

S.B. MAHILA ARTS COLLEGE MEHTAPURA, HIMMATNAGAR

AQAR: 2021-22

Part- A

1. Data of the Institution

• Name of the Head of the institution	The Sarvodaya Nagarik Sahkari Bank Ltd. Mahila Arts College Mehtapura, Himmatnagar
• Designation	Principal (In- charge)
• Does the institution function from own campus	YES
• Phone no./Alternate phone no	02772222142
• Mobile no	9626427048
• Registered e-mail	Sbmahila@gmail.com
• Alternate e-mail	Nazimashaikh6@gmail.com
• Address	Box No. Post 56, Mehtapura, Vijapur Road
• City/Town	Himmatnagar
• State/UT	Gujarat
• Pin Code	383220
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Women
• Location	Rural
• Financial Status	State
• Name of the Affiliating University	Hemchandracharya North Gujarat University, Patan, Gujarat
• Name of the IQAC Coordinator	Ms. Shadab Rose
• Phone no	02772222142

• Mobile	9925389359				
• IQAC e-mail address	Sbmahila@gmail.com				
• Alternate e-mail address	roseshadabkhan@gmail.com				
3.Website address: Web-link of the AQAR: (Previous Academic Year)	https://sbmartscollege.org/wp-content/uploads/2025/08/AQAR-2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	YES				
• Website	Sbmahila@gmail.com				
• Weblink					
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/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with Duration	Amount	
The SNSB Ltd. Mahila Arts College Mehtapura, Himatnagar	UDISHA	KCG	2021-22	50,000	
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	RUSA (New Construction)	KCG (RUSA)	2021-22	4073025	
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	RUSA Equipment	KCG (RUSA)	2021-22	1127930	
8.Whether composition of IQAC as per latest NAAC guidelines				Yes	
• Upload latest notification of formation of IQAC			https://sbmartscollege.org/wp-content/uploads/2024/06/List-of-IQAC.pdf		
9.No. of IQAC meetings held during the year			2		

<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> If no, please upload the minutes of the meeting(s) and Action Taken Report 	https://sbmartscollege.org/wp-content/uploads/2024/06/IQAC-Minutes-1_merged.pdf
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)	
1. Introduced and monitored the adoption of NEP 2020 across all departments to enhance educational practices. 2. Implemented and monitored the creation of Academic Bank of Credits (ABC) IDs. 3. Spearheaded initiatives for new accreditation and ranking processes. 4. Participated in GSIRF. 5. Informed and encouraged teachers to attend FDPs and workshops focused on curriculum, co-curriculum, NEP 2020, and the creation of ABC IDs. 6. Collected feedback and took action to achieve targeted improvements in teaching and learning practices.	
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
1. Curriculum Enhancement	1. As per university guidelines, the prescribed curriculum was followed. To ensure enrichment, add-on activities, online teaching, and interdisciplinary discussions were organised to keep students engaged during the pandemic.
2. Teaching–Learning Process Improvement	2. Online classes conducted through Microsoft Teams, assignments and exams via NextGen. Blended learning adopted once offline classes resumed. Improved student participation and learning outcomes.
3. Research, Innovations & Extension	3. Faculty participated in online FDPs, workshops, and conferences. Research papers published. Students undertook projects and assignments fostering research aptitude via mail and WhatsApp.
4. Infrastructure & Learning Resources	4. Smart classrooms, projectors installed, and all classrooms upgraded to whiteboards. ICT resources strengthened for blended learning. CCTV surveillance and sanitisation ensured campus safety.
5. Student Support & Progression	5. Virtual career counselling workshop held. Faculty mentoring and remedial classes conducted online. Placement fair organised after restrictions eased

6. Community Engagement / Institutional Values	6. Awareness programmes on health, hygiene, and COVID-19 conducted. Extension activities carried out in hybrid mode to promote social responsibility.
7. Governance, Leadership & Management	7. Formal online/offline IQAC meetings were conducted during the period. Though formal feedback collection could not be undertaken due to restrictions posed by the COVID-19 pandemic, the institution relied on continuous internal audits, informal feedback from stakeholders, and regular discussions in IQAC meetings. These inputs were carefully reviewed, and corrective measures were implemented to ensure quality enhancement.

13. Whether the AQAR was placed before statutory body? Yes /No:

Name of the statutory body:

Date of meeting(s): 11 January, 2022

14. Whether institutional data submitted to AISHE: YES

Year: 2021-22

Date of Submission: 4/1/2023

1. Institutional Preparedness for NEP 2020

(Description in maximum 500 words)

1. 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.

The college can combine humanities and science with STEM programs, resulting in interdisciplinary opportunities that align with NEP 2020. Our focus is on facilitating technology-enabled learning, promoting digital literacy, and offering career counselling, mental health support, guidance, and employment opportunities for a well-rounded educational experience.

- 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 ready to embrace a multidisciplinary/interdisciplinary approach by offering flexible and innovative courses, community engagement, environmental education, and value-based learning. Faculty development programs will also be provided to enhance teaching capabilities. Additionally, technology integration will enable interactive teaching and blended learning, while comprehensive and skill-based assessment methods will be implemented.

- 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 institutional plan for a multidisciplinary flexible curriculum with multiple entry and exit points would begin with a core foundation in the first year, introducing students to various arts disciplines. In the second year, students would choose a specialization track while also exploring interdisciplinary courses to develop breadth. By the end of the second year, students could exit with a diploma or continue into the third year, where they would have the flexibility to select elective courses in their specialization and other areas of interest. Culminating projects at the end of the third year would allow students to display their skills. This plan maintains the rigor of learning by providing a strong foundation, advanced courses, and opportunities

for hands-on experiences while accommodating students' diverse interests and goals.

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 college can promote multidisciplinary research by establishing research centres, hiring faculty with diverse expertise, and securing government funding for interdisciplinary projects. The institute will also encourage interdisciplinary coursework, organize conferences, and collaborate with external partners. These efforts aim to foster collaboration and innovative approaches in addressing pressing societal issues.

f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

The college is dedicated to redesigning its teaching plan in line with the NEP 2020, emphasizing a multidisciplinary approach. To achieve this, it will offer diverse elective options, encourage collaborative projects, establish interdepartmental initiatives, provide faculty training, engage with industries and communities, foster cross-institutional collaborations, and implement interdisciplinary evaluation methods. The goal is to nurture adaptable graduates capable of making a positive impact across disciplines and society.

2. Academic bank of credits (ABC):

3. Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

To modernize the education system, adopting a credit-based curriculum is essential. This involves creating a comprehensive course catalogue aligned with NEP 2020 guidelines, designing courses with clear learning outcomes, establishing credit transfer mechanisms and a digital platform, providing faculty training, creating awareness among stakeholders, and fostering collaboration with institutions, industry partners, and regulatory bodies. This approach enhances flexibility, accountability, and student-centricity, ensuring a more adaptable and relevant education system.

4. 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 registration under the ABC is currently in process and will be determined by Hemchandracharya North Gujarat University, Patan, in order to allow learners to avail the benefits of multiple entries and exits in their chosen program.

5. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

The institution makes consistent efforts to align with the guidelines of Hemchandracharya North Gujarat University, Patan, and the National Education Policy (NEP) to ensure opportunities for collaboration and

credit mobility. At present, the process of developing frameworks for seamless collaboration and internationalisation of education is being facilitated through the affiliating university. The institution remains committed to adopting mechanisms, as directed by the university, for enabling credit transfer and exploring possibilities of joint academic ventures between Indian and foreign institutions in the near future.

6. 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.

Faculties are encouraged to design their own curricular and pedagogical approaches within an approved framework by providing a flexible structure that outlines essential learning outcomes, offering professional development opportunities, allocating resources, and respecting faculty autonomy further support their creativity. Emphasizing varied assessments aligned with learning outcomes, providing feedback, and enabling continuous evaluation ensure quality. This approach of empowering arts faculties to shape their curricula promotes academic freedom, diversity, and creativity while maintaining standards and enhancing the educational experience for students.

7. 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 can successfully 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.

3. 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 would adopt a collaborate with industry partners for practical insights, offer internships and on-the-job training, conduct skill development workshops, provide career guidance, implement robust assessment processes, monitor progress regularly, integrate technology, train faculty, and provide student support services. Moreover, encouraging entrepreneurial thinking and engaging successful alumni as mentors can further empower 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.

The College will implement the principles of the National Education Policy (NEP) 2020 by integrating vocational education with mainstream learning in fields like digital media, graphic design, performing arts, hospitality, culinary arts, and industrial design. The college aims to nurture creativity and provide career-focused training to students, equipping them with valuable skills to meet the demands of the job market. Through this integrated approach, graduates emerge as well-rounded professionals, capable of driving innovation and success in their chosen industries, aligning with the NEP 2020's vision for a transformative and inclusive education system.

- 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.

Through curricular inputs, cultural programmes, community outreach, and observance of national and international days, students are sensitised to Constitutional values, truth (satya), righteous conduct (dharma), peace (shanti), love (prem), and nonviolence (ahimsa). The institution also promotes scientific temper, environmental consciousness, gender equity, and citizenship values through seminars, workshops, and student clubs. By providing such holistic education, the College aims to equip learners with life-skills and a sense of moral responsibility, thereby preparing them to contribute meaningfully to society with compassion, integrity, and inclusiveness.

- 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 counseling.

- ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

To enhance the quality of vocational skills training and bridge any gaps in trained faculty provisions by engaging the services of industry veterans and master crafts persons. These experts bring their extensive experience and real-world knowledge, providing students with 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 enrolment (students and workers), skill mapping, and certification.

The institution has partnered with the National Skill Development Corporation (NSDC) to facilitate the implementation of vocational education initiatives. Through this association, a unified platform is created to manage learner enrollment, both students and workers, skill mapping, and certification. This centralized platform streamlines the process and ensures that the courses meet industry standards and demands.

- v. Skilling courses are planned to be offered to students through online and/or distance mode.
To expand the reach and accessibility of vocational training, the institution has planned to offer skilling courses through online and/or distance mode. This allows students from various locations to access vocational education without being constrained by geographical barriers. The online mode also provides the flexibility to learn at one's own pace, making vocational 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.

4. 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 institute aims to promote Indian philosophy, arts, literature, history, and related subjects through courses offered in Indian languages and an interactive e-learning platform. Multimedia tools will enhance the experience, including video lectures, and virtual tours of historical sites. Experiential learning opportunities will be provided through visits to historical sites, museums, and traditional art

centers, enriching students' understanding of India's cultural heritage.

- b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

To enhance faculty effectiveness, a comprehensive needs assessment will be conducted to gauge proficiency levels in English and the vernacular language. Tailored training programs will then address language skills, bilingual teaching methods, and classroom management. Workshops and seminars on effective bilingual teaching will 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.

As a Bachelor of Arts Institution, the college offers degree courses in Indian languages, including B.A. Hindi and Gujarati, to concentrate on the study of literature, language, history, and culture pertaining to Hindi and Gujarati. Additionally, the college also offers bilingual B.A. degree courses where subjects are taught in both English and the regional language, encompassing English literature and language along with Hindi and Gujarati literature and language.

- a) 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.

- i. Indian ancient traditional knowledge

The institute promotes Yoga and will establish centers for Ayurveda, and Vedic studies, and other traditional knowledge systems, offering unique learning opportunities for students to promote, preserve, and revitalize ancient wisdom while enriching their understanding through guest lectures, research, and collaboration with local practitioners. By fostering innovation and global recognition, our vision is to contribute to holistic well-being and cultural heritage preservation, empowering students to explore the profound significance of traditional knowledge in the modern world.

