



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**THE SARVODAYA NAGARIK SAHAKARI
BANK LTD., MAHILA ARTS COLLEGE,
MEHTAPURA, HIMATNAGAR**

- Name of the Head of the institution **Dr.Nazima R. Shaikh**
- Designation **Principal(in-charge)**
- Does the institution function from its own campus? **Yes**

- Phone no./Alternate phone no. **9426427048**
- Mobile No: **9925389359**
- Registered e-mail **sbmahila@gmail.com**
- Alternate e-mail **Nazimashaikh6@gmail.com**
- Address **Mehtapura, Vijapur Road**
- City/Town **HIMATNAGAR**
- State/UT **Gujarat**
- Pin Code **383220**

2.Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Women**
- Location **Rural**

- Financial Status **Grants-in aid**
- Name of the Affiliating University **Hemchandracharya North Gujarat University, Patan, Gujarat**
- Name of the IQAC Coordinator **Ms. Shadab Rose**
- Phone No. **9925389359**
- Alternate phone No. **9426427048**
- Mobile **9925389359**
- IQAC e-mail address **roseshadab@yahoo.com**
- Alternate e-mail address **roseshadabkhan@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year) <https://sbmartscollege.org/>

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://sbmartscollege.org/wp-content/uploads/2024/08/Academic-calendar-23-24.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.03	2008	28/03/2008	28/03/2014
Cycle 2	B+	2.63	2017	22/02/2017	21/02/2021

6.Date of Establishment of IQAC **04/04/2018**

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

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
THE SERVODAYA NAGARIK SAHAKARI BANK LTD. , MAHILA ARTS COLLEGE, MEHTAPURA, HIMATNAGAR	UDISHA	KCG (COMMISSIONE R OF HIGHER EDUCATION)	2023-2024	50000
THE SERVODAYA NAGARIK SAHAKARI BANK LTD. , MAHILA ARTS COLLEGE, MEHTAPURA, HIMATNAGAR	RUSA	KCG (COMMISSIONE R OF HIGHER EDUCATION)	2023-2024	5000000
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8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report

[View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

Introduced and monitored the adoption of NEP 2020 across all departments to enhance educational practices.

Implemented and monitored the creation of Academic Bank of Credits (ABC) IDs.

Spearheaded initiatives for new accreditation and ranking processes.

3. Spearheaded initiatives for new accreditation and ranking processes. Participated in GSIRF.

Informed and encouraged teachers to attend FDPs and workshops focused on curriculum, co-curriculum, NEP 2020, and the creation of ABC IDs.

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

Plan of Action	Achievements/Outcomes
Teaching-Learning Process Improvement: Implement advanced teaching methods, including blended learning and the use of educational technology.	Faculty adopted blended learning and using ICT enabled classrooms.
Research and Innovation: Encourage faculty and students to engage in research activities, publish papers, and participate in conferences.	Students completed assignments related to the curriculum, and teachers participated in national and international FDPs, workshops, and conferences.
Infrastructure Development: Upgrade classroom facilities, enhance ICT infrastructure, and improve buildings across the campus.	Outcome: Two classrooms were converted into smart classes; all classrooms were updated from blackboards to whiteboards, and five projectors were installed.

	The entire campus is now under CCTV surveillance.
Student Support and Progression: Strengthen career counseling, mentorship, remedial, and placement support.	Conducted a workshop on career counseling, assigned each teacher as a mentor, conducted remedial classes, and successfully organized a placement fair.
Community Engagement: Promote social responsibility through outreach programs and collaborations with local communities.	Conducted community engagement programs.
Continuous Quality Improvement: Conduct regular internal audits and implement feedback mechanisms to ensure continuous quality improvement.	Audits were conducted, and the collected feedback led to prompt corrective actions.
Continuous Quality Improvement: Conduct regular internal audits and implement feedback mechanisms to ensure continuous quality improvement.	Audits were conducted, and the collected feedback led to prompt corrective actions.
Government Grants: Apply for Grants for institute's enhancement	Applied and obtained various grants for students.

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
MMI Trust	16/12/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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Year	Date of Submission
2023	07/03/2024

15. Multidisciplinary / interdisciplinary

a). Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. Our institute is committed to promoting multidisciplinary education through various methods such as conducting needs assessments, creating adaptable curricula, improving faculty development, building partnerships, and efficiently communicating our vision. We can offer a broad range of disciplines and provide comprehensive learning to equip our students with the skills needed to succeed in the modern world. b). Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. Our institute runs the subjects of Hindi, English, Gujarati, Psychology, and Sociology play a key role in integrating humanities with STEM (Science, Technology, Engineering, and Mathematics). Language and literature subjects enhance communication and cultural awareness, helping students express scientific ideas clearly. These interdisciplinary programs produce graduates who are technically skilled and socially conscious, prepared to navigate a world where science, technology, and the humanities intersect. c). Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education? Explain. The institution embraces a multidisciplinary and interdisciplinary approach by offering flexible and innovative courses, engaging with the community, providing environmental education, and promoting value-based learning. Faculty members enhance their teaching capabilities through development programs. Additionally, they integrate technology to enable interactive teaching and blended learning, and implement comprehensive, skill-based assessment methods. d). What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. The program offers a flexible curriculum with different points for starting and finishing. In the 1st Year, students take core courses in their chosen major (like Hindi, English, Gujarati, Psychology, or Sociology) and a mandatory Sanskrit course. They can explore other subjects and switch majors by the end of the

year. In the 2nd Year, students dive deeper into their major, choose additional electives, and have the option to switch majors or add minors. In the 3rd Year, they take advanced courses and can choose to finish with a diploma or continue for a degree. Students can leave the program with a Certificate after the 1st Year, a Diploma after the 2nd Year, or a degree after the 3rd Year. The program maintains high academic standards with a mix of core knowledge and practical work, regular assessments, projects, and exams. For example, a Psychology major might switch to Sociology after exploring related courses, or a student starting with Hindi might switch to English or Gujarati by the 2nd Year. This approach ensures a personalized but challenging education.

e). What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? The institute promotes multidisciplinary research through several key strategies. It invites researchers and faculties with varied expertise to enrich the academic environment. The institute also secures government funding for interdisciplinary projects, supporting collaborative research efforts. These combined efforts aim to foster collaboration and innovative approaches to addressing pressing societal issues. f). Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. The university redesigned the curriculum and the institute has planned the lessons in line with the NEP 2020, emphasizing a multidisciplinary approach. To achieve this, it offers diverse elective options, encourages collaborative projects, establishes interdepartmental initiatives, provides faculty training, engages with industries and communities, fosters cross-institutional collaborations, and implements interdisciplinary evaluation methods. The goal of the institute is to nurture adaptable graduates capable of making a positive impact across disciplines and society.

