Science college in the district of Dahod. The Institute's vision statement reads:

 Vision "Awareness and upliftment of tribal students in their scientific attitude, thereby to make them

competent citizen of the nation".

The Institute has realised that students must be inspired to take a keen interest in the fundamental sciences. Their scientific aptitude and the quality of the scientific workforce in the country will increase their access to the fascinating world of research and technological innovations.

All of the classrooms have ICT capabilities, and the campus has Wi-Fi compatibilities.This is done to bring ICT into teaching and learning process.

The Institute offers A Student Startup & Innovation Policy (SSIP) cell, established by the Government of Gujarat, to facilitate the best possible environment for students to pursue their creative projects.

The institute's sport department offers a distinctive athletic program called Mallakhamb. The only science institution in Gujarat that conducts this Mallakhamb program is Navjivan Science College. The institute's sports department provides Mallakhamb and Rope Mallakhamb facilities. Additionally, hanging Mallakhamb has been introduced by the institute. The institute hosts Mallakhamb and Rope Mallakhamb competitions at the intercollege and university levels on the institution's campus. Additionally, the institute has an ongoing Memorandum of Understanding with the Gujarat State Mallakhamb Association to host a number of state and national level competitions.

The Institute has secured financing under RUSA 2.0 with the amount of Rs. _4_ crores. In order to support students' overall growth and foster an academic environment where ideas and intellectual resources may be exchanged, the Institute has signed MOUs with a variety of academic institutions and industries.

The library is essential to improving the effectiveness of the teaching and learning process. The Institute is pleased to have a huge, spacious library with around more than 11,000 books. It also subscribes to a wide range of publications, major newspapers, and different scientific journals. These resources have improved the students' understanding about any topic, as evidenced by the medals and trophies they have received at university exams and the numerous national examinations they have passed. The Institute's students are inspired and encouraged to take part in a variety of competitions, including essay writing, science quizzes, and students minor research projects.

Thus, the Institute has been zealously following its mission statement and put forth every effort to grab the chance to promote the overall growth of its students in the academic, skill-based, physical, moral, and value-based development.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institute has been short listed for the PM-USHA Component - 3 grant to strengthen colleges with rupees five crores for the academic year 2023-24. The DPR file had already been submitted to the KCG, Ahmedabad, Gujarat for final approval.

Concluding Remarks :

The Institute has been working persistently to accomplish its vision and mission ever since it was established. In the rural region, the Institute has left a lasting impression. Concurrently, there is an increase in the number of students enrolling at our prestigious college after introducing other specialisation besides Chemistry such as Botany, Mathematics, Physics, Zoology and Microbiology. The students applying to our Institute comes from rural tribal areas and various parts from Gujarat. Overall, the student achievement exceeds to that of the university. Our institute's students have won the gold medals awarded by the SGGU for the B. Sc. program in the last five years.

The Institute continually upgrades its academic and infrastructure facilities using funds from various funding sources. The Institute earned Rs. 4 crores under RUSA 2.0. As a result, the existing classrooms and the laboratories are renovated. Some classrooms and the laboratories are well developed and installed with ICT facilities. We also purchased INFLIBNET membership and new furniture is set up in the library. The amphitheatre has been developed for cultural programmes. Upgrades were made to the sports facilities, and students received complimentary instruction for various sports. The sport facility such as Pole Mallakhamb and Rope Mallakhamb is only available in our Institute at the University level.

The PG program in Zoology started in the year 2023-24. An SSIP cell is functioning since 2018 as the hub for innovators and entrepreneurs to collaborate on projects, share ideas, and realize their most enthusiastic business ideas.

A major and minor research project has been effectively finished. There are active Memorandums of Understanding between the Institute and Industry. Numerous outreach and extension initiatives are offered by the Institute raises mass awareness campaigns under the auspices of NSS. The process of establishing Alumni Association is under process.

The Institute has evolved with the times establishing it into a brand new building and embraced contemporary technology to instil in its students a strong sense of morality and scientific attitude. This has prepared the students to be responsible citizens and to encourage the country towards competence in the world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 1 Answer After DVV Verification :1
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>00</td><td>107</td><td>32</td><td>00</td><td>87</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>00</td><td>107</td><td>32</td><td>00</td><td>87</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 107 Answer after DVV Verification: 80 Remark : Among the twelve students, clarification documents have been provided for only nine. The revisions were made on a pro-rata basis.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: C. Feedback collected and analysed
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during**

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
263	273	181	206	203

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
256	257	173	197	192

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	41	30	30	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	38	27	27	27

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	12	12	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	12	11	11

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	3	1	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	09	08	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	09	06	05

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

Answer before DVV Verification :
Answer After DVV Verification :1
Remark : Value updated as per documents

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
337.14203	281.79533	203.34010	28.33994	8.48738 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
337.1420	281.7953	203.3401	28.33994	8.48738	

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 35 Answer after DVV Verification: 35

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*
	4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
92.24598	38.39604	17.03645	16.95142	20.71952 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
45.32072	2.4321	4.01175	0.51335	6.00705	 Remark : Revised as per the documents and Excel Sheets.

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

five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
724	1052	441	662	501

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
724	1052	441	662	501

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
425	629	00	532	317

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
425	629	00	532	317

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Value updated as per documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	141	105	67	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	53	52	29	46

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	00	21	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	00	0	0

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

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

Answer before DVV Verification:

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

75	75	2	123	80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	2	27	24

6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: E. None of the above
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification:

6.3.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	5	2	1

Answer After DVV Verification :

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

6.3.3.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	8	4	1

Answer After DVV Verification :

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

3	2	4	3	1

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

Answer before DVV Verification:

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

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Revised following the HEI's submissions and produced clarification documents.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 40 Answer after DVV Verification : 29

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	22	17	17	21

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	15	15	16

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
434.60223	323.20859	222.29628	48.03700	31.69212

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
434.6022	323.2085	222.2962	48.0370	31.69212

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