- ii. 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.

iii. Indian Culture and traditions.

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.

- d) 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 can implement 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 as per HNGU guidelines.

5. 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-centered 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.

- i. 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.

- ii. 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.

6. 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.
- c) 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.

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.

3. Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year

Year	2021-22
Number	UG- 110 PG-60

2. Student:

2.1 Number of students during the year.

Year	2021-22
Number	UG- 159 PG- 94

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

Year	2021-22	
Number	UG	PG
	SC-23	17
	ST-14	22
	OBC-52	25
	GEN-69	23
	EWS-01	06
	PH-	01

2.3 Number of outgoing/ final year students during the year

Year	2021-22
Number	UG-172 PG- 44

3. Academic:

3.1 Number of full-time teachers during the year

Year	2021-22
Number	08

3.2 Number of Sanctioned posts during the year

Year	2021-22
Number	00

4. Institution:

4.1 Total number of Classrooms and Seminar halls 11

Classrooms:10

Seminar: 01

4.2 Total expenditure excluding salary during the year(INR in lakhs)

Year	2021-22
Expenditure	1329426.2

4.3 Total number of computers on campus for academic purposes: 25

PART B

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
1.1.1. QIM	<p><i>The Institution ensures effective curriculum delivery through a well planned and documented process</i></p> <p>Write description of initiatives in not more than 200 words</p> <p>The academic year 2021–22 commenced amidst the challenges posed by the COVID-19 pandemic. Students of B.A. and M.A. Semester I began their academic journey with a virtual Orientation Programme, during which the Vision, Mission, and Objectives of the college were shared via the website, emails, WhatsApp, and interactive sessions. The curriculum, designed by HNGU, Patan, was delivered online through digital platforms, supported by purpose-driven teaching plans. Faculty members augmented their expertise through webinars and e-workshops, while the Principal and Heads of Department planned the delivery of the curriculum in virtual meetings.</p> <p>Engaging activities, including presentations, e-assignments, virtual unit tests, peer learning sessions, and quizzes, ensured active student participation. The tutor-ward system was managed online to foster individual engagement, with the IQAC coordinator overseeing all activities to ensure their seamless implementation.</p> <p>During the second term, the transition to offline learning revitalized direct teacher-student interactions. Classroom activities such as group discussions and presentations enhanced the teaching-learning process. Regular staff meetings facilitated the smooth transition, while students actively participated in on-campus events, marking a dynamic and adaptive academic year.</p> <p>Link of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.1-The-intitution-ensures-effective-curriculum-delivery-through-a-well-planned-and-documented-process.xlsx</p> <ul style="list-style-type: none"> Link for Additional information https://sbmartscollege.org/wp-content/uploads/2024/07/Brochure-SBM-2021-22.pdf
1.1.2. QIM	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Write description in maximum of 200 words</p> <p>The institution adhered strictly to the academic calendar for the 2021–2022 academic year, ensuring the effective implementation of Continuous Internal Evaluation (CIE). The first term spanned from 7th June to 30th October 2021, with online class tests conducted in August and September, followed by internal exams in October. After the Diwali break (1st November to 21st November 2021), the second term</p>

	<p>commenced on 22nd November 2021 and concluded on 30th April 2022. This term included class tests in December 2021, January 2022, and February 2022, along with internal exams in March and April 2022.</p> <p>Assignments for each term were assigned clear deadlines to ensure systematic assessment. This structured academic calendar demonstrates the institution's commitment to maintaining a rigorous evaluation framework, promoting continuous learning, and providing timely feedback to students.</p> <ul style="list-style-type: none"> 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. QnM	<p><i>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</i></p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>08</td></tr> </table> <p>Academic council/BoS of Affiliating University</p> <ol style="list-style-type: none"> 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 <p>1. All of the above</p> <p>Link of Excel file: https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.3-Teachers-of-the-institution-participate.xlsx</p> <p>PDF: https://sbmartscollege.org/wp-content/uploads/2024/07/1.1.3-BOS-.pdf</p>	Year	2021-22	Number	08
Year	2021-22				
Number	08				
	<p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Number of teachers participated 08 Name of the body in which full time teacher participated 08 Total number of teachers 08 <p>Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved.</p> <p>File Description:</p> <ul style="list-style-type: none"> Details of participation of teachers in various bodies/activities provided as a response to the metric Several faculty members participated in curriculum development and assessment activities. Dr. N. R. Shaikh, Principal (I/C), contributed to paper setting for B.A. Semester IV and played a key role in 				

	<p>designing the "Basics of Computers" certificate course. Dr. Sabina Qureshi chaired M.A. Semesters I and III and was a paper setter for M.A. Semester I. Dr. Shirin Shaikh chaired B.A. Semester III, contributed to paper setting for M.A. Semester I, and invigilated the B.A. Semester IV university examination. Dr. B.H. Goswami served as examiner for the Fire Staff Physical Test, contributed to paper setting for BPED, and provided senior supervision for M.A. Semester I. Dr. I.A. Gazi offered senior supervision for B.A. Semester VI. Prof. Shadab Rose evaluated B.A. Semester I and collaborated with the In-charge Principal on the "Basics of Computers" curriculum and "Functional & Spoken English" syllabus. Dr. Bharati F. Chaudhari was involved in paper setting for M.A. Semester II and senior supervision for B.A. Semester V and M.A. Semester IV. Dr. S.S. Gamit contributed to paper setting for B.A. Semesters I, M.A. Semesters I and IV, chaired B.A. Semester II, and provided senior supervision for B.A. Semester IV and served as an examiner for Veer Narmad University.</p> <ul style="list-style-type: none"> Any additional information
--	---

Key Indicator- 1.2 Academic Flexibility

Metric No.					
1.2.1. QnM	<p><i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</i></p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>UG-5, PG- 03</td></tr> </table> <p>Link of Excel file: https://sbmartcollege.org/wp-content/uploads/2025/09/1.-2.-1-Number-of-programmes-in-which-choice-based-credit-system-2021-22.xlsx</p>	Year	2021-22	Number	UG-5, PG- 03
Year	2021-22				
Number	UG-5, PG- 03				
1.2.2. QnM	<p><i>Number of Add on /Certificate programs offered during the year</i></p> <p><i>1.2.2.1: How many Add on /Certificate programs are added during the year.</i></p> <p><i>Data requirement for year: (As per Data Template)</i></p> <p><i>The template is combined with 1.2.3</i></p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <ul style="list-style-type: none"> Names of the Add on /Certificate programs with 30 or more contact hours No. of times offered during the same year Total no. of students completing the course in the year <p><i>File Description (Upload)</i></p> <ul style="list-style-type: none"> Any additional information Brochure or any other document relating to Add on /Certificate programs List of Add on /Certificate programs (Data Template) 	Year	2021-22	Number	00
Year	2021-22				
Number	00				

1.2.3	Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year				
Q _n M	1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year				
	<table border="1" data-bbox="325 347 740 443"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table>	Year	2021-22	Number	00
Year	2021-22				
Number	00				
	Data Requirement: (As per Data Template)				
	<ul style="list-style-type: none"> Total number of students enrolled in certificate / Add –on programs Total number of students across all the programs 				
	File Description(Upload)				
	<ul style="list-style-type: none"> Any additional information Details of the students enrolled in Subjects related to certificate/Add-on programs 				

Key Indicator- 1.3 Curriculum Enrichment

Metric No.	
1.3.1.	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</i>
Q ₁ M	Upload a description in maximum of 200 words.
	File Description (Upload)
	<p>The institution's curriculum effectively integrates key crosscutting issues across subjects and semesters. Professional Ethics is addressed in Foundation Comp. English, Basics of Computers, and Life Skills, focusing on report writing, digital media literacy, and the development of soft skills. Gender Issues are explored within Sociology, Psychology, and English Literature, engaging with topics such as gender equality, feminism, and social roles. Human Values are emphasized in Sociology, Hindi, Gujarati, and Psychology, encompassing emotional intelligence, leadership, and cultural values. Environment and Sustainability concepts are incorporated within Sociology and Psychology, with an emphasis on environmental sociology and sustainable behaviour.</p> <p>Social Issues are also discussed in English Literature, through themes such as colonialism, nationalism, and social justice, including caste and gender inequality. This approach ensures that students are well-equipped to navigate complex societal, ethical, and environmental challenges. The curriculum not only promotes academic excellence but also equips students with the essential skills to contribute meaningfully to society.</p>
	Link of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/1.3.1.-Cross-cutting-Issues.xlsx

<p>1.3.2.</p> <p>Q_nM</p>	<p><i>Number of courses that include experiential learning through project work/field work/internship during the year</i></p> <p>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Course • Details of experiential learning through project work/field work/internship • Name of the Programme <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Programme / Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Number of courses that include experiential learning through project work/field work/internship (Data Template) 	Year	2021-22	Number	00
Year	2021-22				
Number	00				
<p>1.3.3.</p> <p>Q_nM</p>	<p><i>Number of students undertaking project work/field work/ internships</i></p> <p>1.3.3.1. Number of students undertaking project work/field work/ internships</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the programme • No. of students undertaking project work/field work /internships <p>File Description:(Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of programmes and number of students undertaking project work/field work/ /internships (DataTemplate) 	Year	2021-22	Number	00
Year	2021-22				
Number	00				

Key Indicator- 1.4 Feedback System

Metric No.	
1.4.1. Q _n M	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i> <i>1) Students 2) Teachers 3) Employers 4) Alumni</i></p> <p>Options: A. All of the above</p> <p>Data Requirement: Report of analysis of feedback received from different stakeholders</p> <p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload) <p>(Note: Data template is not applicable to this metric)</p>
1.4.2 Q _n M	<p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options: A. Feedback collected, analyzed and action taken and feedback available on website B. Feedback collected, analyzed and action has been taken C. Feedback collected and analyzed D. Feedback collected E. Feedback not collected</p> <p>Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • URL for feedback report <p>(Note: Data template is not applicable to this metric)</p>

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metri c No.									
2.1.1.	<p>Enrolment Number</p> <p>Number of students admitted during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>UG-159 PG-94</td></tr> </table> <ul style="list-style-type: none"> https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.1-HNGU-DIVISION-LETTER-2021-22.pdf Link of Excel File: https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.1.-Enrollment-Number-2021-22.xlsx <p>2.1.1.2. Number of sanctioned seats during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>UG-260 PG-80</td></tr> </table> <p>https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.1.1-Enrollment-list-2021-22.pdf</p>	Year	2021-22	Number	UG-159 PG-94	Year	2021-22	Number	UG-260 PG-80
Year	2021-22								
Number	UG-159 PG-94								
Year	2021-22								
Number	UG-260 PG-80								
2.1.2.	<p>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))</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>UG-159 PG-94</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of Students admitted from the reserved category Total number of seats earmarked for reserved category as per GOI or State government rule <p>https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.2-Reservation-Policy-by-HNGU-Number-of-Students-Sanctioned-Admitted-from-the-Reserve-categories-during-the-year-2021-22.pdf</p> <p>Link of Excel File: https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.2-Number-of-seats-filled-against-seats-reserved-for-various-categories2021-22.xlsx</p>	Year	2021-22	Number	UG-159 PG-94				
Year	2021-22								
Number	UG-159 PG-94								