16.Academic bank of credits (ABC):

a). Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. The institution has registered on the Academic Bank of Credits (ABC) platform, updated its courses to align with NEP 2020, and implemented digital tools for managing credits. It has established partnerships with other institutions for smooth credit transfers. The affiliated university (HNGU, Patan) and our institute have also conducted sessions to educate students and teachers on using the system to support the process. b). Whether

the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. The institute has implemented the ABC process in beginning of the academic year 2023-34, as per the guidelines of affiliated university (HNG University, Patan), and NEP 2020. This allows learners to benefit from multiple entries and exits in their chosen program. c). Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. The institution has effectively implemented the Academic Bank of Credits (ABC) by aligning its curriculum for seamless credit transfer and applicability across programs and institutions. Regular workshops and information sessions keep students informed about the ABC system. A robust digital platform facilitates credit registration, tracking, and transfer, ensuring transparency and efficiency. The institution performs periodic audits to comply with NEP 2020 guidelines and incorporates feedback for continuous improvement. Inter-institutional collaboration enhances credit transfer opportunities, and advisory services support students in credit management and academic planning, all contributing to a flexible, student-centered educational experience. d). How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The teachers are free to create teaching plans and pedagogical approaches to promote flexibility while ensuring essential learning outcomes are met. This framework supports faculty autonomy by offering professional development opportunities, allocating resources, and respecting creative freedom. It emphasizes diverse assessments aligned with learning outcomes, provides constructive feedback, and enables continuous evaluation to maintain quality. By empowering arts faculties to shape their curricula within this structure, the institute fosters academic freedom, diversity, and creativity, thereby enhancing the overall educational experience for students. e). Describe any good practices of the institution pertaining to the implementation of academic bank of credits (ABC) in the institution in view of NEP 2020. The institution has successful implement the Academic Bank of Credit (ABC) to fosters flexibility and quality education through several prioritized practices. This includes the clear definition of credit values for each course, enabling seamless credit transfer within and across institutions, empowering students to choose courses based on their interests, recognizing and accrediting knowledge and skills gained from prior experiences, and training faculty in ABC principles and

innovative teaching methodologies. By embracing these practices, the institution empowers its students and faculty, creating an enriched learning environment that adapts to individual needs and promotes a more dynamic educational experience.

17.Skill development:

a). Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework To enhance vocational education and soft skills aligned with the National Skills Qualifications Framework (NSQF), the institute collaborates with industry partners for practical insights, offers internships and on-the-job training, conducts skill development workshops, provides career guidance, implements robust assessment processes, monitors progress regularly, integrates technology, trains faculty, and provides student support services. Moreover, encouraging entrepreneurial thinking and engaging successful alumni as mentors further empowers students to excel in and beyond. These efforts collectively strengthen students' employability and readiness for real-world challenges. b). Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. Our institute offers a range of courses in English, Hindi, and Gujarati literature, as well as Sociology and Psychology. Our literature classes help students read and understand both old and modern texts, improving their language skills and critical thinking. Sociology courses teach about how societies work and the issues they face, giving students the tools to research and address social problems. Psychology classes focus on understanding human behaviour and mental processes, preparing students for careers in counselling and research. By combining these subjects, we provide a broad education that connects different fields and opens up many opportunities for students. c). How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The institution prioritizes value-based education to foster positivity and character development among learners. It incorporates various approaches to instill humanistic, ethical, constitutional, and universal human values to emphasize the importance of ethical behaviour, empathy, respect, and social responsibility. The institution promotes a nurturing and

inclusive learning environment where students are encouraged to practice these values in their daily lives. Life-skills training programs are also offered to equip students with essential skills like critical thinking, problem-solving, decision-making, and communication, contributing to their holistic development. d). Enlist the institution's efforts to: i). Design a credit structure to ensure that all students take at least one vocational course before graduating. The plan for the next year focuses on enhancing vocational education and practical skills for all students before graduation by involving integrating diverse vocational courses into the curriculum, offering hands-on learning experiences, collaborating with industry experts, and providing career counselling. ii). Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. It is in the plan of the academic year 2023-24. The institute will enhance the quality of vocational skills training and address gaps in trained faculty provisions by engaging industry veterans and master crafts persons. These experts will bring their extensive experience and real-world knowledge, offering students valuable insights into industry practices and up-to-date vocational training. iii). To offer vocational education in ODL/blended/on-campus modular modes to Learners. The institution will adopt a flexible approach, following the university's norms, to provide vocational education to learners. This will encompass a range of learning modes, such as Open and Distance Learning (ODL), blended learning, and on-campus modular courses. By offering vocational training through these diverse modes, the institution aims to cater to the varying learning needs of students and enable them to access the training that aligns with their preferences and availability. iv). NSDC association to facilitate all this by creating a unified platform to manage learner enrollment (students and workers), skill mapping, and certification. The institution is planning to partner with the National Skill Development Corporation (NSDC) to facilitate the implementation of vocational education initiatives. Through this association, the institution will create a unified platform to manage learner enrollment for both students and workers, skill mapping, and certification. v). Skilling courses are planned to be offered to students through online and/or distance mode. The institution is planning to offer skilling courses through online and/or distance modes to allow students from various locations to access vocational education without geographical constraints, with the flexibility to learn at their own pace, making the training more inclusive and convenient. e). Describe any good practice/s of the institution pertaining to the Skill development

in view of NEP 2020. In the upcoming year, we will continue our commitment to fostering critical thinking through diverse subjects and engaging students with real-world projects. Industry ties will facilitate hands-on experiences, emphasizing proficiency and multilingualism. Guided by digital tools, students will align their skills with goals for enhanced learning. Workshops, teamwork, and leadership opportunities will enhance practical skills, while projects and practical evaluations will apply theoretical knowledge in real-world scenarios, ensuring students are well-prepared for future success.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

a). Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. The college encourages the integration of the Indian Knowledge System (IKS) into courses like Hindi, Gujarati, English Literature, Sociology, and Psychology. The curriculum includes classical and regional literature to deepen cultural understanding, highlights Indian writers in English, and connects sociological and psychological concepts to Indian traditions. b). What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. All teachers in our institute are proficient in the regional language and actively use bilingual teaching methods. The institute also motivates teachers to attend FDPs, workshops, and seminars to improve their skills in English as well as in regional language. Workshops and seminars on effective bilingual teaching provide opportunities for growth and knowledge sharing. The goal is to empower faculty with the language proficiency and skills necessary for successful bilingual education, benefiting both teachers and students and fostering academic excellence. c). Provide the details of the degree courses taught in Indian languages and bilingually in the institution. The college, as a Bachelor of Arts institution, offers degree courses in Indian languages, including B.A. programs in Hindi and Gujarati, with a focus on literature, language, history, and culture. It also provides bilingual B.A. courses where subjects are taught in both English and the regional language, covering English literature alongside Hindi and Gujarati literature. The curriculum further includes courses in Sociology and Psychology, along with compulsory subjects like Ability Enhancement Courses (AEC), Skill Enhancement Courses

