
THE SARVODAYA NAGRIK SAHKARI BANK LTD.
MAHILA ARTS COLLEGE MEHTAPURA, HIMMATNAGAR

AQAR: 2022-23

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://sbmartcollege.org
4.Whether Academic Calendar prepared during the year?	YES
• Website	Sbmahila@gmail.com
• Web link	

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	Fundingagency	Year of award with Duration	Amount
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	Finishing School	KCG	2022-23	300,000
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	Innovation Club	KCG	2022-23	15950
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	Panchprakalp	KCG	2022-23	30000
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	NSS	Guj Govt	2022-23	32500
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	UDISHA/Placement	KCG	2022-23	50000

The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	UDISHA/Placement New	KCG	2022-23	29000
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	Consumer Cell	Parakh(NGO)	2022-23	4000
The SNSB Ltd. Mahila Arts College Mehtapura, Himmatnagar	UBA	Ministry of Education GOI	2022-23	50000
8.Whether composition of IQAC as per latest NAACguidelines			Yes	
• Upload latest notification of formation of IQAC		https://sbmartcollege.org/wp-content/uploads/2025/09/List-of-IQAC-Members-2022-23.pdf		
9.No. of IQAC meetings held during the year		2		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?		Yes		
• If no, please upload the minutes of the meeting(s) and Action Taken Report		https://sbmartcollege.org/wp-content/uploads/2025/09/Minutes-of-the-Meetings-2022-23.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)				
Integrated NEP 2020 Across Academic Departments Enabled credit-based curriculum restructuring and interdisciplinary course mapping in accordance with NEP 2020 directives, ensuring cohesive implementation across departments. Ensured Complete ABC Registration and ERP Integration Supervised full student enrolment on the Academic Bank of Credits portal and facilitated seamless integration of credit transfer mechanisms within the institutional ERP framework. Advanced Faculty Development through NEP-Aligned Programmes Promoted academic capacity building by encouraging staff participation in NEP-focused Faculty Development Programmes, webinars, and workshops on curriculum design, ABC operations, and digital pedagogy. Enhanced Feedback Mechanisms for Pedagogical Improvement Instituted structured feedback systems for students and faculty; conducted data analysis to inform targeted interventions aimed at improving teaching-learning outcomes. Broadened Community Engagement and Outreach Activities Organised inclusive outreach initiatives that connected institutional programmes with broader societal themes, fostering civic awareness and experiential learning among students.				
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. University-prescribed curriculum was followed. Enrichment was ensured through interdisciplinary lectures, curriculum-linked workshops.
2. Teaching–Learning Process Improvement	2. Classes incorporated experiential learning, group discussions, and field visits. Faculty used participative methods and continuous assessments. Panchprakalp themes were embedded into classroom activities.
3. Research, Innovations & Extension	3. Faculty and students undertook village-level surveys under UBA. Research papers focused on rural development, gender equity, and sustainability. Extension activities included awareness drives and collaborative projects.
4. Infrastructure & Learning Resources	4. Classrooms upgraded with ICT tools supported blended learning. Library resources expanded to include materials on rural innovation, IPR, and national development. Campus safety was ensured.
5. Student Support & Progression	5. Career counselling, skill development workshops, and mentoring sessions were held. Students participated in UBA and Panch Prakalp activities, enhancing employability and civic responsibility.
6. Community Engagement / Institutional Values	6. Outreach programmes aligned with UBA and Panch Prakalp were conducted in adopted villages. Activities included sanitation awareness, digital literacy camps, and health check-ups. Students led initiatives promoting Sustainable Development Goals.
7. Governance, Leadership & Management	IQAC held regular offline meetings to monitor quality benchmarks. Feedback was collected through structured forms and village-level stakeholder interactions. Internal audits and reviews ensured continuous improvement.

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

Name of the statutory body: MMI Trust

Date of meeting(s): 11 January, 2022

14. Whether institutional data submitted to AISHE: YES

Year: 2021-22

Date of Submission: 4/1/2023

2. 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.

1. Academic bank of credits (ABC):

2. 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.

3. 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.

4. 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.

5. 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.

5. 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 foster 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.

i. **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-cantered learning environment aligned with OBE principles by defining clear learning outcomes, mapping the curriculum accordingly, implementing effective assessment methods, and training faculty in OBE principles and methodologies. This approach fosters an engaging and successful academic environment, prioritizing students' growth, and development.

- ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

The institute is ready to implement Outcome-Based Education (OBE) as per NEP 2020. We will focus on fostering critical thinking and communication skills through debates and discussions, integrating practical applications with case studies and fieldwork in subjects like Sociology and Psychology. Instructors will receive comprehensive OBE training, and the curriculum will align with desired learning outcomes. Embracing technology and open communication, we aim to empower students to excel academically and positively contribute to society.

- iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE)

in view of NEP 2020.

To effectively promote NEP 2020's vision of holistic development, critical thinking, and creativity among Bachelor of Arts students, our institution would encourage multidisciplinary learning, implement project-based learning, adopt competency-based grading, utilize learning portfolios, and engage with communities for practical experience. These practices will empower students to gain diverse perspectives, apply knowledge to real-world scenarios, focus on skills mastery, track personal growth, and understand societal challenges, preparing them for a rapidly changing world.

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	2022-23
Number	UG-110 PG-60

2. Student:

2.1 Number of students during the year.

Year	2022-23
Number	UG- 158 PG- 69

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

Year	2022-23	
Number	UG	PG
	SC- 18	09
	ST-13	13
	OBC-43	24
	GEN-75	15
	EWS-08	08
	PH-01	00

2.3 Number of outgoing/ final year students during the year

Year	2022-23
Number	UG- 121 PG- 83

3. Academic:

3.1 Number of full-time teachers during the year

Year	2022-23
Number	08

3.2 Number of Sanctioned posts during the year

Year	2022-23
Number	00

4. Institution:

4.1 Total number of Classrooms and Seminar halls11

Classrooms: 10

Seminar: 01

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

Year	2022-23
Expenditure	12.20

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 2022–23 commenced with full offline operations. An on-campus Orientation Programme was conducted for B.A. and M.A. Semester I students, introducing them to the college’s Vision, Mission, and Objectives through classroom briefings, interactive sessions, the institutional website, and the college brochure.</p> <p>Curriculum delivery, as prescribed by HNGU, Patan, was executed offline, supported by structured teaching plans and timetables. Faculty members refined their pedagogical practices through in-person workshops and departmental discussions. Curriculum planning was collaboratively undertaken by the Principal and Heads of Departments during regular staff meetings.</p> <p>Student engagement was actively fostered through classroom presentations, written assignments, unit tests, peer learning activities, and quizzes. The mentor-mentee system operated via scheduled face-to-face interactions, ensuring personalized academic support. All academic and co-curricular activities were monitored by the IQAC Coordinator to maintain quality and consistency in implementation.</p> <p>Teacher-student rapport was further strengthened through group discussions, seminars, and classroom presentations, contributing to a dynamic and enriched learning environment. Periodic staff meetings facilitated academic review and responsive planning. Student participation in institutional events reflected a vibrant and inclusive academic ecosystem.</p> <p>Link of Excel:https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.1-The-intitution-ensures-effective-curriculum-delivery-through-a-well-planned-and-documented-process-1.xlsx</p> <p>Link:https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.1-Brochure-SBM.pdf</p>
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 diligently adhered to the academic calendar throughout the 2022–2023 academic year, ensuring the systematic and timely implementation of Continuous Internal Evaluation (CIE) across all undergraduate and postgraduate programmes.</p>