Key Indicator- 2.2. Catering to Student Diversity

Metric No.							
2.2.1. Q ₁ M	<p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></p> <p>Write description in maximum of 200 words</p> <p>The institution assessed the learning levels of the students by organizing programmes for both advanced and slow learners. The first term began with online orientation and counselling sessions conducted via Google Meet, MS Teams, and Zoom. These sessions helped identify slow and advanced learners based on their participation, interaction, and feedback, enabling tailored support for each group. For slow learners, online remedial classes were organized during the first term using ICT tools. Virtual mentoring, conducted both individually and in groups, addressed specific learning challenges. Bilingual teaching methods, including recorded lectures and live sessions, were provided to offer additional support beyond regular hours. In the second term, when classes shifted to offline mode, advanced learners were given access research papers, and online resources, supporting their self-paced learning. Virtual group study sessions were also encouraged to promote collaborative learning. To further enhance their digital literacy and confidence, regular assignments, online seminars, and presentations via like MS Teams or Google Meet were integrated into the curriculum. Despite the challenges posed by social distancing, virtual events such as debates, quizzes, and group discussions helped ensure that students remained actively engaged in co-curricular activities, effectively addressing the diverse learning needs students, both online and offline.</p> <ul style="list-style-type: none"> Past link : https://sbmartscollege.org/wp-content/uploads/2025/09/2.2.1-The-institution-assesses-the-learning-levels-of-the-students-and-organizes-specialProgrammes-for-advanced-learners-and-slow-learners-21-22.pdf 						
2.2.2. Q _n M	<p><i>Student- Full time teacher ratio (Data for the latest completed academic year)</i></p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number of Students</td><td>253</td></tr> <tr> <td>Number of teachers</td><td>8</td></tr> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> Total number of Students enrolled in the Institution Total number of full-time teachers in the Institution <p>Formula: Students: teachers</p> <p>Link of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/2.2.2-2.3.3-MENTOR-MENTEES-2021-22.xlsx</p>	Year	2021-22	Number of Students	253	Number of teachers	8
Year	2021-22						
Number of Students	253						
Number of teachers	8						

Key Indicator- 2.3. Teaching- Learning Process

Metric No.	
2.3.1. Q ₁ M	<p><i>Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences</i></p> <p>Upload a description in maximum of 200 words</p> <p>During the academic year 2021-22, the institute implemented a blended student-centric approach to enhance learning experiences. In the first term, online teaching engaged students as active participants, fostering their confidence and interaction. Teachers utilized platforms like Google Classroom and Microsoft Teams to facilitate interactive and personalized sessions, ensuring effective understanding. Virtual tools, such as audio-visual aids, dramatizations, projects, and assignments, enriched experiential learning. Discussions and debates created opportunities for students to express their ideas and perspectives.</p> <p>In the second term, the shift to offline teaching enabled a more practical and immersive learning experience. Teachers organized in-class seminars, group activities, and interactive sessions to promote participative learning. Programmes under Ability Enhancement, Generic, and Skill Enhancement courses, along with NSS and Rangers, were incorporated to develop life skills and foster holistic growth.</p> <p>The institute prioritized the all-round development of girl students. The Girl Representative actively contributed to committees like the Internal Quality Assurance Cell and the Grievance Cell, ensuring transparent and inclusive operations. Offline assessments, quizzes, and collaborative activities maintained continuous engagement. Both online and offline cultural events and celebrations were organized, cultivating a strong sense of community and connection among students throughout the year.</p> <ul style="list-style-type: none"> • Upload any additional information • Link for additional information

<p>2.3.2.</p> <p>Q₁M</p>	<p>Teachers use ICT enabled tools for effective teaching-learning process.</p> <p>Write description in maximum of 200 words</p> <p>File Description</p> <p>Upload any additional information The institute seamlessly integrated ICT-enabled tools into the teaching-learning process alongside traditional classroom methods. Faculty members utilized a variety of ICT tools to create engaging and practical learning experiences. PowerPoint presentations (PPTs), video clips, and audio systems enriched online lectures, while platforms like Google Classroom, Microsoft Teams, and Zoom facilitated interactive learning, assignments, discussions, and virtual seminars. Web resources and ICT tools were also employed for activities such as paper presentations and webinars, enhancing experiential learning.</p> <p>The institute ensured robust ICT infrastructure to support these initiatives. Classrooms were equipped with projectors for virtual presentations, while computer labs with desktops and laptops provided to faculty ensured uninterrupted online teaching and administrative tasks. Printers, multifunction photocopiers, and scanners were strategically placed in the staffroom, library, NAAC office, principal's cabin, and examination room for efficient academic and administrative operations.</p> <p>Teachers used Google Forms for quizzes and multiple-choice questions at the end of each unit to enable continuous assessment of students' progress. Additionally, counselling and guidance sessions were conducted through ICT, ensuring students received academic and emotional support throughout the year. These efforts ensured an effective, student-centric teaching-learning process.</p> <p>Link of Excel File: https://sbmartcollege.org/wp-content/uploads/2025/09/2.3.2-Teachers-use-ICT-enabled-tools-for-effectiveteaching-learning-process-2021-22.xlsx</p>				
<p>2.3.3.</p> <p>Q_nM</p>	<p>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1" data-bbox="359 1440 853 1556"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number of mentors</td><td>8</td></tr> </table> <p>Formula: Mentor: Mentee</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload, number of students enrolled and full-time teachers on roll. • Circulars pertaining to assigning mentors to mentees • mentor/mentee ratio <p>(Note: Data template is not applicable to this metric)</p>	Year	2021-22	Number of mentors	8
Year	2021-22				
Number of mentors	8				

Key Indicator- 2.4 Teacher Profile and Quality

Metric No.					
2.4.1.	<i>Number of full time teachers against sanctioned posts during the year</i>				
Q _n M	<table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>08</td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> Number of full-time teachers Number of sanctioned posts <p>File Description (Upload)</p> <p>full time teachers and sanctioned posts for year(DataTemplate)</p> <p>Any additional information</p> <p>List of the faculty members authenticated by the Head of HEI</p> <p>LINK: https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.1-Number-of-full-time-teachers-against-sanctioned-posts-during-the-year-2021-22.pdf</p> <p>Link of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.1-2.4.3-Number-of-full-time-teachers-against-sanctioned-posts-during-the-year2021-22.xlsx</p>	Year	2021-22	Number	08
Year	2021-22				
Number	08				
2.4.2.	<i>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super speciality / D.Sc. / D.Litt. during the year(consider only highest degree for count)</i>				
Q _n M	<p>D.N.B 2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Super speciality / D.Sc. / D.Litt. during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>07</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Super speciality / D.Sc. /D.Litt. Total number of full time teachers Any additional information 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) <p>LINK: https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.2.1-Number-of-full-time-teachers-with-Ph.-D.-D.M.-M.Ch.-D.N.C-Superspeciality-D.Sc.-D.Litt.-during-the-year.pdf</p> <p>Link of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.2.1-Number-of-full-time-teachers-with-Ph.DD_M.-M.ch-D.N.B.xls</p>	Year	2021-22	Number	07
Year	2021-22				
Number	07				

2.4.3.	<i>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</i>				
Q _n M	2.4.3.1 : Total experience of full-time teachers				
	<table><tr><td>Year</td><td>2021-22</td></tr><tr><td>Number</td><td>8</td></tr></table>	Year	2021-22	Number	8
	Year	2021-22			
Number	8				
Data requirement for year (As per Data Template) <ul style="list-style-type: none">Name and Number of full time teachers with years of teaching experiences					
File Description: (Upload) <ul style="list-style-type: none">Any additional informationList of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.3.1-Total-experience-of-full-time-teachers-2021-22.xlsx					

Key Indicator- 2.5. Evaluation Process and Reforms

Metric No.	
2.5.1.	<i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i>
Q _i M	Upload a description not more than 200 words
	<p>The institution always maintains a transparent and robust mechanism for internal assessment during the academic year 2021-22, adapting to the circumstances of online and offline learning.</p>
	<p>In the first term, examinations were conducted online due to the COVID-19 pandemic, following the affiliating university's guidelines. Departments organized internal assessments using various online formats, including MCQs and other virtual methods. Students were informed in advance about examination patterns, schedules, and regulations through online orientation programmes, emails, WhatsApp groups, and phone calls. The college consistently updated students with examination-related information digitally. Faculties reviewed answer sheets with students during virtual sessions, providing detailed feedback and guidance for improvement. Re-examinations were conducted online for absentees and those who failed, adhering to university guidelines.</p> <p>In the second term, the transition to offline teaching allowed assessments to be conducted on-campus. Students were informed about schedules and examination regulations during offline interactions and college notice board and digitally. Faculties held in-person discussions to review answer sheets and provide constructive feedback. Regular meetings led by the principal ensured continuous monitoring and improvement of the assessment process. The institution ensured that all internal assessments, whether online or offline, were conducted fairly, with clear</p>

	<p>communication and opportunities for students' performance.</p> <p>Link for additional information https://sbmartscollege.org/wp-content/uploads/2025/09/2.5.1-Mechanism-of-internal-assessment-Academic-Calendar-with-College-Internal-Exam-Schedule2021-22.pdf</p>
<p>2.5.2.</p> <p>QIM</p>	<p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</i></p> <p>Upload a description not more than 200 words</p> <p>File Description:</p> <p>The college conducts internal exams in a fair and transparent manner, following the guidelines set by the affiliating university, HNGU, Patan. As a result, the institution rarely receives grievances related to internal examinations in undergraduate and postgraduate courses. The grievance redressal process is managed by the Examination Convener as follows:</p> <p>Assistance in Filing Grievances: The Principal, administrative staff, and academic staff assist students in filing grievances and ensure they are handled efficiently.</p> <p>Discrepancy in Question Papers: If students encounter discrepancies, such as incorrect options or questions outside the syllabus, they can report the issue to the Examination Convener. The Examination Committee reviews the matter and resolves the grievance promptly.</p> <p>Post-Result Review: After the declaration of results, faculty members review the answer sheets with students. If a student has an objection to their result, it is addressed in the presence of the Examination Committee, provided the objection is justifiable.</p> <p>Supplementary Evaluations: If students are dissatisfied with their marks, supplementary evaluations are conducted by the respective Heads of Departments (HODs).</p> <p>Re-tests: For students who miss exams due to genuine reasons or fail in an examination, the college conducts re-tests, following the necessary protocols.</p> <ul style="list-style-type: none"> • Any additional information • Link for additional information

Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.	
2.6.1. Q ₁ M	<p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words</p> <p>File Description:</p> <p>The institution runs B. A.(programme) courses in Hindi, Sociology, Gujarati, English, and Psychology, as well as M.A. courses in Sociology, Hindi, and Gujarati.</p> <p>In the first term, academic activities were conducted online to maintain safety and continuity. The designed curriculum with clearly stated Programme and Course Outcomes (COs), uploaded to the college website with the institution's vision, mission, and goals for easy accessibility. Digital copies of syllabi and Learning Outcomes were made available on the institution's website, while hard copies were accessible in the departments.</p> <p>An online orientation programme was conducted at the beginning of the academic session to familiarize students with these outcomes. Additionally, guest lectures, alumni interactions, and tutorial meetings were conducted virtually to inform students about teaching-learning objectives and outcomes. Learning Outcomes were assessed periodically through online peer learning sessions, quizzes, and other interactive activities.</p> <p>The second term Shifted to an offline mode, allowing for in-person engagement and interactions. Hard copies of the syllabi and Learning Outcomes became directly accessible to students and faculty in the departments and the college library. Teachers incorporated discussions on Learning Outcomes during physical classes and tutorial sessions.</p> <ul style="list-style-type: none"> • Upload any additional information • Past link for Additional information https://sbmartcollege.org/pos-cos/
2.6.2. Q ₁ M	<p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional information https://sbmartcollege.org/pos-cos/

