THE SARVODAY NAGRIK SAHKARI LTD.
MAHILA ARTS COLLEGE MEHTAPURA, HIMMATNAGAR
AQAR: 2024-25

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 (Grant-in-aid)**
• **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**	**Prof. Shadab Rose**
• **Phone no**	**02772222142**
• **Mobile**	**9925389359**

• **IQAC e-mail address**	roseshadab@yahoo.com
• **Alternate e-mail address**	Sbmahila@gmail.com
3.Website address: Web-link of the AQAR: (Previous Academic Year)	**https://sbmartscollege.org/wp-content/uploads/2025/08/AQAR-2023-24.pdf**
4.Whether Academic Calendar prepared during the year?	**YES**
• **Website**	https://sbmartscollege.org/wp-content/uploads/2025/09/4.-ACADEMIC-CALENDAR-2024-25.pdf
• **Weblink**	

5.Accreditation Details

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

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

7. Provide the list of funds by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding Agency	Year of award with Duration	Amount
The SNSB Ltd. Mahila Arts College, Mehtapura, Himatnagar	Panchprakalp	KCG	2024-2025	12,000/-
The SNSB Ltd. Mahila Arts College, Mehtapura, Himatnagar	Finishing School	KCG	2024-2025	25,600/-
The SNSB Ltd. Mahila Arts College, Mehtapura, Himatnagar	NSS	Guj. Govt.	2024-25	15000/-
The SNSB Ltd. Mahila Arts College, Mehtapura, Himatnagar	Innovation Club	KCG	2024-25	80,000/-

8.Whether composition of IQAC as per latest NAAC guidelines		**Yes**
• **Upload latest notification of formation of IQAC**	https://sbmartscollege.org/wp-content/uploads/2025/10/List-of-IQAC-Members.pdf	
9.No. of IQAC meetings held during the year	4	
• **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://sbmartscollege.org/wp-content/uploads/2025/10/Minutes-of-the-meeting-2024-25.pdf**	
10.Whether IQAC received funding from any of	**No**	

the funding agency to support its activities during the year?	
If yes, mention the amount	

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

- Compiled and submitted the Annual Quality Assurance Report (AQAR) to NAAC.
- Developed and circulated the Academic and Activity Calendar to support structured planning.
- Oversaw the implementation and monitoring of the National Education Policy (NEP) 2020 across all departments to enhance teaching and learning practices.
- Facilitated the generation and activation of Academic Bank of Credits (ABC) IDs for students, promoting academic mobility.
- Spearheaded institutional efforts in accreditation and ranking exercises, including active engagement with GSIRF and NIRF frameworks.

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 Organise curriculum enrichment workshops aligned with NEP 2020. Introduce value-added and certificate courses in ICT, life skills, and communication Integrate cross-cutting issues (gender, ethics, environment, sustainability) into subjects and activities.	Enriched curriculum delivery with interdisciplinary exposure Students gained additional skills improving career readiness Increased awareness of social, ethical, and environmental issues.
2. Teaching–Learning Process Improvement Strengthen blended learning with LMS Implement student-centric pedagogy (debates, projects, flipped classrooms) Expand use of ICT-enabled tools and smart classrooms.	Higher student engagement and participation improved academic outcomes through innovative teaching Teachers effectively used ICT for blended learning.
3. Research, Innovations & Extension Encourage faculty and students to publish research in peer-reviewed journals Promote student start-ups and innovation through incubation and mentoring Conduct interdisciplinary workshops and community-based extension activities.	Growth in faculty and student research publications Enhanced innovation and entrepreneurship culture Increased community engagement and social outreach.
4. Infrastructure & Learning Resources Upgrade library with e-resources and digital access Use of auditorium for various co-curricular activities Expand green campus initiatives (tree plantation, solar panels, and plastic-free campaigns).	Improved learning resources with access to digital library enhanced teaching–learning environment Strengthened eco-friendly and sustainable practices on campus.
5. Student Support & Progression Strengthen career counselling, skill development, and placement programmes	Students better prepared for higher studies and employment Improved academic performance through mentoring and remedial classes