	<p>The odd semester commenced on 15th June 2022, with academic planning meetings initiated from 26th June. Class tests were conducted between 6th and 9th September, followed by assignment submissions on 19th September and internal examinations held from 26th to 29th September. Remedial classes and retests were organised in early October, providing academic support and upholding fairness in evaluation.</p> <p>Following the Diwali vacation (19th October to 8th November), the even semester began on 9th November 2022, with formal teaching resuming from 1st December. Unit tests were conducted in February 2023, succeeded by internal examinations from 22nd to 25th February, and again in early April for lower semesters. Assignment deadlines were clearly communicated, and remedial sessions were systematically arranged to support students' academic progress.</p> <p>This consistent adherence to the academic calendar reflects the institution's commitment to maintaining a rigorous internal evaluation framework aligned with university norms. It fosters continuous student engagement, ensures timely feedback, and reinforces academic integrity throughout the year, thereby contributing to the overall quality assurance process.</p> <ul style="list-style-type: none"> Link for Additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/Academic-calendar-2022-23.2.pdf 				
1.1.3. Q_nM	<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>2022-23</td></tr> <tr> <td>Number</td><td>07</td></tr> </table> <p>https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.3.Teachers-of-the-Institution-participate-2022-23.xlsx</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University </div> <div style="width: 45%;"> <p>A. All of the above</p> </div> </div>	Year	2022-23	Number	07
Year	2022-23				
Number	07				

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>2022-23</td></tr> <tr> <td>Number</td><td>UG-05 PG- 03</td></tr> </table> <p>Data Requirement: https://sbmartcollege.org/wp-content/uploads/2025/09/1.2.1-Number-of-Programmes-in-which-Choice-Based-Credit-System-CBCS-or-elective-course-system-has-been-implemented.xlsx</p>	Year	2022-23	Number	UG-05 PG- 03
Year	2022-23				
Number	UG-05 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>2022-23</td></tr> <tr> <td>Number</td><td>1</td></tr> </table> <p>(Data Template) https://sbmartcollege.org/wp-content/uploads/2025/09/1.2.2-1.2.3-Number-of-Add-on-or-Certificate-programs-offered-during-the-year.xlsx</p>	Year	2022-23	Number	1
Year	2022-23				
Number	1				
1.2.3 QnM	<p><i>Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year</i></p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>38</td></tr> </table> <p>Data Requirement: (As per Data Template) https://sbmartcollege.org/wp-content/uploads/2025/09/1.2.2-1.2.3-Number-of-Add-on-or-Certificate-programs-offered-during-the-year.xlsx</p>	Year	2022-23	Number	38
Year	2022-23				
Number	38				

Key Indicator- 1.3 Curriculum Enrichment

Metric No.					
1.3.1. Q₁M	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</i></p> <p>Upload a description in maximum of 200 words.</p> <p>The institution's curriculum effectively integrates key crosscutting issues across subjects and semesters. Professional Ethics is addressed in Foundation Comp. English, and Life Skills, focusing on like 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> <p>Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/1.3.1-Institution-integrates-cross-cutting-issues-relevant-to-Professional-Ethics-gender-human-values-Environment-and-sustainability-into-the-curriculum.xlsx</p>				
1.3.2. Q_nM	<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" style="margin-left: 20px;"> <tr> <td>Year</td><td>2022-23</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 	Year	2022-23	Number	00
Year	2022-23				
Number	00				

	<ul style="list-style-type: none"> Number of courses that include experiential learning through project work/field work/internship (Data Template) 				
1.3.3. Q_nM	<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>2022-23</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> <p>Any additional information</p> <ul style="list-style-type: none"> List of programmes and number of students undertaking project work/field work/ /internships (Data Template) 	Year	2022-23	Number	00
Year	2022-23				
Number	00				

Key Indicator- 1.4 Feedback System

Metric No.	
1.4.1. Q_nM	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students 2)Teachers 3)Employers 4)Alumni</i></p> <p>Options:</p> <p>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_nM	<p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options:</p> <p>A. Feedback collected, analyzed and action taken and feedback available on website</p> <p>B. Feedback collected, analyzed and action has been taken</p> <p>C. Feedback collected and analyzed</p> <p>D. Feedback collected</p> <p>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

Metric No.									
2.1.1.	Enrolment Number								
QnM	<p>Number of students admitted during the year</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>UG- 158 PG-69</td></tr> </table> <p>Data: https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.1.Number-of-students-admitted-during-the-year-2022-23.xlsx</p> <p>2.1.1.1. Number of sanctioned seats during the year</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>UG-260 PG-240</td></tr> </table> <p>File Description:</p> <ul style="list-style-type: none"> Any additional information: https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.1.1-Number-of-students-admitted-during-the-year-2022-23-2.pdf 	Year	2022-23	Number	UG- 158 PG-69	Year	2022-23	Number	UG-260 PG-240
Year	2022-23								
Number	UG- 158 PG-69								
Year	2022-23								
Number	UG-260 PG-240								
2.1.2.	<i>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)</i>								
QnM	<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>2022-23</td></tr> <tr> <td>Number</td><td>UG- 158 PG-69</td></tr> </table> <p>Data requirement for year: (As per Data Template): https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.2-Number-of-seats-filled-against-seats-reserved-for-various-categories.xlsx</p> <p>File Description: (Upload)</p> <ul style="list-style-type: none"> Any additional information: https://sbmartcollege.org/wp-content/uploads/2025/09/2.1.2-Number-of-seats-filled-against-seats-reserved-for-various-categories-Reservation-Policy-by-HNGU.pdf 	Year	2022-23	Number	UG- 158 PG-69				
Year	2022-23								
Number	UG- 158 PG-69								

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 a dvanced learners and slow learners</i> Write description in maximum of 200 words</p> <p>In the academic year 2022–23, the institution implemented a fully offline approach to assess and support students across varied learning levels, with dedicated programmes for both advanced and slow learners.</p> <p>The year began with in-person orientation and counselling sessions, enabling faculty to identify learners through classroom interaction, participation, and feedback. Based on this assessment, tailored support strategies were introduced.</p> <p>Slow learners received remedial instruction during regular hours in ICT-enabled classrooms. Face-to-face mentoring, both individual and group-based, addressed specific academic challenges. Bilingual teaching methods and access to recorded lectures supported comprehension and revision beyond scheduled sessions.</p> <p>Advanced learners were encouraged to pursue independent study through printed research papers and curated offline resources. Group study sessions within the campus promoted collaborative learning and peer engagement.</p> <p>To enhance digital literacy and presentation skills, students undertook regular assignments, seminars, and classroom presentations using institutional ICT facilities. Despite social distancing norms, co-curricular activities such as debates, quizzes, and group discussions were conducted in-person, ensuring active student involvement.</p> <p>Any Additional Information: https://sbmartscollege.org/wp-content/uploads/2025/09/2.2.1-The-institution-assesses-the-learning-levels-of-the-students-and-organizes-special-Programmes-for-advanced-learners-and-slow-learners-22-23.pdf</p>						
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" style="margin-left: 20px;"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number of Students</td><td>227</td></tr> <tr> <td>Number of teachers</td><td>09</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>File Description (Upload)</p> <ul style="list-style-type: none"> Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/2.2.2-2.3.3-Mentor-Mentees-2022-23.xlsx 	Year	2022-23	Number of Students	227	Number of teachers	09
Year	2022-23						
Number of Students	227						
Number of teachers	09						