2.6.3.	Pass percentage of Students during the year						
Q_nM	<p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <table border="1" data-bbox="323 412 1182 533"> <thead> <tr> <th colspan="2">Previous completed academic year</th></tr> </thead> <tbody> <tr> <td>Number of students appeared</td><td>UG-164, PG-44</td></tr> <tr> <td>Number of students passed</td><td>UG-115, PG-35</td></tr> </tbody> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> • Programme code • Name of the Programme • Number of Students appeared • Number of Students passed • Pass percentage <p>File Description</p> <ul style="list-style-type: none"> • Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) • Paste link for the annual report https://sbmartcollege.org/wp-content/uploads/2025/09/2.6.3-pss-percentage-of-students-during-the-year-2021-22.pdf • Link of Excel File: https://sbmartcollege.org/wp-content/uploads/2025/09/2.6.3-pass-percentage-of-students-during-the-year.xlsx 	Previous completed academic year		Number of students appeared	UG-164, PG-44	Number of students passed	UG-115, PG-35
Previous completed academic year							
Number of students appeared	UG-164, PG-44						
Number of students passed	UG-115, PG-35						

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
2.7.1 Q_nM	<i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</i>

Criterion 3- Research, Innovations and Extension

Key Indicator 3.1- Resource Mobilization for Research

Metric No.					
3.1.1. Q _n M	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <p>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)</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR in Lakhs):</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the Project/Endowments Name of the Principal Investigator Department of Principal Investigator Year of Award Funds provided Duration of the project Name of the Project/Endowments <p>File Description(Upload)</p> <ul style="list-style-type: none"> Any additional information e-copies of the grant award letters for sponsored research projects /endowments List of endowments / projects with details of grants(Data Template) 	Year	2021-22	(INR in Lakhs):	00
Year	2021-22				
(INR in Lakhs):	00				
3.1.2 Q _n M	<p>Number of departments having Research projects funded by government and non-government agencies during the year</p> <p>3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR inLakhs):</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of Principal Investigator Duration of project Name of the research project Amount / Fund <i>received</i> Name of funding agency Year of sanction Department of recipient <p>File Description(Upload)</p> <ul style="list-style-type: none"> List of research projects and funding details(DataTemplate) Any additional information Supporting document from Funding Agency Paste link to funding agency website 	Year	2021-22	(INR inLakhs):	00
Year	2021-22				
(INR inLakhs):	00				

<p>3.1.3</p> <p>QnM</p>	<p>Number of Seminars/conferences/workshops conducted by the institution during the year</p> <p>3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year</p> <table border="1" data-bbox="328 356 740 472"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number of teachers</td><td>53</td></tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the seminars 01 • Number of Participants 53 • Date (From-to) • Link to the activity report on the website <p>File Description (Upload)</p> <p>Link: https://sbmartscollege.org/wp-content/uploads/2025/09/3.1.3-Report.pdf</p> <ul style="list-style-type: none"> • Link of Excel file: https://sbmartscollege.org/wp-content/uploads/2025/09/3.1.3-Number-of-Seminars-or-conferences-or-workshops-conducted-by-the-institution-during-the-year-2021-22-3.xlsx 	Year	2021-22	Number of teachers	53
Year	2021-22				
Number of teachers	53				

Key Indicator 3.2- Research Publication and Awards

Metric No.					
<p>3.2.1.</p> <p>QnM</p>	<p><i>Number of papers published per teacher in the Journals notified on UGC website during the year</i></p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the year</p> <table border="1" data-bbox="328 1252 740 1332"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of paper • Name of the author/s • Department of the teacher • Name of journal • Year of publication • ISBN/ISS Number <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • List of research papers by title, author, department, name and year of publication (Data Template) 	Year	2021-22	Number	00
Year	2021-22				
Number	00				
<p>3.2.2.</p> <p>QnM</p>	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year---- pending</i></p> <p>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</p> <table border="1" data-bbox="344 1973 802 2054"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>3</td></tr> </table>	Year	2021-22	Number	3
Year	2021-22				
Number	3				

	<p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the teacher: Title of the paper Title of the book published: Name of the author/s : Title of the proceedings of the conference Name of the publisher: National/International National/international : ISBN/ISSN number of the proceedings Year of publication: <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information List books and chapters edited volumes/ books published (Data Template)
--	---

Key Indicator 3.3- Extension Activities

Metric No.	
3.3.1. Q1M	<p><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year</i></p> <p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words.</p> <p>During the academic year 2021-22, the college conducted online extension activities aimed at sensitizing students to social issues and promoting their holistic development while adhering to safety protocols.</p> <p>In the 1st term, adhering to safety protocols, virtual workshops and webinars were organized, focusing on health, gender sensitization, and financial literacy. The NSS unit and various clubs hosted sessions on digital payments, traffic rules, and social issues such as domestic violence, dowry, and child abuse. Virtual rallies, awareness campaigns, and competitions encouraged active participation and leadership development among students.</p> <p>In the 2nd term, with the easing of restrictions, the college resumed offline activities, including tree plantation drives, cleanliness initiatives, and environmental awareness campaigns conducted in small groups. These activities enabled students to engage with the community while continuing to follow safety guidelines.</p> <p>These initiatives profoundly impacted students, helping them develop moral and social values, gain an understanding of their civic responsibilities, and cultivate a sense of community service. The college remained steadfast in addressing social issues and fostering students' overall growth, demonstrating its resilience and commitment to holistic education.</p> <ul style="list-style-type: none"> Paste link for additional information Upload any additional information

<p>3.3.2. QnM</p>	<p><i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</i></p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the Award/recognition • Name of the Awarding government/ government recognized bodies • Year of the Award <p>File Description: (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Number of awards for extension activities during the year(Data Template) • e-copy of the award letters 	Year	2021-22	Number	00
Year	2021-22				
Number	00				
<p>3.3.3. QnM</p>	<p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</i></p> <p>3.3.3.1. Total Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>1</td></tr> </table> <p>Data Requirements (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name and number of the extension and outreach Programmes • Name of the collaborating agency: Non-government, industry, community with contact details <p>LINK: https://sbmartscollege.org/wp-content/uploads/2025/09/3.3.3-3.3.4.pdf</p> <p>Link of Excel File: https://sbmartscollege.org/wp-content/uploads/2025/09/3.3.3-Number-of-extension-and-outreach-programs-conducted-by-the-institution-through-NSSor-NCC-or-Red-Cross-or-YRC-etc.-During-the-year-2021-22-7.xlsx</p>	Year	2021-22	Number	1
Year	2021-22				
Number	1				

3.3.4.	Number of students participating in extension activities at 3.3.3. above during the year				
QnM	<p>3.4.4.1. 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</p> <table border="1" data-bbox="284 360 595 436"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>51</td></tr> </table> <p>Data Requirements for last (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities <p>File Description:</p> <ul style="list-style-type: none"> • Report of the event LINK: https://sbmartscollege.org/wp-content/uploads/2025/09/3.3.3-3.3.4.pdf • • Any additional information • Number of students participating in extension activities with Govt. or NGO etc (Data Template) 	Year	2021-22	Number	51
Year	2021-22				
Number	51				

Key Indicators 3.4 – Collaboration (20)

Metric No.					
3.4.1. QnM	<p>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <ul style="list-style-type: none"> Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc during the year <p>Data Requirements:(during the year)(As per Data Template)</p> <ul style="list-style-type: none"> Title of the linkage Name of the partnering institution /industry/research lab with contact details Year of commencement Duration(From-To) Nature of linkage <p>File Description: (Upload)</p> <ul style="list-style-type: none"> e-copies of linkage related Document Any additional information <p>Details of linkages with institutions/industries for internship (DataTemplate)</p>	Year	2021-22	Number	00
Year	2021-22				
Number	00				
3.4.2. QnM	<p><i>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year</i></p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>01</td></tr> </table> <p>Data requirement for year : (As per Data Template)</p> <p>https://sbmartscollege.org/wp-content/uploads/2025/09/3.4.2-MOU-ACTIVITIES-21-22.xlsx</p> <p>File Description:</p> <ul style="list-style-type: none"> e-Copies of the MoUs with institution./ industry/corporate houses <p>https://sbmartscollege.org/wp-content/uploads/2024/09/3.4.2-e-copies-of-the-MoUs-with-institutions.pdf</p>	Year	2021-22	Number	01
Year	2021-22				
Number	01				

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	
4.1.1. QM	<p><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></p> <p>Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 200 words</p> <p>The institution ensures a conducive teaching and learning environment through adequate, accessible, and well-maintained infrastructure. By integrating robust facilities, efficient maintenance, and a student-centered approach, it supports a high-quality educational experience.</p> <p>Teaching-Learning Infrastructure: The college is equipped with ICT-enabled classrooms, sufficient computers with internet connectivity, and laptops to support digital learning. Maintenance of ICT equipment and technical infrastructure is conducted through Annual Maintenance Contracts (AMC) with local service providers.</p> <p>General Maintenance: The college maintains registers to log complaints related to air conditioning (AC), furniture, plumbing, electrical work, and fixtures. Minor issues are resolved by in-house staff, while external agencies are called for special repairs.</p> <p>Annual Maintenance: AMCs are in place for ACs, pest control, water purifiers, and coolers. Software systems and other technical equipment are also covered under maintenance contracts.</p> <p>Library Facilities: The library offers access to books, magazines, and periodicals with borrowing privileges governed by institutional rules. On holidays, the library is made available for external governmental and non-governmental organizations to conduct recruitment examinations.</p> <p>Sports: Students are encouraged to participate in sports activities. Facilities for indoor and outdoor games are available to promote physical fitness and teamwork</p> <ul style="list-style-type: none"> • Paste link for additional information https://sbmartscollege.org/wp-content/uploads/2025/09/4.1.1-The-Institution-has-adequate-infrastructure-and-physical-facilities-for-teaching-learning.-viz.-classrooms-laboratories-computing-equipment-etc.pdf

<p>4.1.2. QIM</p>	<p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</i></p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words The college has adequate facilities for sports, yoga, and cultural activities. Sports activities are conducted both on and off-campus, with the Sabar Stadium being utilized with permission from the government. The institution actively encourages students to participate in indoor and outdoor games.</p> <p>Every year, students from our college win medals at district, university, state, and national levels, as well as at the <i>Khel Mahakumbh</i>. Our students excel particularly in sports such as basketball, kabaddi, kho-kho, handball, badminton, table tennis, chess, and carrom.</p> <p>Recently, the college expanded the first floor, adding several new classrooms. The institute offers a certificate course in Yoga in collaboration with Somnath Sanskrit University. A designated classroom is allotted for both theoretical and practical yoga sessions.</p> <p>Cultural activities at the college are managed by the Cultural and Saptdhara Committees. These committees organize various events, such as debates, fancy dress competitions, hairdressing, rangoli, painting, mehndi, quizzes, model and poster-making, essay writing, slogan writing, classical dance performances, drama preparation, and more.</p> <p>However, due to the constraints imposed by the COVID-19 pandemic, only a limited number of activities could be conducted. The first term was held online, while the second term transitioned to offline mode, which restricted the available time for organizing extensive cultural programmes.</p> <ul style="list-style-type: none"> • Paste link for additional information https://sbmartcollege.org/wp-content/uploads/2025/09/4.1.2-The-Institution-has-adequate-facilities-for-cultural-activities-sports-games-indoor-outdoor-gymnasium-yoga-centre-etc.pdf
-------------------------------------	--