(SEC), and Indian Knowledge Systems (IKS) to ensure a comprehensive education. d). Describe the efforts of the institution to preserve and promote the following: i). Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.): The institute offers courses in Hindi, Gujarati, and English Literature, as well as Sociology and Psychology, with dedicated departments for research. It integrates these languages and subjects into the curriculum, publishes literature, and collaborates with communities to revive traditional and regional languages. Cultural events are organized, and international partnerships are fostered to celebrate India's rich heritage, providing students with an enriching educational experience that promotes linguistic diversity and knowledge across subjects ii). Indian ancient traditional knowledge: The institute encourages the integration of Indian ancient traditional knowledge into our curriculum. For courses in Hindi, Gujarati, and English literature, as well as sociology and psychology, this involves incorporating classical texts and traditional philosophical ideas. This approach aims to enrich the academic experience and connect students with India's rich cultural and intellectual heritage. iii). Indian Arts We offer Bachelor of Arts programs specializing in Gujarati and Hindi, providing students with comprehensive linguistic and cultural education. Our distinguished faculty supports and nurtures students' artistic talents through various events like art festivals, exhibitions, and workshops. We celebrate language, culture, and creativity, as we foster an inclusive community of aspiring artists and linguists, united by their passion for the arts and the preservation of cultural heritage. iv). Indian Culture and traditions. The college hosts cultural events and heritage walks, actively promoting community involvement in preserving traditions. These activities serve as platforms to foster an appreciation for local customs and cultural heritage. By encouraging students and faculty to engage in these events, the college strengthens the sense of community and deepens the understanding of their roots. This collective effort ensures that treasured traditions endure and are passed down to successive generations of students and the broader community. e). Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. The institution implements various good practices to appropriately integrate the Indian Knowledge system. These include offering courses in regional languages alongside English, involving local experts to promote regional languages, creating online courses in Indian languages, and training

teachers in cultural sensitivity. Furthermore, the institute can integrate Indian cultural elements in the curriculum, encouraging research on Indian knowledge systems, and celebrating Indian festivals and traditions on campus. These practices can collectively foster inclusivity, preserve cultural heritage, and enrich the learning experience for students while aligning with the objectives of NEP 2020.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? Institutions can create a student-cantered learning environment aligned with OBE principles by defining clear learning outcomes, mapping the curriculum accordingly, implementing effective assessment methods, and training faculty in OBE principles and methodologies. This approach fosters an engaging and successful academic environment, prioritizing students' growth and development. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. The institute is ready to implement Outcome-Based Education (OBE) as per NEP 2020. We will focus on fostering critical thinking and communication skills through debates and discussions, integrating practical applications with case studies and fieldwork in subjects like Sociology and Psychology. Instructors will receive comprehensive OBE training, and the curriculum will align with desired learning outcomes. Embracing technology and open communication, we aim to empower students to excel academically and positively contribute to society. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. To effectively promote NEP 2020's vision of holistic development, critical thinking, and creativity among Bachelor of Arts students, our institution would encourage multidisciplinary learning, implement project-based learning, adopt competency-based grading, utilize learning portfolios, and engage with communities for practical experience. These practices will empower students to gain diverse perspectives, apply knowledge to real-world scenarios, focus on skills mastery, track personal growth, and understand societal challenges, preparing them for a rapidly changing world.

20.Distance education/online education:

a). Delineate the possibilities of offering vocational courses through ODL mode in the institution. NEP 2020 introduced significant changes to the education system in India, including the integration of vocational courses through Open and Distance

Learning (ODL) mode aims to provide flexible learning opportunities, enhance students' employability with skill-based education, and diversify the curriculum to cater to a broader range of career goals. The collaboration with industries ensures that courses meet industry demands, while a blended learning approach allows for effective delivery of vocational courses. ODL also facilitates lifelong learning opportunities and mechanisms for credit transfer and recognition of prior learning. However, successful implementation requires proper planning, infrastructure, faculty training, and continuous monitoring to ensure the quality of education and favorable outcomes for learners.

b). Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. NEP 2020 has introduced transformative changes to our education system, emphasizing the integration of technology to enhance education quality and accessibility. However, the institute currently lacks technological tools for interactive learning. By adopting online platforms, virtual classrooms, and video conferencing tools, the institute can enable remote learning. Embracing blended learning with flipped classrooms, blended assessments, virtual guest lectures, collaborative projects, online discussions, and personalized learning paths can optimize student outcomes and engagement but without funding support it is crucial for implementing these initiatives effectively.

c). Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. The National Education Policy (NEP) 2020 in India aimed to transform education, emphasizing online and distance learning. To enhance this, institution could invest in robust technology infrastructure, conduct faculty training, redesign courses for online formats, establish support services, and develop effective assessment methods.

Extended Profile

1.Programme

1.1

187

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student2.1 **294**

Number of students during the year

File Description	Documents
Data Template	View File

2.2 **615**Number of seats earmarked for reserved category as per GOI/
State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 **191**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic3.1 **9**

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 **1**

Number of Sanctioned posts during the year

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3.Academic

3.1 9

Number of full time teachers during the year

File Description	Documents
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3.2	1
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	11
Total number of Classrooms and Seminar halls	
4.2	34002379
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	25
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The Students begin their academic journey with a three-year degree course, starting with an Orientation programme held at the beginning of each academic year. This program guides them on achieving their goals and ambitions. The curriculum, designed by experts from Hemchandracharya North Gujarat University, is thoroughly explained during the orientation.

The institute follows the university's academic calendar, with teachers preparing Objective-Driven Teaching Plans. Faculty members are encouraged to attend Orientation/Refresher Courses, Workshops, and Seminars to update their knowledge and improve teaching practices. The principal holds regular meetings with Heads of Departments (HoDs) to discuss effective curriculum implementation.

Teachers encourage students to actively participate in presentations, assignments, discussions, workshops, and

curriculum-related visits. The tutor-ward system fosters close interaction between teachers and students, with each tutor responsible for 15 to 20 students, offering guidance and monitoring their academic and co-curricular progress.

The Internal Quality Assurance Cell (IQAC) regularly monitors academic and co-curricular activities, ensuring the timely implementation of timetables, unit tests, mock exams, group discussions, projects, and quizzes. The college's Vision, Mission, and Objectives are communicated to stakeholders through the website, Management Information System (MIS), brochures, hoardings, and display boards.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://sbmartscollege.org/wp-content/uploads/2024/08/1.1.1.-Prospectus-of-UG-Certificate-programs.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institution strictly adheres to both the university and academic calendars, ensuring that all academic activities, including Continuous Internal Evaluation (CIE), are conducted as scheduled. The CIE process is a crucial part of the assessment system, designed to evaluate students' understanding and progress throughout the course. By following the academic calendars, the institution conducts CIEs in a timely manner unless a modified calendar is provided by the affiliated university. This adherence ensures students receive consistent and fair evaluations and have ample opportunities to improve their performance and stay engaged with the coursework. Faculty members are committed to aligning CIEs with the academic timeline, offering feedback that is essential for students' academic development. The institution's commitment to the academic calendar demonstrates its dedication to maintaining high educational standards and ensuring evaluations are conducted with integrity and fairness.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://sbmartscollege.org/wp-content/uploads/2024/07/1.1.2-Affiliated-university-academic-calendar-And-college-academic-calendar.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

8

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

5

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

565

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

565

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

The institution's curriculum integrates key crosscutting issues across subjects and semesters effectively. Professional Ethics is extensively covered in courses such as Foundation Comp. English, Basics of Computers, and Life Skills, focusing on skills like report and essay writing, digital media literacy, and soft skills development. Gender Issues are addressed in Sociology, Psychology, and English Literature, exploring topics like gender equality, feminism, and social roles. Human Values are emphasized throughout subjects like Sociology, Hindi, Gujarati, and Psychology, encompassing themes of emotional

intelligence, leadership, and cultural values. Environment and Sustainability concepts are integrated into Sociology and Psychology, with a focus on environmental sociology and sustainable behavior.