Key Indicator- 2.3 Teaching- Learning Process

Metric No.	
2.3.1. Q1M	<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>The institution started fully offline mode, student-centric approach to enhance learning experiences through experiential, participative, and problem-solving methodologies. Classroom teaching was enriched with interactive activities such as role plays, case studies, and project-based learning, fostering critical thinking and practical application as per the demand of the syllabus.</p> <p>Participative learning was promoted through in-class seminars, group discussions, and collaborative assignments, encouraging students to engage actively and share diverse perspectives. Programmes under Ability Enhancement, Generic, and Skill Enhancement courses, along with NSS and Rangers, supported life skill development and holistic growth.</p> <p>Experiential learning was further facilitated through, hands-on activities, and real-world problem-solving exercises. Continuous assessment through quizzes, debates, presentations, and peer evaluations ensured sustained engagement and reflective learning.</p> <p>The institution placed emphasis on inclusive education, with the Wise Girl Representative playing an active role in committees such as the Internal Quality Assurance Cell and the Grievance Cell, promoting transparency and gender equity.</p> <p>Cultural events, festivals, and co-curricular activities were conducted offline, strengthening community spirit and interpersonal skills. This comprehensive approach ensured that students remained at the centre of the teaching-learning process, fostering academic excellence and personal development.</p> <ul style="list-style-type: none"> • Upload any additional information • Link for additional information

<p>2.3.2.</p> <p>Q₁M</p>	<p><i>Teachers use ICT enabled tools for effective teaching-learning process.</i></p> <p>Write description in maximum of 200 words</p> <p>File Description</p> <p>The institution effectively integrated ICT-enabled tools into the teaching-learning process to complement traditional classroom methods. Faculty members utilised a range of digital resources to create engaging, student-centric learning experiences. PowerPoint presentations, video clips, and audio systems were routinely employed to enhance conceptual clarity and classroom interaction.</p> <p>ICT platforms such as Google Classroom and Microsoft Teams facilitated the organisation of assignments, discussions, and seminars. In cases where students were unable to submit work in person due to unavoidable circumstances, submissions were accepted via email or WhatsApp. Web-based resources supported paper presentations and academic enrichment, promoting experiential learning.</p> <p>Classrooms were equipped with projectors and audio-visual aids, while computer laboratories provided faculty access to desktops and laptops for academic and administrative tasks. Printers, multifunction photocopiers, and scanners were available in key locations including the staffroom, library, NAAC office, Principal's cabin, and examination cell to streamline operations.</p> <p>Faculty members employed Google Forms to conduct quizzes and multiple-choice assessments at the end of each unit, enabling continuous monitoring of student progress. The seamless integration of ICT tools significantly enriched the teaching-learning environment.</p> <p>Counselling and guidance sessions were also conducted using ICT tools, ensuring students received academic and emotional support throughout the year. These initiatives collectively contributed to a dynamic and inclusive teaching-learning environment, enhancing both pedagogical effectiveness and learner engagement.</p> <p>https://sbmartscollege.org/wp-content/uploads/2025/09/2.2.2-2.3.3-Mentor-Mentees-2022-23.xlsx</p>				
<p>2.3.3.</p> <p>Q_nM</p>	<p><i>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</i></p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1" data-bbox="347 1644 842 1760"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number of mentors</td><td>09</td></tr> </table> <p>Formula: Mentor: Mentee</p> <p>https://sbmartscollege.org/wp-content/uploads/2025/09/2.2.2-2.3.3-Mentor-Mentees-2022-23.xls</p>	Year	2022-23	Number of mentors	09
Year	2022-23				
Number of mentors	09				

Key Indicator- 2.4 Teacher Profile and Quality

Metric No.					
2.4.1. Q _n M	<p><i>Number of full-time teachers against sanctioned posts during the year</i></p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>09</td></tr> </table> <p>Data requirement for year (As per Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.1-Number-of-full-time-teachers-against-sanctioned-posts-during-the-year.xlsx</p> <ul style="list-style-type: none"> Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.1-Number-of-full-time-teachers-against-sanctioned-posts-during-the-year_compressed.pdf 	Year	2022-23	Number	09
Year	2022-23				
Number	09				
2.4.2. Q _n M	<p><i>Number of full-time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super specialty / D.Sc. / D.Litt. during the year(consider only highest degree for count)</i></p> <p>D.N.B 2.4.2.1. Number of full-time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.C Super specialty / D.Sc. / D.Litt.</i> during the year</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>08</td></tr> </table> <p>Data requirement for year: (As per Data Template): https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.2-Number-of-full-time-teachers-with-Ph.-D.-or-D.M.-or-M.Ch.-or-D.N.C-Superspeciality-D.Sc.-D.Litt.-during-the-year.xlsx</p> <p>Any Additional Information: 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-1.pdf</p>	Year	2022-23	Number	08
Year	2022-23				
Number	08				
2.4.3. Q _n M	<p><i>Number of years of teaching experience of full- time teachers in the same institution (Data for the latest completed academic year)</i></p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>28</td></tr> </table> <p>Data requirement for year (As per Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/2.4.3-Number-of-full-time-teachers-against-sanctioned-posts-during-the-year.xlsx</p>	Year	2022-23	Number	28
Year	2022-23				
Number	28				

Key Indicator- 2.5 Evaluation Process and Reforms

Metric No.	
2.5.1. Q _i M	<p><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i></p> <p>Upload a description not more than 200 words</p> <p>During the academic year 2022–23, the institution maintained a transparent and robust mechanism for internal assessment, conducted entirely through offline modes. Each department organised regular assessments in alignment with the affiliating university's academic calendar. Students were informed well in advance about examination patterns, schedules, and regulations through classroom announcements, printed notices on the college notice board, and digital communication channels.</p> <p>Assessments included written tests, assignments, presentations, and practical evaluations, ensuring a comprehensive appraisal of student performance. Faculty members reviewed answer scripts with students during scheduled sessions, offering detailed feedback and guidance for academic improvement. Re-assessments were arranged for absentees and those requiring additional support, strictly adhering to university norms.</p> <p>The institution ensured fairness and consistency throughout the process. Regular meetings chaired by the Principal facilitated monitoring and continuous enhancement of assessment practices. The mechanism prioritised clarity, student engagement, and academic integrity, thereby fostering a culture of transparency and accountability in evaluation.</p> <ul style="list-style-type: none"> Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/2.5.1-Mechanism-of-internal-assessment-College-Internal-Exam-Schedule-2022-23.pdf
2.5.2. Q _i M	<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 examinations in a fair and transparent manner, strictly adhering to the guidelines prescribed by the affiliating university, Hemchandracharya North Gujarat University (HNGU), Patan. As a result, grievances related to internal assessments in undergraduate and postgraduate programmes are rare.</p> <p>To ensure accountability and student support, the grievance redressal process is overseen by the Examination Convener and includes the following provisions:</p>