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

QnM 4.1.3.1 : Number of classrooms and seminar halls with ICT facilities

Year	2021-22
Number of Classrooms	07

Data Requirements: (As per Data Template)

- Number of classrooms with LCD facilities
- Number of classrooms with Wi-Fi/LAN facilities
- Number of smart classrooms
- Number of classrooms with LMS facilities
- Number of seminar halls with ICT facilities
- Paste link for additional information <https://sbmartscollege.org/wp-content/uploads/2025/09/4.1.3-Number-of-classrooms-and-seminar-halls-with-ICT-enabled-facilities-such-as-smart-class-LMS-etc.-2021-22.pdf>

4.1.4. Q _n M	<p><i>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)</i></p> <p>4.1.4.1.Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)</p> <table border="1" data-bbox="347 338 746 450"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR in Lakhs)</td><td>1329426.2</td></tr> </table> <p>Data Requirements : https://sbmartscollege.org/wp-content/uploads/2025/09/4.1.4-and-4.4.1-Expenditure-excluding-salary-for-infrastructure-augmentation-during-the-yearINR-in-Lakhs-2021-22-2.xlsx</p> <ul style="list-style-type: none"> • Upload Details of budget allocation, excluding salary during the year(DataTemplate) 	Year	2021-22	(INR in Lakhs)	1329426.2
Year	2021-22				
(INR in Lakhs)	1329426.2				

Key Indicator – 4.2 Library as a learning Resource

Metric No.	
4.2.1. Q _{IM}	<p>Library is automated using Integrated Library Management System (ILMS)</p> <p>Data requirement for year: Upload a description of library with,</p> <ul style="list-style-type: none"> • Name of ILMS software • Nature of automation (fully or partially) • Version • Year of Automation <p>The library has a good collection of books, journals (National/International), audiovisuals, CDs, newsletters, etc. It aims to serve the needs of Faculty, Research Scholars, Students, the Community and other members of the center by providing an excellent collection of literature. Library also includes dissertations, doctoral theses, and project reports on various subjects.</p> <p>The institute provides WI-FI, internet access, and download and printout facilities to the students. It also organizes Book Exhibitions. The students are not allowed to enter the library without IDs. Exit and Entry are given to students in the library after signing the register to maintain the record of visitors.</p> <p>The library is automated with integrated library management software SOUL 2.0 (Software for University Libraries) of INFLIBNET. The various activities of the library such as data entry, issue and return and renewal of books, member logins etc. are done through the software.</p> <p>OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc. The books are bar coded and the users are given unique barcode IDs. College orientation provides the various facilities services and resources available in the library. For Enhancing security cameras have been installed.</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional Information

<p>4.2.2. QnM</p>	<p><i>The institution has subscription for the following e-resources</i></p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Options</p> <p>D. Any 1 of the above</p> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Details of membership: • Details of subscription: <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/4.2.2-4.2.3-Expenditure-for-purchase-of-books-or-e-books-and-subscription-to-journals-or-e-journals-2021-22.xlsx 				
<p>4.2.3 QnM</p>	<p><i>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i></p> <p>4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</p> <table border="1" data-bbox="347 1055 767 1133"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR in Lakhs)</td><td>43530</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Expenditure on the purchase of books/e-books • Expenditure on the purchase of journals/e-journals in during the year • Year of Expenditure: <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Audited statements of accounts • Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/4.2.2-4.2.3-Expenditure-for-purchase-of-books-or-e-books-and-subscription-to-journals-or-e-journals-2021-22.xlsx 	Year	2021-22	(INR in Lakhs)	43530
Year	2021-22				
(INR in Lakhs)	43530				
<p>4.2.4 QnM</p>	<p><i>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)</i></p> <p>4.2.4.1 Number of teachers and students using library per day over last one year</p> <p>Data Requirement</p> <ul style="list-style-type: none"> • Upload last page of accession register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library <p>File Description(Upload)</p> <ul style="list-style-type: none"> • Any additional information • Details of library usage by teachers and students 				

	<ul style="list-style-type: none">• https://sbmartscollege.org/wp-content/uploads/2025/09/4.2.4.1-Number-of-teachers-and-students-using-library-per-month-over-last-one-year.xlsx <p>The HEI is requested to calculate the teachers and students usage library per day. Average usage of the library by the college = Total no. of teachers & students in each day for all working days / Total no. of working days (Note: Data template is not applicable to this metric)</p>
--	--

Key Indicator- 4.3 IT Infrastructure

Metric No.	
4.3.1.	<p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Q₁M Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words</p> <p>File Description</p> <p>The institution maintains a well-equipped IT infrastructure, including a dedicated computer laboratory, laptops for Heads of Departments (HODs), desktops in major departments, smart classrooms, and a modern auditorium. Faculty members utilise IT resources, including internet services, to stay informed of academic and technological advancements. Students may access computers for academic purposes, such as assignments and projects, subject to availability and faculty guidance. Language classes are also conducted in the computer laboratory to enhance digital learning.</p> <p>The library operates with the fully automated SOUL 2.0 software, ensuring efficient book management. The Online Public Access Catalogue (OPAC) system enables users to search for books and is regularly updated for better accessibility. Various digital facilities are available across the campus, with plans to extend Wi-Fi connectivity to the newly constructed building under the RUSA scheme.</p> <p>Maintenance and IT Support:</p> <p>Teaching-Learning: ICT-enabled classrooms, faculty laptops, and computers are maintained through a contractual agreement with local IT specialists.</p> <p>General Maintenance: Routine technical issues are addressed in-house, while complex repairs and upgrades are managed externally.</p> <p>Library Audit: An annual audit ensures proper inventory management and system updates.</p> <p>IT Infrastructure: Preventive maintenance, including servicing, cleaning, formatting, and updating antivirus software, is conducted annually.</p> <ul style="list-style-type: none"> • Paste link for additional information https://sbmartcollege.org/wp-content/uploads/2025/09/4.3.1-MoU.pdf
4.3.2.	<p><i>Student – Computer ratio</i></p> <p>Number of students : Number of Computers Data</p> <p>Q_nM Requirements:</p> <ul style="list-style-type: none"> • Number of computers in working condition • Total Number of students - 25 <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Student – computerratio

	Link of Excel File: https://sbmartcollege.org/wp-content/uploads/2025/09/4.3.2.-Number-of-Computers-2021-22.xlsx
4.3.3. QnM	<p><i>Bandwidth of internet connection in the Institution</i></p> <p>Options: A. ≥ 50MBPS</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Available internet band width <p>File Description</p> <ul style="list-style-type: none"> Upload any additional Information Details of available bandwidth of internet connection in the Institution <p>(Note: Data template is not applicable to this metric)</p>

Key Indicator – 4.4 Maintenance of Campus Infrastructure

Metric No.					
4.4.1 QnM	<p><i>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)</i></p> <p>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)</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>(INR in Lakhs)</td><td>10.49</td></tr> </table> <p>Data Requirement : (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Non salary expenditure incurred Expenditure incurred on maintenance of campus infrastructure <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Audited statements of accounts. Details about assigned budget and expenditure on physical facilities and academic support facilities (DataTemplates) <p>https://sbmartcollege.org/wp-content/uploads/2025/09/4.1.4-and-4.4.1-Expenditure-excluding-salary-for-infrastructure-augmentation-during-the-yearINR-in-Lakhs-2021-22-2.xlsx</p>	Year	2021-22	(INR in Lakhs)	10.49
Year	2021-22				
(INR in Lakhs)	10.49				
4.4.2. Q_iM	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words</p> <p>File Description:</p> <p>The institution maintains and utilises physical, academic, and support facilities in the following ways:</p> <p>Teaching-Learning Infrastructure: ICT-enabled classrooms, faculty laptops, and other technological resources are maintained under an Annual Maintenance Contract (AMC) with local IT service providers.</p> <p>Library Services: Faculty members, students, and alumni have convenient access to library resources, including books, magazines, periodicals, and digital resources, in</p>				

	<p>accordance with institutional policies. During holidays, the library is made available to governmental and non-governmental organizations for conducting recruitment examinations.</p> <p>Language Laboratory: The language laboratory is maintained by a laboratory technician under the supervision of the principal or lab coordinator. Preventative maintenance, including servicing, cleaning, formatting, and updating antivirus software, is conducted regularly.</p> <p>Sports Facilities: The institution offers a range of sports facilities, including a newly constructed basketball court where students train under the supervision of a sports instructor. Indoor sports facilities are restricted during lecture hours and examinations to prevent academic disruptions.</p> <p>Annual Maintenance and Audit: The office maintains comprehensive records of annual audits and maintenance activities. Routine issues are resolved by in-house staff, while technical faults are addressed by external experts.</p>
--	--

Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.																
5.1.1 Q _n M	<p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <table><tr><td>Year</td><td colspan="2">2021-22</td></tr><tr><td>Number</td><td>UG</td><td>PG</td></tr><tr><td></td><td>OBC:56</td><td>54</td></tr><tr><td></td><td>SC: 22</td><td>31</td></tr><tr><td></td><td>ST: 29</td><td>30</td></tr></table> <p>Data Requirement : (As per Data Template) UG- https://sbmartscollege.org/wp-content/uploads/2025/09/5.1.1-Number-of-students-benefited-by-scholarships-and-free-ships-provided-by-the-Government-during-the-year-2021-22-UG.xlsx</p> <ul style="list-style-type: none">Number of students benefited by scholarships and freeships provided by the Government during the year (Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/5.1.1-Number-of-students-benefited-by-scholarships-and-free-ships-provided-by-the-Government-during-the-year-2021-22-PG.xlsx	Year	2021-22		Number	UG	PG		OBC:56	54		SC: 22	31		ST: 29	30
Year	2021-22															
Number	UG	PG														
	OBC:56	54														
	SC: 22	31														
	ST: 29	30														
5.1.2. Q _n M	<p><i>Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <table><tr><td>Year</td><td>2021-22</td></tr><tr><td>Number</td><td>00</td></tr></table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none">Name of the Scheme with contact informationNumber of students benefiting <p>File Description:</p> <ul style="list-style-type: none">Upload any additional informationNumber of students benefited by scholarships and freeships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template)	Year	2021-22	Number	00											
Year	2021-22															
Number	00															

<p>5.1.3. QnM</p>	<p><i>Capacity building and skills enhancement initiatives taken by the institution include the following</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Options:</p> <ol style="list-style-type: none"> All of the above 3 of the above 2 of the above 1 of the above none of the above <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the capability building and skills enhancement initiatives Year of implementation Number of students enrolled Name of the agencies involved with contact details <p>File Description (Upload)</p> <ul style="list-style-type: none"> Link to Institutional website Any additional information Details of capability building and skills enhancement initiatives (DataTemplate) 				
<p>5.1.4. QnM</p>	<p><i>Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year</i></p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</p> <table border="1" data-bbox="325 1200 636 1279"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year:(As per Data Template)</p> <ul style="list-style-type: none"> Name of the scheme Number of students who have passed in the competitive exam Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) 	Year	2021-22	Number	00
Year	2021-22				
Number	00				

<p>5.1.5.</p> <p>QnM</p>	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organization wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Options:</p> <p>A. All of the above</p> <p>Data Requirement:</p> <p>Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.</p> <p>LINK:https://sbmartcollege.org/wp-content/uploads/2025/09/5.1.5-The-Institution-has-a-transparent-mechanism-for-timely-redressal-of-student-grievances-including-sexual-harassment-and-ragging-cases.pdf</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases <p>(Note: Data template is not applicable to this metric)</p>
--	--