Expand mentoring and remedial coaching Offer additional certificate courses, including Finishing School training, to enhance employability and personality development.	Conducted more programmes for skills development & higher employability and placement opportunities.
6. Community Engagement / Institutional Values Organise outreach programmes on health, hygiene, and women's empowerment Strengthen NSS, UBA, and Ek Bharat Shreshtha Bharat activities Celebrate national, cultural, and environmental awareness days.	Increased student participation in community service Promotion of constitutional values, inclusivity, and unity Enhanced environmental and social and national awareness programmes.
7. Governance, Leadership & Management Conduct regular IQAC meetings and internal quality audits. Provide training for staff in leadership, administration, and digital skills. Strengthen stakeholder feedback mechanisms.	Strengthened governance and decision-making processes. Faculty and staff upgraded leadership and digital competencies. Effective feedback system ensured continuous quality improvement.

13. Whether the AQAR was placed before statutory body?   YES

Name of the statutory body: MMI TRUST   Date of meeting(s): 04/10/2025

14. Whether institutional data submitted to AISHE: YES

 Year: 2024-25   Date of Submission: 26/08/2025

1. Institutional Preparedness for NEP 2020

(Description in maximum 500 words)

1. **Multidisciplinary / interdisciplinary:**

   a) Delineate the Vision and Strategic Plan for Transformation into a Holistic Multidisciplinary Institution

   Our institution is steadfast in its commitment to transforming into a holistic multidisciplinary center of learning. This vision is underpinned by a strategic framework that includes comprehensive needs assessments to identify academic and societal priorities, ensuring curriculum adaptability to respond to emerging disciplines, and implementing faculty development initiatives to strengthen pedagogical and interdisciplinary expertise. We actively cultivate strategic partnerships with academic bodies, industry, and community organizations to create collaborative learning environments. Equally, we emphasis transparent communication of our vision and objectives across all levels of the institution. Through these integrated measures, we aspire to offer a diverse portfolio of disciplines and foster a learning ecosystem that instils intellectual agility, ethical responsibility, and practical skills essential for success in an ever-evolving global context.

   b) Delineate the Institutional Approach to Integrating Humanities and Sciences with STEM

   The institute has adopted a comprehensive interdisciplinary approach that connects the humanities with emerging domains of Science, Technology, Engineering, and Mathematics (STEM). Our core disciplines—Hindi, English, Gujarati, Psychology, and Sociology—act as vital bridges in this integration. These subjects strengthen students' communication skills, enabling them to express innovative ideas with clarity and confidence, while also nurturing cultural understanding, ethical awareness, and empathy—qualities essential for responsible leadership in society. By offering exposure to STEM-related concepts through the lens of the humanities, we empower our students to develop well-rounded academic profiles. This comprehensive approach ensures that our graduates are not only academically proficient but also socially conscious individuals, prepared to address the intricate connections between technology, culture, and society with wisdom and sensitivity.

   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 provides a flexible and forward-looking curriculum that supports holistic and multidisciplinary learning as per the norms of affiliated university (HNGU, Patan). This includes credit-bearing courses and project work in areas such as community service, environmental

education, and value-based learning. Faculty are empowered through continuous development programmes that promote interdisciplinary and experiential teaching practices. Technology integration enables blended learning and interactive pedagogy, while skill-oriented assessment methods are used to measure both conceptual understanding and practical application. Together, these initiatives create an inclusive and socially relevant academic environment that equips students to address contemporary challenges with competence, creativity, and compassion.

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.

Aligned with the National Education Policy (NEP), our undergraduate programmes incorporate multiple entry and exit routes while preserving academic rigour. In the first year, students pursue core modules in their chosen major—such as Hindi, English, Gujarati, Psychology, or Sociology—together with a compulsory course in Sanskrit. They are encouraged to explore electives and may change their major by the year's end, with the option to exit with a Certificate. In the second year, students deepen their study of the major, select interdisciplinary electives, and may opt for a minor or change their discipline, with the possibility of exiting with a Diploma. The third year comprises advanced coursework, research projects, and practical training, culminating in the award of a degree. For example, a student beginning in Psychology may move into Sociology after exposure to related modules, or one who starts in Hindi may later transfer to English or Gujarati. This model provides flexible and personalised academic pathways while maintaining high standards of learning through continuous assessment, project-based study, and rigorous examinations.