	<ul style="list-style-type: none"> • Assistance in Filing Grievances: The Principal, IQAC Coordinator, administrative staff, and academic faculty collaboratively assist students in filing examination-related grievances. All concerns are addressed promptly and efficiently to uphold institutional integrity. • Discrepancies in Question Papers: In cases where students identify discrepancies—such as incorrect options, typographical errors, or questions beyond the prescribed syllabus—they may report the issue directly to the Examination Convener. The Examination Committee reviews such matters and ensures timely resolution. • Post-Result Review: Following the declaration of internal examination results, faculty members undertake a review of student answer sheets. If a student raises an objection regarding their evaluation, the concern is addressed in the presence of the Examination Committee and resolved satisfactorily by the respective Heads of Departments (HoDs). • Re-tests and Remedial Support: Students who miss examinations due to genuine reasons or those who do not meet the minimum passing criteria are provided with remedial instruction. Re-tests are conducted in accordance with institutional protocols and university norms to ensure academic continuity. • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/2.5.2-Examination-Committee-Members-2022-23.pdf
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Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.	
2.6.1. QM	<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: The institution offered B.A. (Programme) courses in Hindi, Sociology, Gujarati, English, and Psychology, alongside M.A. courses in Sociology, Hindi, and Gujarati. The curriculum was designed with clearly articulated Programme and Course Outcomes (COs), which were uploaded to the college website along with the institution's vision, mission, and goals to ensure easy accessibility. Digital copies of syllabi and Learning Outcomes were available online, while printed versions were maintained in departmental offices.</p> <p>At the commencement of the academic session, an orientation programme was conducted to familiarise students with the stated outcomes. Faculty members reinforced these through guest lectures, alumni interactions, and tutorial meetings. Learning Outcomes were periodically assessed via peer learning activities, quizzes, and interactive sessions.</p>

	<p>In the second term, with the full resumption of offline teaching, students and staff engaged more directly with the curriculum. Hard copies of syllabi and Learning Outcomes were readily accessible in departments and the college library. Teachers integrated discussions on Learning Outcomes into classroom teaching and tutorials, ensuring students remained aware of academic expectations and objectives throughout their studies.</p> <ul style="list-style-type: none"> • Upload any additional information • Past link for Additional information: https://sbmartscollege.org/pos-cos/ 						
<p>2.6.2.</p> <p>Q₁M</p>	<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> <p>The institution systematically evaluates the attainment of Programme outcomes (POs) and course outcomes (COs) to ensure that educational objectives are being met. The process begins with the alignment of assessments, assignments, and examinations with the stated POs and COs. The overall Programme outcomes is regularly reviewed by faculty members during departmental meetings.</p> <p>Assessment of COs is carried out through various methods, including continuous internal evaluations, end-semester examinations, and project work. The results from these assessments are analyzed to measure the extent to which students have achieved the desired outcomes. This data is then aggregated at the Programme level to evaluate the attainment of broader Programme outcomes.</p> <p>The institution also collects feedback from students, faculty, Alumni, and employers to gain insights into the effectiveness of the teaching-learning process in achieving the stated outcomes. This feedback, along with the assessment data, is used to identify areas for improvement. Based on the findings, necessary changes are made in teaching methodologies, and assessment strategies to enhance the attainment of POs and COs.</p> <ul style="list-style-type: none"> • Upload any additional information: https://sbmartscollege.org/pos-cos/ 						
<p>2.6.3.</p> <p>Q_nM</p>	<p><i>Pass percentage of Students during the year</i></p> <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"> <thead> <tr> <th colspan="2">Previous completed academic year</th></tr> </thead> <tbody> <tr> <td>Number of students appeared</td><td>UG-122, PG-205</td></tr> <tr> <td>Number of students passed</td><td>UG-119, PG-195</td></tr> </tbody> </table> <p>Data Requirement (As per Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/2.6.3-Pass-percentage-of-Students-during-the-year-2022-23.xlsx</p> <ul style="list-style-type: none"> • Upload any additional information https://sbmartscollege.org/wp-content/uploads/2025/09/2.6.3-Pass-percentage-of-Students-during-the-year-UG-PG-2022-23.pdf 	Previous completed academic year		Number of students appeared	UG-122, PG-205	Number of students passed	UG-119, PG-195
Previous completed academic year							
Number of students appeared	UG-122, PG-205						
Number of students passed	UG-119, PG-195						

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
2.7.1 Q _n M	<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>

Criterion3- 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>2022-23</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	2022-23	(INR in Lakhs):	00
Year	2022-23				
(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>2022-23</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 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(Data Template) Any additional information Supporting document from Funding Agency Paste link to funding agency website 	Year	2022-23	(INR in Lakhs):	00
Year	2022-23				
(INR in Lakhs):	00				

3.1.3 QnM	<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="328 360 740 472"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number of teachers</td><td>00</td></tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the seminars • Number of Participants 51 • Date (From-to) • Link to the activity report on the website <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Report of the event • Any additional information • List of workshops/seminars during last 5 years (Data Template) 	Year	2022-23	Number of teachers	00
Year	2022-23				
Number of teachers	00				

Key Indicator 3.2- Research Publication and Awards

Metric No.					
3.2.1. QnM	<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 1182 740 1261"> <tr> <td>Year</td><td>2022-23</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	2022-23	Number	00
Year	2022-23				
Number	00				
3.2.2. QnM	<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</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="347 1944 802 2022"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>3</td></tr> </table> <p>Data requirement for year: (As per Data Template) https://sbmartcollege.org/wp-</p>	Year	2022-23	Number	3
Year	2022-23				
Number	3				

	content/uploads/2025/09/3.2.2-Number-of-books-and-chapters-in-edited-volumes-or-books-published-and-papers-published-in-national-or-international-conference.xlsx <ul style="list-style-type: none"> Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/3.2.2-Number-of-books-and-chapters-in-edited-volumes-or-books-published-and-papers-published-in-national-or-international-conference-2022-23.pdf
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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 2022–23, the college undertook a diverse range of offline extension activities to sensitise students to social issues and promote their holistic development. Through initiatives such as <i>Unnat Bharat Abhiyan</i>, <i>Panchprakalp</i>, and <i>Azadi Ka Amrit Mahotsav</i>, students engaged in meaningful outreach programmes that bridged classroom learning with real-world challenges.</p> <p>Workshops and awareness campaigns focused on gender sensitisation, health and hygiene, financial literacy, and civic duties. Students participated in rallies, poster-making contests, debate and essay writing competitions addressing issues like domestic violence, dowry, child protection, and digital safety, fostering empathy and social consciousness.</p> <p>Community engagement was further strengthened through cleanliness drives, tree plantation efforts, and environmental awareness programmes conducted in collaboration with local bodies. These activities enabled students to interact directly with the neighbourhood community, cultivating a spirit of service and responsibility.</p> <p>The impact of these extension activities was profound. Students developed leadership qualities, critical thinking, and a deeper understanding of societal dynamics. By integrating experiential learning with community service, the college reaffirmed its dedication to inclusive education and nation-building. These efforts empowered students to become socially aware and ethically grounded citizens, in alignment with the institution’s vision of holistic development and transformative education.</p> <ul style="list-style-type: none"> Paste link for additional information Upload any additional information