Additionally, Social Issues are discussed in English Literature through exploration of themes like colonialism, nationalism, and social justice issues such as caste and gender inequality. This comprehensive approach ensures students receive a well-rounded education, preparing them to navigate complex societal, ethical, and environmental challenges. The curriculum not only focuses on academic excellence but also equips students with essential skills and perspectives to contribute meaningfully to society.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

0

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

0

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	No File Uploaded

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	https://sbmartscollege.org/wp-content/uploads/2024/09/minutes-of-the-meeting-for-feedback-forms-2023-24-1.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile**2.1.1 - Enrolment Number Number of students admitted during the year****2.1.1.1 - Number of sanctioned seats during the year**

500

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

175

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity**2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners**

The institution has a robust student mentoring system that plays a crucial role in assessing and addressing the diverse learning needs of students. This system is designed to strengthen the academic relationship between students and faculty members, ensuring personalized attention for each student.

Each faculty member is assigned a group of 25 to 30 students for mentorship. Advanced learners are provided with additional resources, such as challenging assignments and opportunities to participate in research projects and co-curricular activities that enhance their academic growth.

For students who require additional support, the institution organizes special programs such as remedial classes, where faculty members dedicate extra time and provide tailored

assistance. These students also have access to previous years' question papers, question banks with solutions, and additional practice through quizzes and tests. Regular assessments are conducted to monitor progress and adjust support as needed.

To ensure continuous improvement, parent-student meetings are held to discuss any issues related to the student's academic performance and progress. During these meetings, strategies are devised to support the student's further development.

Faculty members also mentor students by acting as friends, philosophers, and guides, helping them overcome learning difficulties and build confidence. This comprehensive mentoring approach allows students to seek help freely and confidently, fostering a supportive and encouraging learning environment.

File Description	Documents
Link for additional Information	https://sbmartscollege.org/wp-content/uploads/2024/09/2.2.1-The-institution-assesses-the-learning-levels-of-the-students-and-organizes-special-Programmes-for-advanced-learners-and-slow-learners.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
294	09

File Description	Documents
Any additional information	View File

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

The institute emphasizes experiential learning in subjects like Hindi, Gujarati, English Literature, Sociology, and Psychology. Students studying Hindi or Gujarati are taken on field trips to cultural sites to connect with their language's history. In English Literature, role-playing helps students better

understand characters, while Sociology and Psychology students engage in social experiments or case studies. Virtual simulations provide real-life situations that allow students to apply theoretical knowledge.

Participative learning is promoted through group projects, discussions, and peer teaching. These include book discussions to share interpretations and deepen understanding, debates on social issues, and work on translations or cultural presentations. Peer teaching allows students to explain topics to each other, reinforcing their own learning.

The institute also integrates problem-solving methods such as case studies, puzzles, games, and project-based learning. Psychology students analyze case studies to diagnose mental health issues, while Sociology students explore solutions to social problems. Language and literature students engage in puzzles and games related to linguistic nuances or literary themes.

These methods help students across all subjects develop critical thinking, teamwork, and problem-solving skills for both academic and professional success.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

At our institute, we have upgraded Information and Communication Technology (ICT) tools to enhance the teaching-learning process significantly. Faculty members now use a variety of digital resources, multimedia presentations, and interactive platforms to create dynamic and engaging learning environments.

Our use of whiteboards enables seamless access to course materials, assignment submissions, and grades, promoting an organized and transparent academic system. Multimedia tools, including videos and demonstrations, cater to diverse learning

styles and make complex concepts more accessible. Additionally, interactive technologies such as virtual classrooms and discussion forums facilitate real-time communication and collaboration.

This digital integration not only supports traditional teaching methods but also prepares students for the increasingly tech-driven professional landscape.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://sbmartscollege.org/wp-content/uploads/2024/09/2.3.2-The-ICT-enabled-tools-for-effective-teaching-learning-process-2023-24.xlsx

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

09

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

09

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

08

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

25

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college is affiliated with HNGU, ensuring transparency and robustness in its internal assessment mechanisms through well-structured communication. The academic calendar, which includes the internal exam schedule, is prepared at the start of each academic session and made accessible to students via notices, faculties, the college website, WhatsApp and admins. Internal assessments are conducted periodically, with students informed of the schedule well in advance through departmental announcements, notice boards, the college website, and WhatsApp groups.

Examinations take place at the end of each semester under the auspices of the affiliating university. The college promptly communicates all relevant notices regarding the examination schedule and regulations. Orientation programs at the start of each semester inform students about assessment patterns, timelines, and rules. Internal exam-related circulars are displayed on departmental and classroom notice boards, while internal marks are posted on the department notice board.

To support student success, the principal holds regular review meetings to assess student performance and provide guidance for improvement. For students who miss Continuous Internal Evaluation or fail to meet necessary criteria, re-examinations are organised in accordance with university guidelines, ensuring that all students have fair opportunities for assessment.

File Description	Documents
Any additional information	View File
Link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/07/1.1.2-Affiliated-university-academic-calendar-And-college-academic-calendar.pdf

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

The college has a transparent, time-bound, and efficient mechanism for addressing internal examination-related grievances. Students can raise their concerns through formal channels, which are communicated clearly during orientation programs and through departmental briefings. Grievances related to internal assessments are handled promptly by the examination coordinator, concerned faculty members or department heads. The

process involves reviewing the issue, discussing it with the student, and providing a resolution within a stipulated time frame, ensuring that no student is disadvantaged. The college also holds regular review meetings where unresolved issues can be escalated to higher authorities, including the Principal, for further consideration. The college's commitment to fairness and transparency in handling grievances ensures that students' academic progress is not hindered, and any issues are resolved efficiently.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution ensures that both teachers and students are fully aware of the stated Programme and course outcomes for all the Programmes offered. At the beginning of each academic session, the Programme and course outcomes are clearly communicated to faculty members during departmental meetings and orientation sessions. Faculty members, in turn, relay this information to students through various channels, including classroom discussions, orientation programs, and departmental notices. The outcomes are also made accessible on the college website and included in the syllabus, ensuring that students can refer to them throughout the course. Teachers regularly emphasize these outcomes during lectures, assessments, and reviews, aligning the teaching-learning process with the expected competencies. Additionally, students are encouraged to reflect on these outcomes through assignments, projects, and examinations, which are designed to assess their understanding and achievement of the stated goals. This systematic approach ensures that the Programme and course outcomes are not only known but actively integrated into the educational experience, fostering a clear understanding of the academic and professional objectives among all stakeholders.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://sbmartscollege.org/wp-content/uploads/2024/09/B.A.-SEM-1-2-NEP-SYLLABUS-2023-24.pdf
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institution systematically evaluates the attainment of Programme outcomes (POs) and course outcomes (COs) to ensure that educational objectives are being met. The process begins with the alignment of assessments, assignments, and examinations with the stated POs and COs. The overall Programme outcomes is regularly reviewed by faculty members during departmental meetings.