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 institution actively promotes multidisciplinary research as a means to address society's most urgent challenges. Disciplines such as Psychology, Sociology, English, Hindi, and Gujarati serve as important foundations for exploring social, cultural, and behavioral dimensions of contemporary issues. Faculty members are encouraged to collaborate across disciplines, creating opportunities for innovative approaches that integrate the humanities with themes from science, technology, and public policy. To strengthen such initiatives, the college engages with external experts and invites researchers from varied academic backgrounds, thereby enriching the research culture. Efforts are also directed towards securing government funding and other external support to facilitate collaborative projects. Research themes often focus on areas of social relevance, such as gender studies, community well-being, cultural sustainability, environmental awareness, and

ethical responses to technological change.

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

The university has revised the curriculum, and the college has aligned its academic delivery with the vision of NEP 2020, emphasising a multidisciplinary and interdisciplinary approach. In line with this, the college offers a range of elective courses, encourages collaborative projects, undertakes interdepartmental initiatives, and organises faculty development programmes. It also engages with industries, communities, and partner institutions to enhance academic and practical exposure, while adopting interdisciplinary methods of assessment. These practices are particularly significant in a women's college context, as they empower girl students with wider academic and career opportunities, nurture confidence, and prepare them as adaptable and socially responsible graduates capable of contributing effectively across disciplines and to society.

2. **Academic bank of credits (ABC):**

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

   To fulfil the requirements of the Academic Bank of Credits as outlined in NEP 2020, the institution registered on the ABC platform and introduced revised curriculum to align with NEP guidelines. Digital systems were adopted to facilitate efficient credit management. Collaborative arrangements were established with peer institutions to enable seamless credit transfer. In coordination with the affiliated university (HNGU, Patan), the institute organized awareness sessions for students and faculty to promote effective utilization of the ABC framework.

   b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exits during the chosen programme? Provide details.

   The institution initiated the Academic Bank of Credits (ABC) process at the commencement of the academic year 2024–25, in accordance with the guidelines issued by the affiliated university (HNG University, Patan) and the National Education Policy (NEP) 2020. This registration enables learners to benefit from flexible academic pathways, including multiple entry and exit options within their chosen programmes.

   c) good practice/s of the institution pertaining to the implementation of the Academic Bank of Credits (ABC) in view of NEP 2020

   The institution has effectively implemented the Academic Bank of Credits (ABC) by aligning its curriculum to facilitate seamless credit transfer and applicability across programmes and institutions. Awareness sessions are conducted to familiarize students with the functioning and benefits of the ABC system. A dedicated digital platform enables credit registration, monitoring, and transfer, thereby ensuring transparency and efficiency. Observations are undertaken to ensure compliance with NEP 2020 guidelines, with for continual improvement. Inter-institutional collaboration further enhances opportunities for credit mobility, while

advisory services guide students in managing credits and planning their academic progression. Collectively, these initiatives create a flexible, student-centered learning environment.

d) Encouragement of faculty in designing curricular and pedagogical approaches

Faculty members are encouraged to design teaching plans and pedagogical approaches that promote academic flexibility whilst ensuring the attainment of essential learning outcomes. Within the approved framework, they are free to select textbooks, supplementary reading material, assignments, and assessment methods suited to their courses. The institution supports faculty autonomy by providing professional development opportunities, allocating necessary resources, and recognizing innovative practices. Emphasis is placed on employing diverse assessment strategies aligned with learning outcomes, offering constructive feedback, and engaging in continuous evaluation to maintain quality. By empowering faculty to exercise academic freedom, the institution fosters creativity, diversity, and excellence, thereby enriching the educational experience of students.