3.3.2. QnM	<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" data-bbox="284 360 628 441"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>27</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	2022-23	Number	27
Year	2022-23				
Number	27				
3.3.3. QnM	<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" data-bbox="264 1111 576 1189"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>01</td></tr> </table> <p>Data Requirements (during the year)(As per Data Template)https://sbmartscollege.org/wp-content/uploads/2025/09/3.3.3-and-3.3.4-Number-of-extension-and-outreach-programs-conducted-by-the-institution-through-NSS-NCC-Red-Cross-YRC-etc.-duringthe-year-2022-237.xlsx</p>	Year	2022-23	Number	01
Year	2022-23				
Number	01				
3.3.4. QnM	<p><i>Number of students participating in extension activities at 3.3.3. above during the year</i></p> <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 1653 595 1731"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>01</td></tr> </table> <p>Data Requirements for last (during the year)(As per Data Template)https://sbmartscollege.org/wp-content/uploads/2025/09/3.3.3-and-3.3.4-Number-of-extension-and-outreach-programs-conducted-by-the-institution-through-NSS-NCC-Red-Cross-YRC-etc.-duringthe-year-2022-237.xlsx</p>	Year	2022-23	Number	01
Year	2022-23				
Number	01				

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>2022-23</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 (Data Template)</p>	Year	2022-23	Number	00
Year	2022-23				
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>2022-23</td></tr> <tr> <td>Number</td><td>01</td></tr> </table> <p>Data requirement for year : (As per Data Template): https://sbmartscollege.org/wp-content/uploads/2025/09/3.4.2-Number-of-functional-MoUs-with-national-and-international-institutions-universities-industries-corporate-houses-etc.-during-the-year-2022-23.xlsx</p> <p>File Description:</p> <ul style="list-style-type: none"> e-Copies of the MoUs with institution: https://sbmartscollege.org/wp-content/uploads/2025/09/3.4.2-Number-of-functional-MoUs-with-national-and-international-institutions-universities-industries-corporate-houses-etc.-during-the-year.pdf 	Year	2022-23	Number	01
Year	2022-23				
Number	01				

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	
<p>4.1.1.</p> <p>QM</p>	<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-centred 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"> • Upload any additional information • Paste link for additional information

4.1.2. QIM	<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</p> <p>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>The college conducted range of activities throughout the academic year. The students participated enthusiastically in various events, which were planned and executed without limitations, fostering vibrant campus engagement and holistic development.</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information: https://sbmartscollege.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-1.pdf
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4.1.3.	<i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i>				
QnM	4.1.3.1 : Number of classrooms and seminar halls with ICT facilities				
	<table border="1"> <tr> <td data-bbox="327 304 687 338">Year</td><td data-bbox="687 304 971 338">2022-23</td></tr> <tr> <td data-bbox="327 338 687 376">Number of Classrooms</td><td data-bbox="687 338 971 376">07</td></tr> </table>	Year	2022-23	Number of Classrooms	07
Year	2022-23				
Number of Classrooms	07				
	Data Requirements: (As per Data Template)				
	File Description				
	<ul style="list-style-type: none"> • Upload any 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.-2022-23.pdf 				

4.1.4.	<i>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)</i>				
Q_nM	<p>4.1.4.1.Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>(INR in Lakhs)</td><td>12.20</td></tr> </table> <p>Data Requirements : (during the year)(As per Data Template): https://sbmartcollege.org/wp-content/uploads/2025/09/4.1.4-4.4.1-Expenditure-excluding-salary-for-infrastructure-augmentation-physical-and-academic-support-facilities-during-the-yearINR-in-Lakhs.xlsx</p>	Year	2022-23	(INR in Lakhs)	12.20
Year	2022-23				
(INR in Lakhs)	12.20				

Key Indicator – 4.2 Library as a learning Resource

Metric No.	
4.2.1.	Library is automated using Integrated Library Management System (ILMS)
QIM	<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

4.2.2. QnM	<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. Shod Ganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>A. Any 1 of the above</p> <p>Data requirement for year: (As per Data Template) https://sbmartcollege.org/wp-content/uploads/2025/09/4.2.2-and-4.2.3-The-institution-has-subscription-for-the-following-e-resources-2022-23.xlsx</p>				
4.2.3 QnM	<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="347 853 767 931"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>(INR in Lakhs)</td><td>0.237</td></tr> </table> <p>Data requirement for year: (As per Data Template) https://sbmartcollege.org/wp-content/uploads/2025/09/4.2.2-and-4.2.3-The-institution-has-subscription-for-the-following-e-resources-2022-23.xlsx</p>	Year	2022-23	(INR in Lakhs)	0.237
Year	2022-23				
(INR in Lakhs)	0.237				
4.2.4 QnM	<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>4.2.4.1Number 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: https://sbmartcollege.org/wp-content/uploads/2025/09/4.2.4.1-Number-of-teachers-and-students-using-library-per-month-over-last-one-year-2022-23.xlsx 				

Key Indicator- 4.3 IT Infrastructure

Metric No.	
4.3.1.	<i>Institution frequently updates its IT facilities including Wi-Fi</i>
Q ₁ M	<p>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"> • Upload any additional information: https://sbmartcollege.org/wp-content/uploads/2025/09/4.3.1-MoU-1.pdf
4.3.2.	<i>Student – Computer ratio</i>
Q _n M	<p>Number of students : Number of Computers Data</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Number of computers in working condition-25 • Total Number of students- 227 • Student – computer ratio- 9.08

4.3.3.	<i>Bandwidth of internet connection in the Institution</i>
QnM	Options: A. $\geq 50\text{MBPS}$ Data Requirement: <ul style="list-style-type: none"> Available internet band width File Description <ul style="list-style-type: none"> Upload any additional Information Details of available bandwidth of internet connection in the Institution (Note: Data template is not applicable to this metric)

Key Indicator – 4.4 Maintenance of Campus Infrastructure

Metric No.					
4.4.1	<i>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)</i>				
QnM	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) <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>(INR in Lakhs)</td><td>12.20</td></tr> </table> Data Requirement : https://sbmartcollege.org/wp-content/uploads/2025/09/4.1.4-4.4.1-Expenditure-excluding-salary-for-infrastructure-augmentation-physical-and-academic-support-facilities-during-the-yearINR-in-Lakhs.xlsx	Year	2022-23	(INR in Lakhs)	12.20
Year	2022-23				
(INR in Lakhs)	12.20				
4.4.2.	<i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i>				
QlM	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 File Description: The institution maintains and utilizes physical, academic, and support facilities in the following ways: 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. Library Services: Faculty members, students, and alumni have convenient access to library resources, including books, magazines, periodicals, and digital resources, in accordance with institutional policies. During holidays, the library is made available to governmental and non-governmental organisations for conducting recruitment examinations. 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. 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				