Assessment of COs is carried out through various methods, including continuous internal evaluations, end-semester examinations, and project work. The results from these assessments are analyzed to measure the extent to which students have achieved the desired outcomes. This data is then aggregated at the Programme level to evaluate the attainment of broader Programme outcomes.

The institution also collects feedback from students, faculty, Alumni and employers to gain insights into the effectiveness of the teaching-learning process in achieving the stated outcomes. This feedback, along with the assessment data, is used to identify areas for improvement. Based on the findings, necessary changes are made in teaching methodologies, and assessment strategies to enhance the attainment of POs and COs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://sbmartscollege.org/pos-cos/

2.6.3 - Pass percentage of Students during the year**2.6.3.1 - Total number of final year students who passed the university examination during the year****164**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://sbmartscollege.org/wp-content/uploads/2024/09/2.6.3-Pass-percentage-of-Students-during-the-year-2023-24.pdf

2.7 - Student Satisfaction Survey**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

<https://sbmartscollege.org/wp-content/uploads/2024/09/Students-Feedback.pdf>

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 year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****0**

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

0

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	No File Uploaded

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

1

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	No File Uploaded

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The college actively engages in extension activities through NSS, Ranger and government circulars within the neighborhood community to promote holistic development among students and raise awareness of social issues to cultivate social responsibility and empathy students and practical experiences that complement their academic growth. The college organizes various outreach programs, including cleanliness drives, health awareness campaigns, blood donation camps, and environmental conservation activities.

Participation in these activities sensitizes students to the challenges faced by underprivileged sections of society and encourages them to contribute positively to the community. Additionally, the college emphasizes the importance of these initiatives by integrating them into the academic curriculum, fostering a sense of civic duty and personal growth. These programs not only benefit the local community but also have a transformative impact on students, nurturing them into socially aware and responsible citizens.

File Description	Documents
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/09/Extension-Activities-Of-Reports.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

12

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year****285**

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year****0**

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	No File Uploaded
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year****1**

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution has adequate infrastructure and physical facilities to support effective teaching and learning. Classrooms are spacious, well-ventilated, and equipped with modern teaching aids such as projectors, smart boards, white boards providing a comfortable and conducive learning environment. Computer lab and library are well-maintained and furnished with up-to-date equipment tailored to different subjects, allowing students to engage in hands-on learning experiences while adhering to safety protocols. Additionally, the institution provides sufficient computing equipment, including a good number of computers with internet access and the latest software to facilitate academic work. Technical support is also available to ensure the smooth functioning and maintenance of this equipment. Together, these facilities play a key role in fostering an effective educational environment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/09/4.1.1-The-Institution-has-adequate-infrastructure-and-physical-facilities-for-teaching-learning.-viz.-classrooms-laboratories-computing-equipment-etc.-1.pdf

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

The institution offers a variety of facilities to support extracurricular activities, including cultural events, sports, and fitness programs. Dedicated spaces for cultural activities include an auditorium or multipurpose hall equipped with modern sound and lighting systems, enabling students to engage in music, dance, theater, and other cultural performances.

For sports and games, the institution provides well-maintained indoor and outdoor facilities. Indoor games like table tennis, chess, and carrom are hosted in a spacious sports room, while outdoor sports such as basketball and volleyball are facilitated on dedicated fields. For athletic activities, the institution has secured special permission to use the Sabar Stadium.

Additionally, the institution has a dedicated yoga room, offering a tranquil space for mental well-being and relaxation. Together, these facilities foster a holistic development environment, encouraging students to participate in both cultural and physical activities beyond their academic pursuits.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/09/4.1.2-4.1.2-The-Institution-has-adequate-facilities-for-cultural-activities-sports-games-indoor-outdoor-gymnasium-yoga-centre-etc.11.pdf

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

9

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

9

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/11/4.1.3.-Geo-Tagged.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

4623043.00

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The library is fully automated using the Integrated Library Management System (ILMS), specifically SOUL (Software for University Libraries). This system ensures efficient management of library resources, streamlining processes such as cataloguing, circulation, and access to digital resources. The implementation of SOUL has enhanced user experience by providing quick and easy access to the library's vast collection, enabling both students and staff to efficiently locate and utilise the materials they need.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	E. None of the above
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File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	No File Uploaded

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)
4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)
237608.00

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)
4.2.4.1 - Number of teachers and students using library per day over last one year
16

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Our institution is committed to staying current with technology by regularly updating its IT equipment. This includes upgrading computer labs, servers, and other essential hardware to ensure they function well and meet current standards, with the assistance of a hired technician through an MOU. This technician keeps our software and applications up-to-date, including learning management systems and virtual classroom platforms that enhance teaching and learning.

A key feature of our updates is providing fast Wi-Fi throughout the campus. Reliable internet access allows students, faculty, and staff to easily access online resources, participate in virtual classes, and conduct research without interruptions. We also prioritize security by regularly updating our network security, CCTV cameras in all classrooms, lobbies, and the front and back yards to protect sensitive data and comply with data protection regulations.

Additionally, we value feedback from students and staff. We have a system in place for reporting IT issues and suggesting improvements. This feedback helps guide future updates, ensuring our IT infrastructure continues to meet the needs of our academic community. These efforts create a modern and supportive learning environment that promotes academic success and innovation.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/10/MoU.pdf

4.3.2 - Number of Computers

40

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

5037883

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The college provides physical facilities, including laboratories, classrooms, and computers, to students upon admission, following the fee structure of Hemchandracharya North Gujarat University, Patan. Each department is equipped with laptops or desktops with internet connectivity. Additional computers with internet access are available in the

administrative department, NAAC office, and library. Maintenance of technical equipment, including ICT-enabled classrooms and computers, is handled by local experts on a contractual basis through AMC.

General maintenance tasks, such as AC, furniture, plumbing, and electrical issues, are recorded in registers, with most resolved by in-house staff. External experts are called when needed. Contracts are also signed for the annual maintenance of ACs, pest control, RO systems, and some software.

The library is accessible to staff, students, and ex-students for borrowing materials, and is also used by governmental and non-governmental organizations for recruitment exams on holidays. Regular audits are conducted. The computer lab is maintained by a technician under the supervision of the Principal or lab coordinator. IT equipment undergoes preventive maintenance annually, and students are restricted from using indoor sports facilities during lectures and exams.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

164

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

17

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	https://sbmartscollege.org/wp-content/uploads/2025/01/5.1.3-Capacity-Building-and-Skills-enhancement-Initiatives-taken-by-institution-2023-24.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

14

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

14

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

D. Any 1 of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	No File Uploaded
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

02

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

42

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

government examinations) during the year**01**

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

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 year****5.3.1.1 - 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 year.****17**

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The institution actively fosters student representation and engagement in administrative, co-curricular, and extracurricular activities through established processes and norms. Each year, a democratically elected college representative voices student concerns in institutional decision-making. Students are also part of committees like the Internal Quality Assurance Cell (IQAC), cultural committee, Grievance Redressal Committee, CWDC, and Ranger, contributing to a safe and inclusive environment and quality enhancement.

In co-curricular activities, students organize seminars, workshops, and academic events, gaining leadership experience and skill development. Extracurricular engagement is promoted through student-led clubs such as the Debate Society, Drama Club, and Sports Club, where students lead initiatives under faculty guidance.