e) good practice/s of the institution pertaining to the implementation of the Academic Bank of Credits (ABC) in view of NEP 2020

The institution has successfully implemented the Academic Bank of Credits (ABC) framework in accordance with NEP 2020 and university guidelines to promote flexibility, transparency, and quality in higher education. Registered on the ABC platform, the college enables students to benefit from multiple entry and exit options, with a curriculum aligned to credit-based structures that support seamless credit transfer across institutions. A dedicated digital platform facilitates credit registration, monitoring, and transfer, enhancing efficiency and accountability. Faculty members receive training on ABC principles, flexible curriculum design, and innovative pedagogy to support student-centric learning.These integrated practices foster multidisciplinary learning and uphold the vision of NEP 2020 by empowering students with greater choice, ownership, and adaptability in their educational journey.

3. **Skill development:**

   a) Efforts made by the institution to strengthen vocational education and soft skills of students in alignment with the National Skills Qualifications Framework (NSQF)

   To strengthen vocational education and soft skills in alignment with the NSQF, the institution is set to collaborate with industry partners during the academic year 2025–26 to offer practical exposure through structured internships and on-the-job training as per university prescribed syllabus and NEP 2020. These initiatives will be complemented by skill development workshops, career guidance services, and robust assessment mechanisms to ensure students are well-prepared for professional challenges. Technology integration and faculty development programs will further enhance the delivery of training, while student support services will foster confidence and adaptability. Entrepreneurial thinking will be actively promoted, with successful alumni engaged as mentors to inspire and guide learners. Collectively, these efforts aim to boost employability and equip students for real-world opportunities.

b) Programmes offered to promote vocational education and its integration into mainstream education

The institution offers programmes in English, Hindi, and Gujarati Literature, as well as Sociology and Psychology. Literature courses strengthen language proficiency, analytical ability, and critical thinking through engagement with classical and contemporary texts. Sociology enables students to understand the structure and dynamics of society, equipping them to address pressing social issues through research and advocacy. Psychology provides insights into human behaviour and mental processes, preparing students for roles in counselling, research, and applied fields. Together, these disciplines provide an integrated education that combines vocational skills with academic rigour, broadening opportunities for students in multiple domains.

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.

Students are encouraged to practice empathy, respect, and integrity in academic and personal life. The institution conducts value education sessions, yoga and meditation workshops, community outreach programs, and awareness drives on social and environmental issues. Celebrations of national days and cultural events promote unity and constitutional values. Activities like debates, ethical dilemma discussions, and role-plays foster critical thinking and moral reasoning. Life skills training is integrated through workshops on problem-solving, decision-making, communication, and leadership. Peer mentoring and experiential learning projects further support holistic development. A nurturing and inclusive environment ensure students grow into responsible, value-driven citizens prepared to contribute meaningfully to society.

d) Institutional efforts to strengthen vocational education:

i) Credit structure for vocational courses

The institution has planned to integrate vocational courses into the curriculum to ensure that all students undertake at least one vocational course before graduation. This includes hands-on learning experiences, collaboration with industry experts, and career counselling support.

ii) Engagement of industry veterans and master craftsperson

To bridge gaps in trained faculty provisions, the institution plans to involve industry veterans and master crafts persons. Their practical expertise and real-world knowledge will enrich vocational training and strengthen students' understanding of industry practices.

iii) Flexible delivery modes

The institution has plan to adopt flexible approaches in accordance with university norms, offering vocational education through Open and Distance Learning (ODL), blended learning, and

on-campus modular courses. These modes will cater to diverse learner needs and increase accessibility.

iv) **NSDC association**

Plans are in place to collaborate with the National Skill Development Corporation (NSDC) to create a unified platform for learner enrolment, skill mapping, and certification for both students and workers.

v) **Online/distance skilling courses**

The institution is planning to offer skilling courses through online and distance modes to widen access and enable students to learn at their own pace, thereby overcoming geographical and time constraints.