	<p>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> <ul style="list-style-type: none">• Upload any additional information• Paste link for additional information
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Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.													
5.1.1 QnM	<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 border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td> <table> <tr> <td>UG</td><td>PG</td></tr> <tr> <td>OBC:68</td><td>56</td></tr> <tr> <td>SC: 18</td><td>15</td></tr> <tr> <td>ST: 21</td><td>29</td></tr> </table> </td></tr> </table> <p>Data Requirement : (As per Data Template) : https://sbmartcollege.org/wp-content/uploads/2025/09/5.1.1-UG-Number-of-students-benefited-by-scholarships-and-free-ships-provided-by-the-Government-during-the-year-2022-23-UG.xlsx</p> <ul style="list-style-type: none"> Upload any additional information: https://sbmartcollege.org/wp-content/uploads/2025/09/5.1.1-PGNumber-of-students-benefited-by-scholarships-and-free-ships-provided-by-the-Government-during-the-year-2022-23-PG.xlsx 	Year	2022-23	Number	<table> <tr> <td>UG</td><td>PG</td></tr> <tr> <td>OBC:68</td><td>56</td></tr> <tr> <td>SC: 18</td><td>15</td></tr> <tr> <td>ST: 21</td><td>29</td></tr> </table>	UG	PG	OBC:68	56	SC: 18	15	ST: 21	29
Year	2022-23												
Number	<table> <tr> <td>UG</td><td>PG</td></tr> <tr> <td>OBC:68</td><td>56</td></tr> <tr> <td>SC: 18</td><td>15</td></tr> <tr> <td>ST: 21</td><td>29</td></tr> </table>	UG	PG	OBC:68	56	SC: 18	15	ST: 21	29				
UG	PG												
OBC:68	56												
SC: 18	15												
ST: 21	29												
5.1.2. QnM	<p><i>Number of students benefitted by scholarships, free ships 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, free ships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <table border="1"> <tr> <td>Year</td><td>2022-23</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 information Number of students benefiting <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Number of students benefited by scholarships and free ships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template) 	Year	2022-23	Number	00								
Year	2022-23												
Number	00												

<p>5.1.3.</p> <p>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"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. 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 (Data Template) 				
<p>5.1.4.</p> <p>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="327 1205 635 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				

5.1.5. QnM	<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: A. All of the above</p> <p>Data Requirement: 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> <ul style="list-style-type: none"> • Upload any additional information: https://sbmartscollege.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-1.pdf
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Key Indicator- 5.2 Student Progression

Metric No.					
5.2.1 QnM	<p><i>Number of placements 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 1256 675 1335"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>03</td></tr> </table> <p>Data requirement for year (As per Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/5.2.1-Number-of-placement-of-outgoing-students-during-the-year-2022-23.xlsx</p>	Year	2022-23	Number	03
Year	2022-23				
Number	03				
5.2.2. QnM	<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 1547 675 1626"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>17</td></tr> </table> <p>Data Requirement: (As per Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/5.2.2-Number-of-students-progressing-to-higher-education-during-the-year-2022-23.xlsx</p> <ul style="list-style-type: none"> • Any Additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/5.2.1.1-Number-of-placement-of-outgoing-students-during-the-year-2022-23.pdf 	Year	2022-23	Number	17
Year	2022-23				
Number	17				

<p>5.2.3.</p> <p>QnM</p>	<p><i>Number of students qualifying in state/national/ international level examinations during the year (e.g.: 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 (e.g.: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="344 434 655 512"> <tr> <td>Year</td><td>2022-23</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 (e.g.: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="344 629 655 707"> <tr> <td>Year</td><td>2022-23</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 (Data Template)</i></p>	Year	2022-23	Number	00	Year	2022-23	Number	00
Year	2022-23								
Number	00								
Year	2022-23								
Number	00								

Key Indicator- 5.3 Student Participation and Activities

Metric No.					
5.3.1 QnM	<p><i>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.</i></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) during the year.</p> <table border="1"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>51</td></tr> </table> <p>Data requirement for year: (As per Data Template) https://sbmartcollege.org/wp-content/uploads/2025/09/5.3.1-Number-of-awards-or-medals-for-outstanding-performance-in-sports-or-cultural-activities-at-Uni-or-State-or-national-or-international-level-2022-23.xls</p> <ul style="list-style-type: none"> Any Additional Information: https://sbmartcollege.org/wp-content/uploads/2025/09/5.3.1-certificate1-1.pdf 	Year	2022-23	Number	51
Year	2022-23				
Number	51				
5.3.2 QIM	<p><i>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)</i></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 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</p>				

	Assurance Cell (IQAC). <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information 				
5.3.3. QnM	<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>2022-23</td></tr> <tr> <td>Number</td><td>07</td></tr> </table> <p>Data requirement for year: (As per Data Template) 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-2022-23.xlsx</p>	Year	2022-23	Number	07
Year	2022-23				
Number	07				

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> <ul style="list-style-type: none"> • Upload any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/5.4.2-Alumni-Contribution-during-the-year-2022-23.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>The Placement Cell provided guidance on placements, interviews, and job opportunities. 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>During the academic year 2022–23, the institution demonstrated effective leadership through robust decentralisation and participative management, with all activities conducted entirely in offline mode. The Internal Quality Assurance Cell (IQAC) played a pivotal role in steering academic and administrative planning, involving faculty members, alumnae, and student representatives in decision-making processes.</p> <p>Departments were granted autonomy to design and implement academic strategies tailored to their disciplines. This included curriculum enrichment, innovative pedagogical approaches, and the organisation of subject-specific related activities s. Institutional committees such as Placement, Grievance Redressal, and Research &</p>

	<p>Extension functioned actively, ensuring comprehensive student support and engagement.</p> <p>The Placement Cell collaborated with departments to conduct career guidance sessions, skill development activities, and recruitment drives. Student clubs and associations were encouraged to plan and execute co-curricular activities, fostering leadership and teamwork. This decentralised structure empowered departments and committees to operate independently while aligning with the institution's broader goals.</p> <p>The participative governance model ensured transparency, accountability, and inclusivity, reinforcing the institution's commitment to collaborative progress and holistic development.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
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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>During the academic year 2022–23, the institution effectively implemented its strategic plan through the successful delivery of Finishing School classes, aimed at enhancing students' employability and overall personality development. This initiative aligned with the college's vision to equip girl students with essential soft skills, communication techniques, and professional etiquette.</p> <p>The Internal Quality Assurance Cell (IQAC) played a pivotal role in planning and monitoring the programme, conducting regular meetings with faculty, student representatives, and alumnae to ensure quality delivery. The principal, as the head of the institution, provided continuous guidance and oversight, engaging with committee conveners and staff to assess progress and impact.</p> <p>Various institutional committees and student clubs contributed to the smooth execution of the programme by organising workshops, mock interviews, and interactive sessions with industry experts. The management extended full support, working collaboratively with the principal and faculty to uphold the institution's commitment to holistic development.</p> <p>Examinations, assignments, and class tests were conducted as per the affiliated university's schedule. Additionally, mentorship programmes, remedial classes, and career guidance sessions were actively pursued, reinforcing the strategic focus on academic excellence and student support. This initiative exemplified the institution's</p>

	<p>dedication to inclusive growth and quality enhancement.</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 Organ gram 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

6.2.3.	<i>Implementation of e-governance in areas of operation</i>
QnM	<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): https://sbmartcollege.org/wp-content/uploads/2025/09/6.2.3-Implementation-of-e-governance-in-areas-of-operation-2022-23.xls</p>

Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
6.3.1	<i>The institution has effective welfare measures for teaching and non- teaching staff</i>
QIM	<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. 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. 5. The staff members are eligible for participation in the Government's Group Insurance Scheme for comprehensive benefits. 6. The institution operates a credit society for both teaching and non-teaching staff, offering loans to members. 7. The college provides staff with essential facilities, including Wi-Fi, Xerox services, and parking, to ensure smooth operations and facilitate productivity. 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

	<p>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>2022-23</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 (Data Template) 	Year	2022-23	Number	00
Year	2022-23				
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>2022-23</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 organized by the University for teaching and non-teaching staff (Data Template) 	Year	2022-23	Number	00
Year	2022-23				
Number	00				

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" data-bbox="411 465 721 544"> <tr> <td>Year</td><td>2022-23</td></tr> <tr> <td>Number</td><td>01</td></tr> </table> <p>Data requirement for year: (As per Data Template) https://sbmartscollege.org/wp-content/uploads/2025/09/6.3.4-Number-of-teachers-undergoing-online-or-face-to-face-Faculty-development-Programmes-FDP-2022-23.xlsx</p> <ul style="list-style-type: none"> • Upload any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/6.3.4-Number-of-teachers-undergoing-online-or-face-to-face-Faculty-development-Programmes-FDP-2022-23.pdf 	Year	2022-23	Number	01
Year	2022-23				
Number	01				
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.	
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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.</p> <p>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" data-bbox="373 1317 758 1393"> <tr> <td>Year</td><td>2022-23</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 • Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) 	Year	2022-23	INR in Lakhs	00
Year	2022-23				
INR in Lakhs	00				
6.4.3 QIM	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i> 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</p>				

	<p>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
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Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	
6.5.1	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></p>
QIM	<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 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</p>

	<p>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 wordseach</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 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)
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Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	Gender Equity
7.1.1 QIM	<p><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></p> <p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words</p> <p>Establishing a women's college with a strong emphasis on safety and security has been a foremost priority of the MMI Trust, reflecting the institution's gender-sensitive outlook and the vision of its management. The college is situated just 3 km from both the railway and bus stations, ensuring ease of access. A government girls' hostel, located within walking distance, offers a pick-and-drop facility for the convenience of students. The institution also organizes programmes on safety, security, and counseling to enhance the physical and mental well-being of its female students, thereby empowering them with awareness and resilience.</p> <p>Additional measures include:</p> <p>a. Safety and Security: The campus is under surveillance through CCTV cameras installed in all classrooms and common areas, ensuring a safe and secure environment.</p> <p>b. Counseling: The Mentor-Mentee system provides academic and emotional support, nurturing the overall development of girl students.</p> <p>c. Common Rooms: A dedicated common room enables students to relax, study, and engage in informal discussions during leisure hours.</p> <p>d. Day-care Centre: A day-care facility offers supervision and care for young children, benefitting especially those students who require support during examinations.</p>
7.1.2 QnM	<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>The institution has implemented structured systems for waste management to promote environmental sustainability:</p> <p>Solid Waste Management (Dry and Wet): Dustbins have been strategically placed in classrooms, the library, administrative offices, the canteen, and other key areas to facilitate waste segregation. The local municipal body (Nagarpalika) collects the waste in separate streams—dry and for further processing, in alignment with sustainable waste management practices.</p> <p>Liquid Waste Management: The institution generates only wastewater from routine usage, as no chemicals are used in practicals. A recharge well ensures groundwater replenishment and effective management of liquid waste.</p> <p>Biomedical Waste Management: Not applicable.E-waste Management: Old computers and peripherals are regularly upgraded through authorised agencies to ensure safe disposal and reuse.</p> <p>Waste Recycling: Garden waste, including leaves and branches, is converted into compost, which is used to maintain the greenery on campus.</p> <p>Hazardous Chemicals and Radioactive Waste: Not applicable.</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 bonding 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 grey water 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>B. Any 3 of the above</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 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p>Options:</p> <p>D. Any 1 of the above</p> <p>Upload:</p> <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>(Note: Data template is not applicable to this metric)</p>
<p>7.1.7</p> <p>QnM</p>	<p><i>The Institution has Divyangjan-friendly, barrier free environment</i></p> <ol style="list-style-type: none"> 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>Options:</p> <p>B. Any 3 of the above</p> <p>Upload:</p> <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>(Note: Data template is not applicable to this metric)</p>
	<p>Inclusion and Situatedness</p>

<p>7.1.8</p> <p>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, run by the MMI Trust, welcomes teaching staff, non-teaching staff, and students from diverse cultural, linguistic, and regional backgrounds. The institution is committed to equality, ensuring there is no discrimination on the basis of caste, creed, religion, or region.</p> <p>Festivals and observances of different communities are celebrated with enthusiasm, nurturing peace, harmony, and national integration. Social and cultural activities encourage inclusivity and foster unity amongst students and the wider community. The Anti-Ragging Cell and Grievance Redressal Cell play a significant role in maintaining tolerance and harmony on campus.</p> <p>Commemorations of eminent personalities and national events such as Independence Day, Republic Day, and other cultural activities organised by the NSS and Cultural Cell further instil values of tolerance, harmony, and patriotism.</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.
	<p align="center">Human Values and Professional Ethics</p>
<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 institution is deeply committed to nurturing respect for the Constitution of India by sensitizing students to their rights, duties, and responsibilities as citizens. The Preamble and core values of the Constitution are prominently displayed at multiple locations across the campus, serving as a constant reminder of democratic principles, equality, liberty, and justice.</p> <p>Faculty members integrate constitutional values into classroom teaching, co-curricular discussions, and extension activities, ensuring that students understand not only their fundamental rights but also their fundamental duties. The college emphasizes values such as gender equality, social justice, secularism, environmental protection, and fraternity as guiding principles of education and student life.</p> <p>To instill these ideals, a variety of activities are conducted throughout the year:</p> <ul style="list-style-type: none"> • Tree Plantation Week (5th June onwards): Promotes awareness of Article 51A(g), emphasizing the duty to protect and improve the natural environment.

	<ul style="list-style-type: none"> • Cleanliness Fortnight: Reinforces civic responsibility, sanitation, and the dignity of labor. • Old Age Home Visit: Encourages empathy, compassion, and respect for senior citizens, in line with constitutional ideals of fraternity and social justice. • Ek Bharat Shreshtha Bharat activities & Panchprakalp: Foster national unity, cultural harmony, and environmental consciousness. • Celebration of National Days (Independence Day, Republic Day, Constitution Day): Strengthens patriotism and awareness of democratic values. • NSS initiatives such as Amrit Mahotsav and Har Ghar Tiranga: Connect students with the spirit of nationalism and community service. <p>Through these academic, co-curricular, and extension activities, the institution ensures that students develop into socially conscious, responsible citizens, equipped with the values of democracy, equality, peace, and sustainability.</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
7.1.10 Q_nM	<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: A. All 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>
7.1.11 QIM	<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>The institution actively observes a range of national and international days to foster awareness and unity amongst students: Independence Day and Republic Day are celebrated with large student participation.</p>