Key Indicator- 5.2 Student Progression

Metric No.					
<p>5.2.1</p> <p>QnM</p>	<p><i>Number of placement of outgoing students during the year</i></p> <p>5.2.1.1: Number of outgoing students placed during the year</p> <table border="1" data-bbox="363 1397 675 1473"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the employer with contact details • Number of students placed <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Self-attested list of students placed • Upload any additional information <p>Details of student placement during the year (Data Template)</p>	Year	2021-22	Number	00
Year	2021-22				
Number	00				
<p>5.2.2.</p> <p>QnM</p>	<p><i>Number of students progressing to higher education during the year</i></p> <p>5.2.2.1. Number of outgoing student progression to higher education</p> <table border="1" data-bbox="363 1861 675 1937"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>101</td></tr> </table> <p>Data Requirement: (As per Data Template)</p> <p>Number of outgoing students progressing to higher education</p>	Year	2021-22	Number	101
Year	2021-22				
Number	101				

	https://sbmartcollege.org/wp-content/uploads/2025/09/5.2.2-Number-of-students-progressing-to-higher-education-during-the-year-2021-22.xlsx								
	<p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for student/alumni • Any additional information • Details of student progression to higher education 								
5.2.3. QnM	<p><i>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)</i></p> <p>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</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template) Number of students selected to</p> <ul style="list-style-type: none"> • JAM • CLAT • NET • SLET • GATE • GMAT • CAT • GRE • TOEFL • Civil Services • State government examinations <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Upload supporting data for the same • Any additional information <p><i>Number of students qualifying in state/ national/ international level examinations during the year (DataTemplate)</i></p>	Year	2021-22	Number	00	Year	2021-22	Number	00
Year	2021-22								
Number	00								
Year	2021-22								
Number	00								

Key Indicator- 5.3 Student Participation and Activities

Metric No.					
5.3.1 QnM	<p>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.</p> <p>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) duringthe year.</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>12</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> Name of the award/medal University /State/National/International Sports <p>LINK: https://sbmartscollege.org/wp-content/uploads/2025/09/5.3.1.pdf</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> e-copies of award letters and certificates Any additional information Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year)(Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/5-3-1-Number-of-awardsmedals-for-outstanding-performance-in-sportscultural-activities-at-universitystatenational-international-level-award-fo.xlsx 	Year	2021-22	Number	12
Year	2021-22				
Number	12				
5.3.2 QIM	<p>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)</p> <p>Describe the students' representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words</p> <p>File Description</p> <p>The Wise Girls Students' Council (WGSC) looks after and promotes the interests of the students within the college by organising different activities. It acts as a link between students and teachers, addressing both academic and non-academic issues. The President of the WGSC meets with class representatives at least once every semester to ensure students' concerns are heard. Each class has two representatives, with one also being a member of the Internal Quality Assurance Cell (IQAC). The Council helps build a strong relationship between students and teachers.</p> <p>Elected for one academic year, student representatives play an important role in coordinating activities, such as preventing ragging on campus and taking part in Rangers, NSS, and the Sports Club. The Wise Girls Students' Union (WGSU) also</p>				

	<p>helps by advising the college administration on ways to improve student facilities.</p> <p>Student representatives take part in key committees like the Career Guidance Cell, Academic Committee, Campus Beautification Committee, Library Advisory Committee, Sports Promotion Committee, Students' Discipline Committee, Ranger and NSS Advisory Committees, Health Care Committee, Grievance Redressal Cell, Canteen Monitoring Committee, Counselling Centre, Anti-Ragging Committee, Internal Complaints Committee, RUSA Committee, and the Internal Quality Assurance Cell (IQAC).</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
<p>5.3.3.</p> <p>QnM</p>	<p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>2</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • List of events/competitions <p>File Description</p> <ul style="list-style-type: none"> • Report of the event Sports Report: https://sbmartscollege.org/wp-content/uploads/2025/09/5.3.3-DPE-Inter-Class-and-Inter-College-2021-2022-1.pdf Cultural Report: https://sbmartscollege.org/wp-content/uploads/2025/09/5.3.3-DPE-Inter-Class-and-Inter-College-2021-2022-1.pdf • Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (DataTemplate) https://sbmartscollege.org/wp-content/uploads/2025/09/5.3.3-Number-of-sports-and-cultural-events-or-competitions-in-which-students-of-the-Institution-participated-2021-22.xlsx 	Year	2021-22	Number	2
Year	2021-22				
Number	2				

Key Indicator- 5.4 Alumni Engagement

Metric No.	
5.4.1 QIM	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p>Describe contribution of alumni association to the institution within a maximum of 200 words</p> <p>Shaikh Shifa, the current president of the Alumnae Club and an active member of the IQAC, plays a pivotal role in motivating and guiding students to engage in both curricular and co-curricular activities. The Alumni Club serves as a crucial bridge between the "Alma Mater" and its alumni, offering unwavering support for the college's growth and the empowerment of its female students. It creates a platform for interactions among alumni, current students, faculty, and the administration. An Alumni Meet is held annually, where graduates are personally invited to contribute to the college's development.</p> <p>The Club extends financial assistance, providing books, stationery, and covering fees for deserving students facing financial challenges. Additionally, it funds certificate courses in areas like beauty and wellness and basic computer skills, further supporting career and vocational guidance for professional growth. Club members actively contribute in various forms of assistance, ensuring students receive the support they need. With a focus on innovation, the Club strives to increase its impact, ensuring long-term success for its students and nurturing a sense of community. Through these efforts, the Alumni Association upholds its dedication to the institution's mission and vision, fostering an enduring connection between the past and present.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
5.4.2 QnM	<p><i>Alumni contribution during the year (INR in Lakhs)</i></p> <p>Options:</p> <p>A. ≥ 5Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. <1Lakhs</p> <p>Data requirement for year ():</p> <ul style="list-style-type: none"> • Alumni association / Name of the alumnus • Quantum of contribution • Audited Statement of account of the institution reflecting the receipts. <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information: https://sbmartcollege.org/wp-content/uploads/2025/09/5.4.2-Alumni-contribution-during-the-year-2023-24.xlsx

Criterion 6- Governance, Leadership and Management
Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	
6.1.1	<p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>QIM Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision-making bodies of the institution within a maximum of 200 words</p> <p>The institution's governance structure aligns with its vision and mission, which are displayed on the college website and conveyed during student orientation. The governance framework is committed to empowering girl students academically, financially, and socially, ensuring their holistic development.</p> <p>The mission is to provide a conducive learning environment through innovative teaching, a diversified curriculum, and equal opportunities. By fostering academic excellence, skill enhancement, and value-based education, the institution equips students with knowledge and competencies for future success. The vision focuses on enabling girl students to navigate life as confident, empowered women.</p> <p>To achieve these objectives, the institution has formed various committees, including the Grievance Redressal Cell, Anti-Ragging Committee, Examination Committee, Extracurricular Committee, Research and Extension Committee, Admission Committee, IQAC, Alumni Association, and Placement Cell. These committees actively support students and institutional growth.</p> <p>In 2021-22, the governance model adapted to blended learning. The first term was online, incorporating virtual classes and webinars, while the second term transitioned to offline mode. The Placement Cell provided guidance on placements, interviews, and job opportunities both virtually and offline.</p> <p>This adaptive approach ensured continuous learning, skill development, and career support, reinforcing the institution's commitment to its vision and mission.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

6.1.2	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>QIM Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>The academic year 2021–22 was shaped by the ongoing impact of the COVID-19 pandemic, with the first term conducted entirely online and the second term gradually transitioning to offline mode. In light of these circumstances, the institution adopted a cautious and streamlined approach, prioritizing essential</p>
-------	---

	<p>academic and administrative functions while continuing to uphold its decentralized and participative ethos.</p> <p>The Internal Quality Assurance Cell (IQAC) convened virtually to ensure continuity in planning and decision-making, with representation from faculty, alumnae, and student stakeholders. Departments were entrusted with autonomy to adapt teaching methods, revise syllabi for blended formats, and conduct assessments suited to remote learning environments.</p> <p>Institutional committees such as Placement, Grievance Redressal, and Research & Extension operated in a limited capacity, focusing on core student support. The Placement Cell organized select online sessions, and a few certificate courses were offered remotely based on feasibility and student interest.</p> <p>As offline activities resumed in the second term, departments concentrated on academic recovery through internal reviews and remedial support. The Board of Studies met to discuss modest updates to teaching practices. Despite reduced operations, the institution remained committed to inclusive governance and collaborative progress.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
--	--

Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
6.2.1	<i>The institutional Strategic/ perspective plan is effectively deployed</i>
QIM	<p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>Being the head of the college, the principal presents the academic growth and development of the institution at the end of the year in the presence of members of the management. Various committees and clubs are formed for the better progress of the institution. The IQAC fosters continuous improvement by discussing strategies in meetings to ensure effective implementation. The principal monitors the effectiveness of plans through regular interaction with committee conveners, faculty, and students. The management extends its support in all possible ways, working in collaboration with the principal and staff members to uphold a robust quality assurance process. The teachers of the college adapted to the challenges posed by the pandemic by effectively conducting online classes, tests, and assignments. The college also conducted online internal examinations through NextGen software, ensuring a smooth and fair evaluation process. Additionally, the organization of Finishing School classes was a significant initiative aimed at enhancing students' soft skills, employability, and overall personality development during the pandemic. The second term was conducted completely offline. Examinations, assignments, and class tests were held as per the schedule of the affiliated university. Furthermore, the institution continued to support students through mentorship</p>

	<p>programmes, remedial classes, and career guidance initiatives.</p> <ul style="list-style-type: none"> • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information
<p>6.2.2</p> <p>QIM</p>	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 200 words</p> <p>The college, managed by the MMI Trust, operates efficiently on its own campus. The supportive management aligns with the institution's vision, mission, and goals, focusing on empowering and uplifting girls in the community.</p> <p>The Board of Managing Trustees, which oversees the college's operations, is composed of the President, Vice President, Secretary, and other members. The in-charge Principal, who also serves as the Chairperson of the IQAC (Internal Quality Assurance Cell), plays a pivotal role in connecting the management with the academic and administrative functions. The IQAC consists of 11 members, in accordance with the staff size and the standards set by NAAC. It establishes various committees to monitor and support the activities organized by the college. The college's policies are formulated in compliance with the guidelines of the UGC, the Government of Gujarat, and HNGU. The principal, in collaboration with the management, teaching, and non-teaching staff, is responsible for overseeing both academic and administrative operations. Key decisions are made collectively by these stakeholders to ensure the smooth functioning of the institution. Additionally, regular feedback mechanisms are in place to evaluate and enhance the quality of education and administrative practices.</p> <ul style="list-style-type: none"> • Paste link for additional information • Link to Organogram of the Institution webpage • Upload any additional information

<p>6.2.3.</p> <p>QnM</p>	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Options:</p> <p>A. All of the above</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration etc (Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/6.2.3-Implementation-of-e-governance-in-areas-of-operation-2021-22.xlsx
--	---

Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
<p>6.3.1</p> <p>QIM</p>	<p><i>The institution has effective welfare measures for teaching and non- teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words</p> <ol style="list-style-type: none"> 1. The institution grants twelve casual leaves annually to teaching staff and fifteen casual leaves to non-teaching staff in accordance with institutional policies and applicable government regulations. 2. The college ensures timely access to and benefits from all government welfare schemes for eligible staff, including Gratuity, Pension, Commutation of Pension, Earned Leave Encashment, Medical, and Leave Travel Concession (LTC), as per the norms. 3. The institution provides Duty Leave for staff attending National and International Conferences, FDPs, Orientation and Refresher Courses, and other short-term courses in line with the guidelines of the UGC and HEI regulations.