e) good practices of the institution in view of NEP 2020

In line with NEP 2020, the institution continues to strengthen skill development by integrating real-world projects into the curriculum and fostering critical thinking across disciplines. Strong industry linkages facilitate hands-on learning, while the promotion of multilingualism enhances employability. Digital tools are employed to align student skills with academic and career goals. Workshops, collaborative projects, leadership opportunities, and practical evaluations provide students with essential workplace competencies. Despite financial constraints, the institution remains committed to delivering impactful and inclusive skill development practices that prepare learners 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 college continues to encourage the integration of the Indian Knowledge System (IKS) into courses like Hindi, Gujarati, English Literature, Sociology, and Psychology. The curriculum includes classical and regional literature to deepen cultural understanding, highlights Indian writers in English, and connects sociological and psychological concepts to Indian traditions. During 2024–25, three group research projects were undertaken by students of English Literature on Indian cultural representations in literature, while Sociology students carried out a group field-based research project linking social practices with traditional knowledge systems.

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

All teachers in our institute are proficient in the regional language and actively use bilingual teaching methods. The institute motivates teachers to attend Faculty Development Programmes (FDPs), workshops, and seminars to improve their skills in English as well as in the regional language. In 2024–25, faculty from various departments participated in national and state-level workshops, presented and published papers, and attended FDPs on bilingual pedagogy and classroom innovation. The aim remains to empower faculty with language proficiency and pedagogical skills, enabling successful bilingual education and enhancing student learning outcomes.

c). Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

The college, as a Bachelor of Arts institution, offers degree courses in Indian languages, including B.A. programmes in Hindi and Gujarati, with a focus on literature, language, history, and culture. It also provides bilingual B.A. courses where subjects are taught in both English and the regional language, covering English Literature alongside Hindi and Gujarati Literature. In addition, Sociology and Psychology are offered with bilingual support, while Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), and Indian Knowledge Systems (IKS) are integrated to ensure comprehensive education and inclusivity in teaching practices.

d). Describe the efforts of the institution to preserve and promote the following:

i). Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.):

The institute offers courses in Hindi, Gujarati, and English Literature, as well as Sociology and Psychology, with dedicated departments promoting linguistic diversity. Literature from classical, folk, and tribal traditions is incorporated into the curriculum. Cultural events, student research presentations, and publications undertaken by faculty support the preservation of regional and classical forms. These activities, along with collaborations and capacity-building initiatives, strengthen awareness and appreciation of India's linguistic heritage.

ii). Indian ancient traditional knowledge:

The institute continues to encourage the integration of Indian ancient traditional knowledge into the curriculum. For courses in Hindi, Gujarati, and English Literature, Sociology, and Psychology, this involves incorporating classical texts and traditional philosophical ideas. In 2024–25, students engaged in field visits and discussions to connect classroom knowledge with lived traditions, enriching their academic experience and linking theory with practice.

iii). Indian Arts:

The college offers Bachelor of Arts programmes specializing in Gujarati and Hindi, providing students with comprehensive linguistic and cultural education. Faculty support students' artistic talents through art festivals, exhibitions, and interdisciplinary cultural workshops. Student

research projects in English Literature during 2024–25 also highlighted Indian art and aesthetic traditions in literature, strengthening the link between creative practice and cultural heritage.

iv). Indian Culture and traditions:

The college organises cultural events, heritage walks, and traditional observances, encouraging community participation in preserving Indian customs. Students are involved in projects and events that promote cultural appreciation, while capacity-building activities further develop their skills and awareness. By engaging students and faculty in these initiatives, the institution ensures that valued traditions are preserved and transmitted to future generations.

e). Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

The institution implements good practices that align with NEP 2020, including the teaching of regional languages alongside English, the inclusion of Indian cultural themes in curricula, and the organization of interdisciplinary workshops. Teachers from various departments participated in FDPs, workshops, and conferences, contributing papers and publications on themes related to Indian knowledge and culture. Capacity-building activities and research projects undertaken by students further enhanced experiential learning. Additionally, online resources and blended learning modules are being developed in Indian languages to provide wider access and preserve cultural traditions.