	<p>Teachers' Day (5th September): Students role-play as teachers, managing classes and activities for the day before felicitating their teachers.</p> <p>Gandhi Jayanti (2nd October): Students participate in campus cleaning and prayer sessions.</p> <p>World AIDS Day (1st December): Awareness is spread about healthy living and HIV prevention.</p> <p>Sardar Patel Jayanti (31st October): Celebrated as <i>National Unity Day</i>.</p> <p>Hindi Day (14th September): Commemorates the adoption of Hindi in the Constitution.</p> <p>Vivekananda Jayanti (12th January): Celebrated as <i>National Youth Day</i>.</p> <p>International Women's Day (8th March): Raises awareness about women's rights and empowerment.</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last (During the year) • Geo tagged photographs of some of the events • Any other relevant information
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Key Indicator - 7.2 Best Practices

Metric No.																	
7.2.1	Best Practice 1: Promoting Women’s Empowerment through Sports Excellence																
Q1M	<p>Objective: To foster holistic development and empowerment of women students by encouraging participation in competitive sports, thereby enhancing confidence, leadership, and institutional visibility.</p> <p>Context: The college’s commitment to women’s education, the institution has actively promoted sports as a vital extension activity. Recognizing athletics as a powerful medium for empowerment, the college has invested in training, mentorship, and participation in government-recognized championships. This initiative not only nurtures physical well-being but also cultivates discipline, resilience, and national-level recognition for women athletes.</p> <p>Practice: Systematic identification and training of talented women athletes across disciplines such as track events, volleyball, basketball, and field events. Institutional support through coaching, infrastructure, and documentation for participation in university, state, and national-level competitions. Integration of sports achievements into academic and extension activity reports to reflect the broader impact on women’s empowerment.</p> <p>Evidence of Success: During the academic year 2022–23, the institution received 27 awards and recognitions for extension activities in athletics and team sports, including:</p> <table><tr><th>Event</th><th>Award</th><th>Awarding Body</th><th>Date</th></tr><tr><td>3000m Steeple Chase</td><td>Bronze</td><td>Gujarat Athletics Association</td><td>02–04 June 2022</td></tr><tr><td>400m Hurdles</td><td>Gold</td><td>Chhattisgarh Athletics Association</td><td>09–11 Sept 2022</td></tr><tr><td>Basketball</td><td>Bronze</td><td>HNGU Inter-Collegiate</td><td>14 Sept 2022</td></tr></table>	Event	Award	Awarding Body	Date	3000m Steeple Chase	Bronze	Gujarat Athletics Association	02–04 June 2022	400m Hurdles	Gold	Chhattisgarh Athletics Association	09–11 Sept 2022	Basketball	Bronze	HNGU Inter-Collegiate	14 Sept 2022
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	Volleyball	Gold	HNGU Inter-Collegiate	03 Oct 2022
	Long Jump (Record Break)	Gold	HNGU Athletics Championship	12–13 Dec 2022
	Volleyball	Gold	GSVA Senior Gujarat State Championship	01 Dec 2023
	Long Jump Girls (U20)	Silver	Tamil Nadu Athletics Association	28–30 April 2023
	<p><i>+20 additional medals across relay, hurdles, jumps, and running events, including multiple university record-breaking performances.</i></p> <p>These achievements reflect not only athletic excellence but also the institution's commitment to nurturing leadership and visibility for women in public domains.</p> <p>Problems Encountered: Limited access to advanced training facilities and physiotherapy support.</p> <p>Balancing academic schedules with intensive sports training.</p> <p>Initial resistance from families regarding travel and participation in out-of-state competitions.</p>			
	<p>Best Practice 2: Finishing School for Employability and Personality Development</p> <p>Objective: To enhance employability and prepare students with the skills required for academic, professional, and personal success.</p> <p>Context: Academic knowledge alone does not ensure career readiness. Employers increasingly expect candidates to possess communication skills, confidence, adaptability, and workplace ethics. To meet this need, the institution organises Finishing School programmes tailored to empower girl students with essential life and career skills.</p> <p>Practice: Soft skill training on communication, leadership, and teamwork. Workshops on interview techniques, CV writing, and group discussions. Guest lectures and industry-expert sessions bridging academia and employment needs.</p> <p>Mock interviews and practical exercises to build confidence.</p> <p>Life skills modules including stress management, time management, and professional ethics.</p> <p>Evidence of Success: Improved communication and presentation skills among students.</p> <p>Higher student participation in placement-related activities and confidence in interviews.</p> <p>Positive feedback from students and faculty on the effectiveness of the programme.</p> <p>Problems Encountered: Limited access to specialised external trainers. Strengthening industry partnerships is required for wider internship and placement opportunities.</p>			

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>
Q1M	<p>Provide web link to:</p> <p>The institution continues to uphold its commitment to academic excellence and holistic student development through structured initiatives such as mentorship programmes, remedial classes, and career guidance sessions. During 2022–23, these efforts were further strengthened with the integration of digital learning, leadership training programmes, and employability-focused activities. The Finishing School initiative has evolved to include modules on workplace ethics, problem-solving, and adaptability, thereby equipping students with competencies aligned to contemporary professional demands.</p> <p>Guided by the vision <i>Beti Padhao, Sashakt Banao</i>, the college remains dedicated to empowering rural girl students by providing opportunities for higher education and personal growth. Alongside initiatives such as NSS, Rangers, Earn and Learn, and government-supported schemes, the institution introduced environmental awareness drives, wellness programmes (yoga and mindfulness sessions), and advanced skill-based workshops in areas such as tailoring, entrepreneurship, and digital literacy. Health awareness initiatives, including Thalassemia screening and hygiene campaigns, further reflect the institution's focus on student well-being.</p> <p>Through these continuous and evolving efforts, the college demonstrates its distinctiveness in shaping confident, capable, and socially responsible young women, well-prepared to meet academic, professional, and societal challenges.</p> <ul style="list-style-type: none">• Appropriate web in the Institutional website• Any other relevant information

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

Academic and Digital Learning:

Workshops for faculty on digital pedagogy.

Employability training, health and fitness, and personality development programmes.

Student Support and Well-being:

Counselling sessions on mental health and stress management.

Career guidance and industry-oriented webinars.

Wellness initiatives including yoga and mindfulness.

Gender Sensitisation and Women Empowerment:

Expansion of *Beti Padhao, Sashakt Banao*.

Skill-based workshops (tailoring, mehndi, etc.) and awareness campaigns on women's rights.

Health initiatives including Thalassemia check-ups.

Leadership training for women in higher education.

Environmental Sustainability:

Strengthen solid waste segregation and composting.

Awareness programmes on sustainability, water conservation, and plastic-free initiatives.

Strengthened E-waste disposal through certified agencies.

Annual Green Campus drive.

Community Engagement:

Expand NSS and Rangers outreach.

Cleanliness drives and tree plantation with local communities.

New social welfare programmes for rural and underprivileged groups.

Partnerships with NGOs for internships and service-learning.

Institutional Governance and Quality

Strengthen IQAC monitoring and evaluation.

Regular review of policies in line with national education standards.

Name: Prof. S. Rose


IQAC Coordinator
S. B. Mahila Arts
College, Himatnagar

Signature of the Coordinator, IQAC

Name: Dr. N. R. Shaikh


Incharge Principal
S. B. Mahila Arts College
Himatnagar

Signature of the Chairperson, IQAC

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