	<p>4. Maternity leave of six months is available to female faculty members, and male faculty members are entitled to paternity leave as per government regulations.</p> <p>5. The staff members are eligible for participation in the Government's Group Insurance Scheme for comprehensive benefits.</p> <p>6. The institution operates a credit society for both teaching and non-teaching staff, offering loans to members.</p> <p>7. The college provides staff with essential facilities, including Wi-Fi, Xerox services, and parking, to ensure smooth operations and facilitate productivity.</p> <p>8. The institution promotes health and wellness initiatives through health check-ups and an on-campus yoga center for the physical and mental well-being of staff.</p> <p>Paste link for additional information</p> <ul style="list-style-type: none"> • Upload any additional information 				
<p>6.3.2</p> <p>QnM</p>	<p><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</i></p> <p>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</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Details of teachers provided with financial support to attend conference, workshops etc during the year (DataTemplate) 	Year	2021-22	Number	00
Year	2021-22				
Number	00				
<p>6.3.3</p> <p>QnM</p>	<p><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</i></p> <p>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</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>00</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of the professional development Programme organized for teaching staff • Title of the administrative raining Programme organized for non- teaching staff • Dates (From-to) <p>File Description (Upload):</p> <ul style="list-style-type: none"> • Reports of the Human Resource Development Centres (UGCASC or other relevant centres). • Reports of Academic Staff College or similar centers • Upload any additional information • Details of professional development / administrative training Programmes 	Year	2021-22	Number	00
Year	2021-22				
Number	00				

	organized by the University for teaching and non-teaching staff (DataTemplate)				
6.3.4 QnM	<p><i>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year</i> <i>(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</i></p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>Number</td><td>02</td></tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Number of teachers • Title of the Programme <p>6.3.4.2. Duration (From-to)</p> <p>File Description</p> <ul style="list-style-type: none"> • IQAC report summary Link: https://sbmartscollege.org/wp-content/uploads/2025/09/6.3.4-Number-of-teachers-undergoing-online-or-face-to-face-Faculty-development-Programmes-FDP-2021-22.pdf • Reports of the Human Resource Development Centres (UGCASC or other relevant centers). • Upload any additional information • Details of teachers attending professional development programmes during the year (DataTemplate) https://sbmartscollege.org/wp-content/uploads/2025/09/6.3.4-Number-of-teachers-undergoing-online-or-face-to-face-Faculty-development-Programmes-FDP-2021-22.xlsx 	Year	2021-22	Number	02
Year	2021-22				
Number	02				
6.3.5 QIM	<p><i>Institutions Performance Appraisal System for teaching and non- teaching staff</i> Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words</p> <p>The college strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff. The performance of each employee is assessed at the end of the academic year on grade points.</p> <p>Teaching Staff: The performance of the faculty members is assessed by the principal according to the filled Self-Appraisal forms they submit at the end of the session. The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are primarily voluntary. The Self-Appraisal forms filled by the faculty members are checked and verified by the Heads of the Departments and then submitted to the IQAC coordinator. The in-charge principal discusses progressive and unprogressive issues of the faculties in the IQAC meetings and suggests improvements.</p> <p>Non-Teaching Staff: The non-teaching staff is also assessed through Annual Self-Appraisal forms. The final year students' filled-out feedback forms comprise of various parameters on a seven-point scale. On satisfactory performance, all employees are appreciated in meetings and college functions. The Annual Self-Appraisal systems and students' feedback significantly help evaluate employees 'performance, motivating them, analyzing their strengths and weaknesses, and ensuring better performance.</p>				

	<ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
--	--

Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.					
6.4.1 QIM	<p><i>Institution conducts internal and external financial audits regularly</i> 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</p> <p>The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted by the internal financial committee of the institution yearly which is appointed by the management. The report of the internal audit is submitted to the management through the principal. The external audit is carried out by the Government of Higher Education, Gujarat. The accountant and the principal jointly scrutinize and verify the financial data on daily bases. They follow the directions from the Higher Education Department and external Chartered Accountant for internal audit. At the end of every financial year, annual financial receipts and expenditures are prepared and sent to the authorities in the Department of Education. The external audit is conducted once a year by the external agency that comes from the Commissioner of higher education, Gandhinagar. Both internal and external audit includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges, etc., and non-recurring expenses like lab equipment purchases, furniture, and other development expenses. The audit wing of the government visits and inspects all the files relating to financial matters of various schemes that the college avails.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
6.4.2 QnM	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)</i> 6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)</p> <table border="1"> <tr> <td>Year</td><td>2021-22</td></tr> <tr> <td>INR in Lakhs</td><td>00</td></tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the non-government bodies, individuals, Philanthropers • Funds / Grants received <p>File Description</p> <ul style="list-style-type: none"> • Annual statements of accounts • Any additional information 	Year	2021-22	INR in Lakhs	00
Year	2021-22				
INR in Lakhs	00				

	<ul style="list-style-type: none"> Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)
6.4.3 QIM	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i></p> <p>Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words</p> <p>File Description</p> <p>The institution adopts a structured and transparent approach to mobilize financial resources, ensuring alignment with academic priorities and regulatory norms. Student fees from both granted and self-financed programmes serve as a primary source of revenue. Government scholarships are directly credited to students' accounts, promoting inclusive education.</p> <p>Salary grants from the state government support sanctioned teaching and non-teaching staff. For skill development and career readiness, the institution utilizes Finishing School Training Grants and Udisha/Placement Grants from the Knowledge Consortium of Gujarat (KCG). University funds allocated for NSS activities encourage student participation in community service.</p> <p>The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) grant is strategically deployed for infrastructure enhancement, academic reforms, and faculty development. Management financial assistance is used for operational needs, including salaries of self-financed staff, utilities, maintenance, and outreach programmes.</p> <p>All funds are received through official channels and maintained in designated accounts. Financial planning and utilization are overseen by budgeting and purchase committees, with regular audits ensuring accountability. This policy ensures optimal use of resources for institutional growth, quality enhancement, and long-term sustainability.</p> <ul style="list-style-type: none"> Paste link for additional information Upload any additional information

Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	
6.5.1 QIM	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p> <p>Describe two practices institutionalized because of IQAC initiatives within a maximum of 200 words</p> <p>The institute focuses on imparting quality education through its innovative, comprehensive, and flexible education policy. The Internal Quality Assurance Cell actively monitors and suggests improvement measures for both curricular and co-curricular aspects. The IQAC was reconstituted on 4th April 2018 to achieve a higher</p>

	<p>grade for the third consecutive cycle. Since then, it has been actively performing and providing guidance.</p> <p>The IQAC has significantly contributed to the implementation of quality assurance strategies at all levels. In addition to holding general meetings twice a year, IQAC staff members meet regularly with the principal once a month to discuss improvement measures. The institute's Annual Quality Assurance Report (AQAR) is submitted to NAAC regularly. A self-appraisal system facilitates the professional development of both teaching and non-teaching staff. Action Taken Reports from meetings and completed work are prepared and uploaded on the college website regularly.</p> <p>The IQAC plans and executes necessary steps based on key performance indicators (KPIs). Its efforts have led to the successful implementation and functioning of modern technology in administrative, library, and teaching-learning processes. The automation of admission, financial, and examination procedures, along with the upgrading of Wi-Fi and LAN facilities, has significantly enhanced the quality of the teaching-learning experience.</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>6.5.2</p> <p>QIM</p>	<p><i>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</i></p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 words each</p> <p>In response to the COVID-19 pandemic, the IQAC restructured the orientation programme and teaching-learning process to suit a blended academic year. The first term was conducted entirely online, with the IQAC facilitating virtual orientation sessions for new entrants. These sessions introduced students to programme outcomes, course structures, institutional goals, and the continuous evaluation system via video conferencing platforms. Digital copies of syllabi, timetables, and academic calendars were shared through WhatsApp and email. Morning announcements and key updates were delivered via virtual assemblies and group messages.</p> <p>As conditions improved, the second term transitioned to offline mode, and IQAC ensured a smooth shift by organizing in-person follow-up sessions to reinforce academic expectations and institutional culture. Monitoring of attendance and classroom behaviour resumed through department heads and student representatives. The IQAC also reviewed feedback from both terms to assess learning outcomes and adapt strategies accordingly. This dual-mode approach ensured academic continuity, student engagement, and incremental improvement in teaching delivery during a challenging period.</p> <p>The following are significant measures undertaken to enhance the teaching-learning</p>

	<p>process:</p> <ul style="list-style-type: none"> ➤ Incorporation of daily homework assignments ➤ Automation of the admissions process ➤ Implementation of an online fee payment system ➤ Automation of the library ➤ Conversion of three classrooms into smart classrooms ➤ Construction of an auditorium-cum-seminar hall <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>6.5.3</p> <p>QnM</p>	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. <i>Collaborative quality initiatives with other institution(s)</i> 3. Participation in NIRF 4. <i>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</i> <p>Options: A. All of the above</p> <p>Data requirement for year: (As per Data Template)</p> <p>Quality initiatives</p> <ul style="list-style-type: none"> • AQARs prepared/submitted <p>File Description</p> <ul style="list-style-type: none"> • Paste web link of Annual reports of Institution • Upload e-copies of the accreditations and certifications • Upload any additional information • Upload details of Quality assurance initiatives of the institution(Data Template)

Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	Gender Equity
7.1.1	<p><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></p>
QIM	<p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p>Annual gender sensitization action plan</p> <p>Establishing a college for girls with a strong emphasis on safety and security has been a foremost priority of the MMI Trust, reflecting the institution's gender-sensitive approach and the vision of its management. The college is conveniently located just 3 km from both the railway and bus stations, ensuring ease of access. A government girls' hostel is within walking distance and offers a pick-and-drop facility for the convenience of students. The institution also organises various programmes on safety, security, and counselling to enhance the physical and mental well-being of female students, empowering them with awareness and resilience.</p> <p>Other relevant safety measures include:</p> <p>a. Safety and Security: The college is equipped with CCTV cameras covering every corner of the campus, including all classrooms, ensuring a secure environment for students.</p> <p>b. Counselling: The Mentor-Mentee system provides invaluable guidance and emotional support to female students, fostering their academic and personal development.</p> <p>c. Common Rooms: A dedicated common room is available where female students may relax, study, and engage in informal discussions during their free time.</p> <p>d. Daycare Centre for Young Children: The institution has a daycare centre offering supervision and care for infants and young children, particularly benefiting female students during examinations.</p> <p>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.</p>

<p>7.1.2</p> <p>QnM</p>	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Options:</p> <p>D. Any 1 of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geo tagged Photographs • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.3</p> <p>QIM</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)</i></p> <p>Solid waste management: (Dry and Wet waste management): The Institution implements solid waste management by enforcing the waste segregating rules. Dustbins are placed in every classroom, library, office, canteen, and different locations in the campus.</p> <p>All waste collected from the campus is segregated at source as dry and wet and disposed of in a proper manner adopting reusing procedure or giving it to the bio-fertilizer producing unit.</p> <p>Liquid waste management: The institution has liquid waste in form of water only as there is no chemical or any other liquid is used for practical's or so. For liquid waste management, the institution has recharging well that help uplift the water level of the area</p> <p>Biomedical waste management: NA</p> <p>E-waste management: The Institution has undertaken a number of E-waste management initiatives with the objective of creating an eco-friendly environment in the campus. E-waste such as computers and its peripherals are upgraded regularly by proper agencies.</p> <p>Waste Recycling System: The garden waste like branches, leaves, and other parts, lawn etc. are collected and converted to compost fertilizer using proper procedure which is used for the plants in the campus.</p> <p>Hazardous chemicals and radioactive waste management: NA</p> <p>Provide web link to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo tagged photographs of the facilities • Any other relevant information