The selection process for student representatives is transparent, involving elections or merit-based nominations, ensuring fair representation. The institution adheres to norms set by Hemchandracharya North Gujarat University, Patan, providing necessary resources and infrastructure to support student representatives. This structured involvement encourages a participatory governance model, fostering leadership, responsibility, and holistic development among students.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

12

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

While the institution does not currently have a registered Alumni Association, efforts are underway to establish one. In the absence of a formal association, former students actively contribute to the institution's development through various means. Alumni offer financial support, including donations and funding for specific projects, which helps enhance infrastructure and academic resources. They also engage in informal support services, such as providing career guidance, mentorship, and participating in guest lectures and workshops.

The institution values these contributions and is working towards formalizing an Alumni Association to better coordinate and maximize alumni involvement. This future association aims to strengthen the relationship between the institution and its graduates, ensuring continued support and collaboration for the benefit of both current students and the institution's growth.

File Description	Documents
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2025/01/5.4.1-Alumni-Engagement-2023-24.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The governance of the institution is aligned with its vision and mission, ensuring transparency, efficiency, and academic excellence. The college integrates ICT tools like emails, WhatsApp, and Weblink for communication and event planning, fostering a progressive learning environment. E-governance is

enhanced through systems such as ERP.ngu.ac.in, which manages student and staff data, exam form submissions, Academic Bank of Credits (ABC) ID creation, Transfer Certificates (TC), and other administrative processes. Additionally, Nextcube software is utilised to streamline digital operations.

The institution implemented the National Education Policy (NEP) 2023-24, with improving the admissions process. The Internal Quality Assurance Cell (IQAC) demonstrates the college's commitment to continuous academic improvement and faculty development. Decentralised administration grants departments autonomy while the Principal ensures overall supervision.

The online admission process, supported by counselling, mentorship, and extracurricular activities, aligns with the institution's mission to empower rural girls. Holistic development through NSS, sports, and community services prepares students for success in higher education and beyond. The governance structure upholds the mission of "Beti Padhao, Sashakt Banao," fostering personal and academic growth.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Our institute demonstrates effective leadership through decentralisation and participative management, creating a responsive governance structure. By decentralising authority across departments and committees, we empower decision-makers to manage essential tasks independently. Heads of departments can update syllabus, create lesson plans, and organise events without needing constant approval from the principal. This autonomy extends to critical areas such as Placement and Examination, where each department independently oversees student placements and assessments.

Participative management is a cornerstone of our leadership approach, engaging all stakeholders—students, staff, and faculty—in shaping and implementing institutional policies. By fostering diverse perspectives in decision-making, we cultivate

a sense of ownership and responsibility among our members. This inclusive strategy not only promotes collective growth but also enhances operational efficiency, making the institution more adaptable.

These leadership practices align with our governance framework and reinforce our commitment to transparency, academic excellence, and the holistic development of our students, thereby supporting the institution's vision and mission.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

As the head of the college, the principal plays a crucial role in presenting the institution's academic growth and development annually to management. This presentation highlights achievements, challenges, and future strategies, ensuring all stakeholders remain informed and engaged.

To facilitate continuous improvement, various committees and clubs are established to address specific areas of institutional progress. The Internal Quality Assurance Cell (IQAC) discusses innovative plans and strategies to enhance academic and administrative efficiency. The principal monitors implementation through regular interactions with committee conveners and students, gathering feedback to evaluate initiatives effectively.

The management is dedicated to providing comprehensive support, collaborating closely with the principal and staff to ensure a robust quality assurance process. Regular monitoring and evaluation, along with established feedback mechanisms, maintain the plan's relevance and adaptability to emerging challenges.

Key Performance Indicators (KPIs) track success and enable data-driven decision-making, contributing to the institution's continuous improvement. The principal, in collaboration with various committees, effectively communicates the institution's academic growth to management, promoting quality processes and

strategic initiatives. Workshops and seminars further enhance educational experiences and community engagement, enriching the overall academic environment.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://sbmartscollege.org/wp-content/uploads/2024/10/6.2.1.pdf
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

S. B. Mahila Arts College, managed by MMI, operates on its own campus with a dedicated Board of Managing Trustees committed to empowering local girls. The trustees include Mr. Gulam Mohyuddin Harsoliya (President), Mr. Salim Vaktapuriya (Vice President), Mr. Mohd. Hakim Haradwala (Secretary), and Mr. Mustakim Valjiwala (Member). The in-charge Principal, also the chairperson of the IQAC, serves as the primary link between management and staff. The IQAC consists of 11 members and establishes committees to facilitate various college activities, adhering to UGC and Government of Gujarat regulations.

The principal oversees both academic and administrative functions, coordinating decisions with management and faculty. The IQAC conducts internal assessments twice a year to evaluate quality measures. Institutional governance is effective, supported by comprehensive policies covering recruitment, promotions, and academic regulations in line with UGC norms. These policies ensure consistency and transparency, with regular reviews for relevance. Well-documented procedures for admissions, examinations, placements, and cultural activities promote efficiency and timely completion. This structured approach fosters an environment conducive to academic and operational success.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://sbmartscollege.org/institutional-governance/
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution prioritises the welfare of its teaching and non-teaching staff through comprehensive measures aimed at enhancing well-being and professional satisfaction. Initiatives include regular health check-ups, access to counselling services, and wellness programmes that promote work-life balance. Professional development opportunities, such as workshops and training sessions, empower staff to enhance their skills and advance their careers.

Clear policies support staff during personal or family emergencies, and well-established grievance redressal mechanisms ensure timely resolutions. The management fosters open communication, valuing the voices of all staff members.

Additional welfare measures encompass casual leave (twelve for

teaching and fifteen for non-teaching staff), maternity and paternity leave, and the benefits of government schemes like Gratuity and Pension. The institution also offers a Group Insurance scheme and operates a credit society that provides loans to staff. Facilities such as Wi-Fi, Xerox, and parking are available, alongside health initiatives like a yoga centre. The management encourages staff achievements and provides leave for attending guest lectures and conferences, ensuring a supportive and enriching work environment.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

0

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The college adheres to UGC Regulations regarding the minimum qualifications for appointing both teaching and non-teaching staff. Each employee's performance is evaluated annually through

a structured grading system. For teaching staff, the principal assesses faculty performance based on the Self-Appraisal forms submitted at the end of the academic session. Faculty members are also engaged in various extracurricular activities, with additional responsibilities typically taken on voluntarily. These Self-Appraisal forms undergo verification by the Heads of Departments before being forwarded to the IQAC coordinator. The principal discusses both progressive and unprogressive aspects of faculty performance during IQAC meetings, offering constructive suggestions for improvement.