5. Focus on Outcome based education (OBE):

a). Describe the institutional initiatives to transform its curriculum towards Outcome-Based Education (OBE).

Our college is affiliated with Hemchandracharya North Gujarat University (HNGU) and adheres to the university-prescribed syllabus and academic guidelines. In alignment with the National Education Policy (NEP) 2020, implemented from the academic year 2022–23, the institution has progressively integrated Outcome-Based Education (OBE) principles. Programme Outcomes (POs) and Course Outcomes (COs) have been systematically defined, mapped to curriculum plans, and aligned with assessment strategies to foster a student-cent red learning environment.

b) Explain the efforts made by the institution to capture OBE in teaching and learning practices.

In 2024–25, the college enhanced teaching-learning practices by promoting critical thinking, problem-solving, and communication through debates, discussions, and group activities. Fieldwork and research methods were used in subjects like Sociology and English. Faculty members were sensitized to OBE-based teaching, while internal evaluations were aligned with

learning outcomes.

c) Describe any good practice/s of the institution pertaining to OBE in view of NEP 2020.

The institution encourages project-based and multidisciplinary learning, competency-based evaluation, and the use of student portfolios. Community engagement activities connect theory with practice, while seminars and workshops nurture creativity and innovation. These practices reflect NEP 2020's vision of holistic and skill-oriented education.

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

The college acknowledges the potential of vocational and skill-based courses through Open and Distance Learning (ODL) in line with NEP 2020. Such courses can enhance flexibility, employability, and career readiness. Implementation, however, requires proper infrastructure, funds, faculty training, and collaboration with industry to maintain quality.

b) Describe about the development and use of technological tools for teaching-learning activities. Provide the details about the institutional efforts towards blended learning.

The institution has used Microsoft Teams and similar platforms for lectures, assignments, and discussions. Blended learning practices such as flipped classrooms, virtual guest lectures, and collaborative projects were introduced. Plans are being made to strengthen ICT infrastructure and create digital content to enrich classroom learning.

c) Describe any good practice/s of the institution pertaining to Distance/Online Education in view of NEP 2020.

In alignment with the vision of NEP 2020, the institution acknowledges the growing importance of Distance and Online Education in enhancing access and flexibility in higher learning. As an affiliated college of Hemchandracharya North Gujarat University (HNGU), the curriculum and syllabus are prescribed by the university. Within this framework, the institution encourages faculty to engage with digital teaching tools and platforms as part of their professional development. Students are gradually being oriented towards online learning environments through university-supported initiatives. The college is also exploring mechanisms for digital assessment and feedback to complement traditional evaluation methods and support effective learning outcomes.

3. Extended Profile of the Institution

1. Programme:

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

Year	2024-25
Number	203

2. Student:

2.1 Number of students during the year.

Year	2024-25
Number	UG-452 PG- 193

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

Year	2024-25	
Number	**UG**	**PG**
	SC- 38 ST-58 OBC-120 GEN-216 EWS-16 PH-04	17 62 50 49 09 06
Total	UG-452	PG-193