<p>7.1.4</p> <p>QnM</p>	<p><i>Water conservation facilities available in the Institution:</i></p> <ol style="list-style-type: none"> 1. While large-scale rainwater harvesting systems are not yet in place, the institution encourages natural percolation through open grounds and green spaces. Plans are underway to integrate structured rainwater collection mechanisms in future infrastructure upgrades. 2. Bore well: The college relies on a borewell as its primary water source. Regular maintenance and recharge practices are followed to ensure sustainable groundwater usage. The institution is exploring partnerships to enhance recharge efficiency through eco-sensitive methods. 3. Construction of tanks and bunds: Given the topography and land availability, traditional bunding is not currently implemented. However, the institution utilizes natural gradients and soil retention strategies to minimize runoff and support groundwater retention. 4. Waste water recycling: Wastewater generation is minimal due to the nature of academic activities. Nonetheless, the institution promotes responsible water usage and is evaluating low-cost greywater reuse models suitable for rural campuses. 5. Maintenance of water bodies and distribution system in the campus: The borewell system is maintained regularly to ensure uninterrupted supply. Though the campus does not host natural water bodies, the distribution network is monitored for efficiency and minimal wastage. <p>D. Any 1 of the above</p> <p>Upload :</p> <ul style="list-style-type: none"> • Geotagged photographs / videos of the facilities • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.5</p> <p>QnM</p>	<p><i>Green campus initiatives include</i></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 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 <p>Options:</p> <p>A. Any 4 or All of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> <p>Upload</p> <ul style="list-style-type: none"> • Geo tagged photos / videos of the facilities • Any other relevant documents <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.6</p> <p>QnM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit

	<p>4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</p> <p>Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above</p> <p>Upload: <ul style="list-style-type: none"> • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of the awards received • Any other relevant information </p> <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.7 QnM</p>	<p><i>The Institution has Divyangjan-friendly, barrier free environment</i> 1. Built environment with ramps/lifts for easy access to classrooms. 2. <i>Divyangjan</i> -friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with <i>Divyangjan</i> accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Options: A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload: <ul style="list-style-type: none"> • Geo tagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information </p> <p>(Note: Data template is not applicable to this metric)</p>
	Inclusion and Situatedness
<p>7.1.8 QIM</p>	<p><i>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).</i></p> <p>The college is run by a trust, MMI, and the teaching staff, non-teaching staff, and students all come from various communities. Every individual is treated equally, without any bias or prejudice. The festivals and rituals of all communities are honored and celebrated with the utmost care and joy, fostering peace, harmony, and national integration.</p> <p>Numerous activities, both direct and indirect, are conducted, involving students from all communities to cultivate a sense of peace and harmony. Social and cultural programmes are organized to nurture an inclusive environment for both students and</p>

	<p>the local populace. Furthermore, activities are held to instill values of tolerance and harmony towards cultural diversities.</p> <p>The college ensures equal opportunities for all students, irrespective of caste, creed, religion, or region. The Anti-Ragging Cell plays a pivotal role in maintaining tolerance and harmony among students. The Grievances Redressal Cell is also in place to address student concerns, thereby ensuring continued harmony within the college.</p> <p>Days celebrating eminent personalities and national festivals, such as Republic Day and Independence Day, are observed with a spirit of nationalism and patriotism. Social and cultural activities organized by the NSS and the Cultural Activity Cell further promote national unity and harmony.</p> <ul style="list-style-type: none"> • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.
	Human Values and Professional Ethics
<p>7.1.9</p> <p>QIM</p>	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p>Provide we blink to :</p> <p>The college faced challenges due to COVID-19, which resulted in the first term being conducted online. Despite the shift to virtual learning, the college remained committed to imparting constitutional values, rights, duties, and moral responsibilities online, ensuring that the essence of these teachings continued to reach the students.</p> <p>The TREE PLANTATION Week, traditionally celebrated from World Environment Day (5th June), was affected by the pandemic; however, efforts were made to maintain awareness of the importance of trees through virtual sessions and discussions. The college worked towards encouraging students and staff to contribute to environmental preservation through smaller-scale activities within the campus as the situation allowed.</p> <p>The CLEANLINESS FORTNIGHT, typically a hands-on initiative by the N.S.S. unit, faced restrictions in its usual format due to the pandemic. Nonetheless, the N.S.S. unit adapted by spreading awareness virtually, utilising social media platforms and online workshops to emphasise constitutional values, duties, and hygiene practices. Physical cleaning activities were limited to those that could be safely carried out in compliance with pandemic protocols.</p> <p>Despite these challenges, the college remained resilient in promoting its core values and actively engaged students in various online activities that contributed to personal growth, environmental responsibility, and social unity.</p> <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens • Any other relevant information

<p>7.1.10</p> <p>QnM</p>	<p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Options:</p> <p>A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Code of ethics policy document • 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. • Any other relevant information <p>(Note: Data template is not applicable to this metric)</p>
<p>7.1.11</p> <p>QIM</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>Provide we blink to :</p> <p>Indian Independence Day & Republic Day are also celebrated regularly in the institute Most of the students remain present on these national days.</p> <p>Teacher’s Day (5th September) is celebrated on a grand scale in the college. The students pay tribute to great teachers by performing the work of teachers for a day. The students handle all the positions of the college. At the end of the day, they felicitate their real gurus.</p> <p>Gandhi Jayanti (2nd October): On that day Students clean up the college campus and Sing prayers.</p> <p>World Aids Day (1st December): is the message about healthy living and the dangers of this deadly disease are conveyed to the society.</p> <p>Sardar Patel Jayanti (31st October) - It is celebrated as “National Unity Day”.</p> <p>Hindi Day (14th September): is celebrated in India to commemorate the date 14 September, 1949 on which a compromise was reached- during the drafting of the constitution of India.</p> <p>Vivekanand Jayanti (12th January): This day is also celebrated as “National Youth Day” to commemorate the birth anniversary of Swami Vivekananda.</p> <p>International Women’s Day (8th March): This day is celebrated on 8th March every year to make the students aware of women’s rights.</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last (During the year)

	<ul style="list-style-type: none"> • Geo tagged photographs of some of the events • Any other relevant information
--	--

Key Indicator - 7.2 Best Practices

Metric No.	
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <p>Provide web link to: Best Practice 1</p> <p>Blended Learning for Academic Continuity Objective: To ensure uninterrupted learning through a combination of online and offline teaching methodologies. Context: Due to the pandemic, the first term was conducted online, while the second term resumed offline. The college effectively adapted by integrating digital platforms with traditional teaching. Practice: Faculty members conducted online classes, tests, and assignments using Microsoft Teams, ensuring engagement through interactive sessions, quizzes, and recorded lectures. NextGen software facilitated online internal examinations, maintaining the integrity of assessments. Once offline classes resumed, the college adopted a blended learning approach, where online resources, recorded lectures, and digital assignments complemented classroom teaching. Students benefited from Finishing School classes, focusing on soft skills, employability, and personality development, bridging the gap between online and offline learning. Evidence of Success: Seamless transition between online and offline modes without academic loss. Improved student participation and adaptability to digital tools. Enhanced digital literacy among students and faculty. Problems Encountered & Resources Required: Some students faced internet accessibility issues, which were mitigated by providing recorded lectures. Digital infrastructure enhancements were required to facilitate hybrid learning.</p> <p>Best Practice 2</p> <p>Holistic Student Support through Mentorship and Career Guidance Objective: To provide continuous academic, emotional, and career support to students through structured mentoring and career counselling. Context: The pandemic created challenges related to mental well-being, academic pressure, and career uncertainties. To address these concerns, the college strengthened its mentorship and career guidance initiatives. Practice: Faculty mentors provided individualised guidance through online mentoring sessions in the first term and in-person meetings in the second term. Remedial classes were conducted to support students struggling with online learning. The college organised career guidance sessions, webinars, and workshops with industry experts to prepare students for future opportunities. Emotional well-being initiatives, including counselling sessions and stress management workshops, were conducted to help students cope with pandemic-related challenges. Evidence of Success:</p>

	<p>Increased student engagement and improved academic performance. Higher participation in mentorship and career guidance programmes. Enhanced confidence among students in handling academic and personal challenges. Problems Encountered & Resources Required: Some students hesitated to seek emotional support, which was addressed through awareness sessions. More structured career counselling programmes were needed to cater to diverse career aspirations. Achievements in Sports: Despite the challenges posed by the pandemic, the girls excelled in sports and brought pride to the institution. At various levels, they achieved remarkable success: State Level: One gold medal, one silver medal, and one bronze medal. University Level: Seven gold medals and two silver medals.</p> <ul style="list-style-type: none"> • Best practices in the Institutional web site • Any other relevant information
--	--

Note:

**Format for Presentation of Best Practices
(Institution should submit the Best Practices in this format only)**

1. Title of the Practice

This title should capture the keywords that describe the practice.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 20 words)

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 30 words)

4. The Practice

Describe the best practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced? (in about 50 words)

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 40 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 30 words).

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 30 words).

Any other information regarding Institutional Values and Best Practices which the institution would like to include.

Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1	<i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words</i>
QM	<p>Provide web link to: Due to some unavoidable circumstances, we were unable to collect student feedback for the academic year 2021-22. However, the institution continued to prioritize and focus on areas critical to student growth and development. In line with our emphasis on academic excellence and holistic development, various initiatives, including mentorship programmes, remedial classes, and career guidance activities, were implemented to support students' learning experiences. Despite the challenge in obtaining feedback, faculty members ensured continuous engagement with students through regular interactions, addressing academic concerns and fostering an inclusive environment. The commitment to enhancing employability was further reflected in the successful implementation of Finishing School classes that aimed at soft skills development, personality enhancement, and career readiness. The smooth execution of internal examinations through NextGen software and the transition to offline classes in the second term of the academic year ensured that academic rigor was maintained. This period underscored the institution's resilience in adapting to challenging circumstances while staying true to its priority of fostering academic growth and overall student development.</p> <p>Our college believes in Beti Padhao Sashakt Banao, thus, it is important to educate a girl child to make her empowered, confident, and self-reliant through overall progress and development. As far as our Mission and Vision are concerned, the college always tries to implement distinctiveness in the work. The girl students who come from rural areas are not poor in talent, knowledge, and humility. The main aim is to provide an opportunity for the rural girl students of this area especially to pursue higher education for their development and progress in the family. In this regard, there are various government schemes for HEI to provide exposure to the girl students to get an opportunity to participate in every curricular, extracurricular, and extension activity very actively. Through the NSS, RANGERS, LEARN and EARN, and GOVT., schemes the girl students develop their academic, professional, cultural, social, and national responsibilities. Student welfare offers them to earn their own by participating in the earn and learn scheme to stand independently. To cope up with the financial struggle, the college organizes the women empowerment programs like funfair, Mehndi, tailoring, etc. Special health-related camp like Thalassemia Check-up is organized for new entrants.</p> <ul style="list-style-type: none"> • Appropriate web in the Institutional website • Any other relevant information

Future Plans of action for next academic year (200 words)

Name Prof. Shadab Rose

Name: I/c principal Dr. N. R. Shaikh


IQAC Coordinator
S. B. Mahila Arts
College, Himatnagar

Signature of the Coordinator, IQAC


Incharge Principal
S. B. Mahila Arts College
Himatnagar

Signature of the Chairperson, IQAC