For non-teaching staff, performance is similarly assessed through Annual Self-Appraisal forms. Additionally, feedback from final-year students is collected using a seven-point scale across multiple parameters. Employees who demonstrate satisfactory performance receive recognition during college meetings and functions. This comprehensive evaluation process, combining self-assessments and student feedback, plays a crucial role in identifying strengths and weaknesses, thereby motivating staff and fostering continuous improvement in their performance.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution has established a robust mechanism for conducting annual internal and external audits of its financial transactions to ensure compliance. The internal audit is carried out by a financial committee appointed by the management, with the report submitted to the management through the principal. In contrast, the external audit is conducted by the Government of Higher Education, Gujarat, which involves a thorough review of the institution's finances. The accountant and the principal jointly scrutinise and verify financial data daily, adhering to the guidelines provided by the Higher Education Department and the external Chartered Accountant. At the end of each financial year, the institution prepares a comprehensive report detailing annual receipts and expenditures, which is submitted to the

relevant authorities in the Department of Education. Both audits cover recurring expenses—such as salaries, utilities, internet charges, maintenance, and stationery—and non-recurring expenses, including lab equipment purchases and furniture. Additionally, the audit wing from the Commissioner of Higher Education, Gandhinagar, conducts visits to inspect all financial documents related to various schemes that the college benefits from, ensuring transparency and accountability in financial management.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college operates various committees to effectively manage its financial resources. The principal, alongside the coordinators of these committees, the Senior Clerk, and a management representative, monitors the mobilization of funds to ensure they are spent in accordance with their intended purposes. To optimize resource utilization, the principal issues strategic directions.

The primary sources of funding include:

1. **Tuition Fees:** Fees are collected from students enrolled in both granted and self-financed programmes, adhering to university and government norms.
2. **Scholarships:** Direct deposits from the state government are provided to students, facilitating their educational expenses.
3. **NSS University Fund:** The college receives specific funding for National Service Scheme activities.
4. **Salary Grant from the State Government:** An annual budget for the estimated salary grant required is submitted to the state government. This grant covers salaries for full-time permanent teachers, non-teaching staff, and part-time teachers on granted posts.
5. **Skills development grants:** Funding from the Knowledge Consortium of Gujarat (CHEI) supports skills development initiatives.
6. **Management Financial Assistance:** This encompasses salaries for self-financed teachers, utility bills, travel expenses, and other operational costs, including maintenance of facilities.
7. **Management Sports Quota:** A dedicated quota ensures funding for sports activities, promoting overall student development.
8. **Special Grants:** Additional financial assistance is provided for needy and deserving students, enabling them to pursue their education without financial constraints.

Through these diverse funding sources, the college is committed to fostering a conducive learning environment while ensuring financial transparency and accountability.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalising quality assurance strategies and processes at SBM. Its emphasis on delivering quality education is reflected in the institute's innovative, comprehensive, and flexible education policy. Since its reconstitution on 4th April 2018, the IQAC has actively monitored and suggested improvements in curricular and co-curricular aspects. Regular monthly meetings with the principal, alongside biannual general meetings, facilitate ongoing discussions regarding enhancement measures.

The IQAC has made significant contributions to the implementation of quality assurance strategies at all levels. The Institute Annual Quality Assurance Report is submitted to NAAC on a regular basis, ensuring accountability and transparency. The Self-Appraisal System enables the continual upgradation of both teaching and non-teaching staff. Action Taken Reports from meetings and initiatives are consistently prepared and made accessible on the college website.

Furthermore, the IQAC is dedicated to enhancing the learning environment through modern facilities, including projectors and smart classrooms, which facilitate interactive and engaging learning experiences. The auditorium serves as a versatile venue for academic and cultural events, further enriching the educational experience. The automation of admissions, financial, and examination processes, along with upgraded Wi-Fi and LAN facilities, also contributes to the improvement of the overall teaching and learning experience.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution conducts regular reviews of its teaching-learning processes, operational structures, and learning outcomes through the Internal Quality Assurance Cell (IQAC), facilitating continuous improvements across various activities. The IQAC evaluates the teaching-learning process and implements

measures to enhance quality. An Academic Calendar is prepared in advance and prominently displayed in the staff room, principal's cabin, and on students' noticeboards. Important announcements, such as exam schedules, admission details, and result dates, are communicated via notices and WhatsApp.

New entrants participate in an orientation programme designed to familiarise them with programme outcomes, course specifics, and the institution's mission, vision, and goals. This programme also addresses the continuous evaluation system, core compulsory courses, co-curricular activities, and institutional discipline and culture. Before the semester begins, students receive information about the timetable, programme structure, and course syllabi, with key announcements made during morning assemblies. Heads of departments and the girls' representative monitor student behaviour and attendance.

Recent enhancements to teaching and learning procedures include daily homework assignments, an automated admissions process, an online fee payment system, and implementation of NEP 2020. Classrooms have been upgraded to smart classrooms with projectors, and an auditorium-cum-seminar hall has been constructed to enrich the teaching and learning experience.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://sbmartscollege.org/wp-content/uploads/2024/09/Minutes-with-Action-Taken-.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Safety and Security:

The college campus is fully equipped with CCTV cameras, providing comprehensive surveillance throughout the premises, including classrooms, corridors, and entry points. This system enhances safety by enabling real-time monitoring, ensuring the security and well-being of students and staff alike.

Counselling and Mentorship:

A well-structured Mentor-Mentee System offers female students personalized guidance and support. This initiative helps them address academic, personal, and emotional challenges with clarity, fostering a supportive environment for their growth.

Common Room:

The college provides a well-maintained common room for female students to relax, study, or engage in discussions during leisure hours. This comfortable space encourages informal interactions and serves as a safe retreat for students.

Daycare Centre:

To assist married female students with young children, the

college offers a daycare facility. This ensures proper care and supervision of their infants, allowing students to focus on academics, especially during exams, without concerns about their children's welfare.

Additional Measures:

MMI Trust prioritises creating a gender-sensitive environment. The college's location—just 3 km from railway and bus stations—ensures convenient access. A nearby government girls' hostel with a pick-and-drop facility enhances safety for out-of-town students, further supporting their personal and academic development.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid waste management:

The institution promotes waste segregation at the source by providing separate bins for biodegradable and non-biodegradable waste across the campus. Organic waste and non-biodegradable waste is collected and disposed of by authorized municipal agencies.

Liquid waste management:

The institution promotes waste segregation at the source by providing separate bins for biodegradable and non-biodegradable waste across the campus. Organic and non-biodegradable waste is collected and disposed of by authorized municipal agencies.

Biomedical waste management:

Biomedical waste generated by first-aid facilities is segregated and disposed of according to government regulations. A tie-up with certified waste disposal agencies ensures the safe treatment of this hazardous waste.

E-waste management:

The institution has undertaken several e-waste management initiatives to create an eco-friendly environment on campus. We have partnered with authorised e-waste recyclers for the disposal of obsolete electronic items. E-waste, such as computers and their peripherals, is regularly upgraded by certified agencies. A separate e-waste storage room has been provided to encourage responsible disposal by students and staff.

Waste Recycling System:

Recycling bins are strategically placed throughout the campus to promote the recycling of paper, plastics, and metals. The institution partners with local recycling facilities to process collected materials.

Hazardous Chemicals and Radioactive Waste Management: NA

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

D. Any 1 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

C. Any 2 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and

energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution creates an inclusive environment that upholds values of tolerance and harmony. It welcomes individuals from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds, ensuring that both teaching and non-teaching staff, as well as students, are treated equally and without prejudice. This environment is free from fear and discrimination, promoting mutual respect among all.

Cultural and Regional Diversity: Celebrates festivals and rituals from all communities, encouraging peace, harmony, and national integration. Through various social and cultural programmes, students from diverse backgrounds participate together, spreading the message of unity and inclusion.

Linguistic Diversity: Respect for linguistic diversity is upheld by fostering an atmosphere where students from different language groups feel included.

Communal and Socioeconomic Inclusivity: Equal opportunities are offered to students without any discrimination based on caste, creed, religion, or region. The institution also provides financial aid to students from underprivileged backgrounds, regularly conducting activities that encourage peace and societal harmony.

Initiatives for Tolerance and Harmony: The Anti-Ragging Cell promotes tolerance, while the Grievance Redressal Cell ensures harmony by addressing student concerns. National festivals like Republic Day and Independence Day are celebrated with patriotism, alongside social and cultural events led by the NSS and Cultural Activity Cell, promoting national unity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional

obligations: values, rights, duties and responsibilities of citizens

Constitutional Values :

The institution prominently displays the module of the Indian Constitution across the campus. Faculty members actively teach constitutional values, rights, duties, and moral responsibilities through both direct lessons and co-curricular activities. These efforts aim to instil a strong sense of citizenship and responsibility among students.

Tree Plantation:

Observed annually from 5th June, Tree Plantation Week encourages NSS and Ranger unit students to plant trees both on campus and in surrounding areas. This initiative raises awareness of environmental conservation and civic responsibility.

Cleanliness Drive:

The NSS and Ranger units organize activities within the college and nearby communities, promoting awareness of constitutional duties. Volunteers participate in cleaning streets and schools, emphasizing the importance of public welfare and cleanliness.

Voter Awareness:

The college Conducts Voter Awareness Programme, educating students on their voting rights and the democratic process. By engaging in college elections and campaigns, students are encouraged to participate in elections, fostering civic engagement.

Amrut Mahotsav and Panchprakalp Initiatives:

Through Amrut Mahotsav and Panchprakalp, the college promotes activities like cleanliness, water conservation, and national integration, celebrating India's 75th independence year.

Plastic-Free Campaign:

The institution leads a plastic-free environment campaign, supporting sustainability and encouraging reduced plastic use on campus and beyond.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

National Days:

Independence Day (15th August) and Republic Day (26th January) are celebrated with great enthusiasm. Students and staff participate in flag-hoisting ceremonies, cultural performances, and speeches that emphasise the significance of freedom, democracy, and the responsibilities of citizens.

Gandhi Jayanti (2nd October) is commemorated through cleanliness

drives as part of the Swachh Bharat Abhiyan, and by promoting Gandhian principles of peace and non-violence through skits and debates.

Constitution Day (26th November) is marked by lectures and discussions on constitutional rights and duties. The importance of these values is further reinforced through various activities across the campus, reminding students of their role in upholding democratic principles.

International Days:

5th June, World Environment Day.

8th March, International Women's Day to promote gender equality and women's empowerment.

7th April, World Health Day

21st June, International Yoga Day for health awareness and wellness

12th January, National Youth Day as birth anniversary of Swami Vivekananda.

5th September, Teachers' in fond memory of Dr Sarvepalli Radhakrishnan.

Festivals:

Celebrates diverse festivals such as Navratri, Raksha Bandhan, Diwali, Eid, and Christmas through cultural programmes.

Special Initiatives:

The Azadi Ka Amrit Mahotsav and Panchprakalp are celebrated as part of a nationwide campaign commemorating 75 years of Indian independence.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice 1: Promotion of Constitutional Values and Inclusive Environment

Objectives: To instill constitutional values, rights, and duties among students, while promoting inclusivity and national unity, irrespective of caste, creed, religion, or region through cultural and academic initiatives.

Context:

The college is dedicated to providing equal opportunities to all, ensuring a bias-free environment, and educating girl students.

Practice:

Constitution is displayed on campus, and faculty incorporate its values into curricular and co-curricular activities that promote diversity and harmony.

Success: Student awareness of constitutional principles and active participation in unity-focused initiatives.

Challenges: Initial student hesitation was addressed through informal workshops. Resources required include expert speakers and visual displays.

Best Practice 2: Sustainability and Environmental Conservation Initiatives

Objectives: To foster environmental awareness, promote

sustainable practices, and engage students in activities such as tree plantations, water conservation, and cleanliness drives.

Context: Recognizing the importance of climate action, the college focuses on aligning academic learning with practical sustainability initiatives.

Practice: Tree Plantation Week, Cleanliness Fortnight, Plastic-Free Campaigns, and workshops on water conservation are key activities.

Success: 100+ trees planted and reduced single-use plastic. Increased eco-consciousness among students.

Challenges: Initial indifference was overcome with motivational talks. Resources needed include saplings, waste systems, and campaign materials.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Distinctive Area: Empowering Inclusivity and Unity through Constitutional Values

As a minority institution dedicated to empowering girls, our college fosters an inclusive environment that celebrates diversity. We provide equal opportunities for students and staff from all backgrounds, regardless of caste, creed, religion, or region. Our mission integrates constitutional values into the college's academic and cultural life, exemplified by initiatives like Azadi Ka Amrit Mahotsav, celebrating 75 years of India's independence.

Our faculty actively engage girl students in exploring their rights, duties, and moral responsibilities through dynamic classroom instruction and co-curricular activities. The module of the Indian Constitution is prominently displayed across the campus, serving as a constant reminder of our shared commitment to national unity.

Our voter awareness campaigns empower girl students to engage in the democratic process, encouraging them to voice their opinions and drive societal change. The college fosters a safe and inclusive atmosphere where girls from all backgrounds feel welcomed and respected.

Focusing on constitutional values, along with initiatives like Azadi Ka Amrit Mahotsav and voter awareness, enriches our students' educational experiences, helping them become responsible, socially aware citizens committed to promoting unity and progress within society, thereby creating a brighter future for all.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Action Plan

Curriculum and Research Enhancement Integrates social issues and interdisciplinary studies NEP 2020.

Encourage student participation in faculty-led research projects.

Skill Development Workshops Workshops on essential skills like communication, leadership, data analysis, coding, and digital marketing. Conduct peer-led workshops on challenging subjects.

Experiential Learning Incorporate field trips and develop internships. Establish an Innovation and Entrepreneurship Cell and organise startup incubators.

Guest Lectures and Community Engagement Invite industry experts and alumni for guest lectures. NSS activities and partner with local communities for outreach.

Student and Faculty Exchange Activities

Facilitate an exchange programme for students and faculty at

partner institutions for sharing knowledge and culture.

Organise joint research initiatives to foster collaborative projects and interdisciplinary insights.

Workshops on Traditional Arts and Crafts Hands-on workshops with local artisans to explore traditional Indian arts like pottery and weaving.

Seminars on Indigenous Knowledge Seminars focusing on indigenous systems, such as sustainable agriculture and herbal medicine.

Professional Development Workshops Conduct workshops on innovative teaching methodologies, the NAAC binary system, and technology integration for faculty.

Memoranda of Understanding (MOUs) Facilitate faculty and student exchanges, joint research projects, and collaborative programmes with partner institutions. Establish agreements with local industries to provide students with internships and hands-on training.