2.3 Number of outgoing/ final year students during the year

Year	2024-25
Number	UG- 123 PG- 87

3. Academic:

3.1 Number of full-time teachers during the year

Year	2024-25
Number	09

3.2 Number of Sanctioned posts during the year

Year	2024-25
Number	01

4. Institution:

4.1 Total number of Classrooms and Seminar halls: 11
   Classrooms:10
   Seminar: 01

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

Year	2024-25
Expenditure	19.22

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. **Q$_l$M**	***The Institution ensures effective curriculum delivery through a well-planned and documented process*** Write description of initiatives in not more than 200 words **File Description** The institution follows a structured approach to curriculum delivery aligned with NEP 2020, offering a four-year undergraduate programme. Each academic session begins with an Orientation Programme that introduces students to institutional norms, academic goals, and the curriculum designed by Hemchandracharya North Gujarat University. Academic and activity calendars are prepared coordinated with the university's schedule. Faculty members develop outcome-based teaching plans and regularly enhance their skills through Workshops, FDPs, and Seminars. Curriculum implementation is overseen through meetings involving the IQAC coordinator, Principal, and Heads of Departments. Students engage in varied learning activities such as presentations, assignments, discussions, workshops, and educational visits. The tutor–ward system fosters personalized guidance and holistic development. IQAC ensures timely execution of academic activities including tests, mock exams, group discussions, and projects for continuous quality improvement. The institution's Vision, Mission, and Objectives are communicated via the website, MIS, brochures, hoardings, and display boards to keep stakeholders informed and aligned with institutional goals. • Upload relevant supporting **document** • Link for Additional information https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.1.-Prospectus.pdf
1.1.2. **Q$_l$M**	***The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)*** Write description in maximum of 200 words The institution strictly adheres to both the university and college academic calendars, ensuring that all academic activities, including Continuous Internal Evaluation (CIE), are conducted as scheduled. The CIE process is a crucial part of the assessment system, designed to evaluate students' understanding and progress throughout the course. By following the academic calendars, the institution conducts CIEs in a

timely manner unless a modified calendar is provided by the affiliated university. This adherence ensures students receive consistent and fair evaluations and have ample opportunities to improve their performance and stay engaged with the coursework. Faculty members are committed to aligning CIEs with the academic timeline, offering feedback that is essential for students' academic development. The institution's commitment to the academic calendar demonstrates its dedication to maintaining high educational standards and ensuring evaluations are conducted with integrity and fairness.

The institution effectively integrates crosscutting issues such as Professional Ethics, Gender Sensitization, Human Values, Environment, and Sustainability into its curriculum across various disciplines and semesters. In alignment with NEP 2020's emphasis on holistic and value-based education, these themes are embedded in both foundational and core subjects to foster socially responsible and ethically aware graduates.

- Upload relevant supporting document
- Link for Additional information https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.2-The-institution-adheres-to-the-academic-calendar-including-for-the-conduct-of-continuous-Internal-Evaluation-CIE.pdf

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1.1.3.

QₙM

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

Year	2024-25
Number	08

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

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

1. All of the above
- Link for Additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.3-paper-setting.pdf
- Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.3-Any-Additional-Information.pdf

	Data requirement: (As per Data Template) • Number of teachers participated • Name of the body in which full time teacher participated • Total number of teachers Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved. **File Description:** • Details of participation of teachers in various bodies/activities provided as a response to the metric • Any additional information

Key Indicator- 1.2 Academic Flexibility

Metric No.	
1.2.1. **Q$_n$M**	***Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented*** 1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>UG-05 PG-03</td></tr></table> Data Requirement: (As per Data Template) • Name of all Programmers adopting CBCS • Name of all Programmes adopting elective course system **File Description (Upload)** • Any additional information • Minutes of relevant Academic Council/ BOS meetings • Institutional data in prescribed format (DataTemplate)
1.2.2. **QnM**	***Number of Add on /Certificate programs offered during the year*** ***1.2.2.1: How many Add on /Certificate programs are added during the year.*** ***Data requirement for year: (As per Data Template)*** ***The template is combined with 1.2.3*** <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>05</td></tr></table> • *Names of the Add on /Certificate programs with 30 or more contact hours* • *No. of times offered during the same year* • *Total no. of students completing the course in the year* ***File Description (Upload)*** • *Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/1.2.2.1.2.3-Any-Additional-information.pdf* • *Brochure or any other document relating to Add on /Certificate programs https://sbmartscollege.org/wp-content/uploads/2025/09/1.1.1.-Prospectus.pdf*

	• *List of Add on /Certificate programs (Data Template)* *https://sbmartscollege.org/wp-content/uploads/2025/09/12.2-1.2.3.Number-of-Add-on-Certificate-programs-offered-during-the-year.xlsx*
1.2.3 **QₙM**	***Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year*** 1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>476</td></tr></table> Data Requirement: (As per Data Template) • Total number of students enrolled in certificate / Add –on programs • Total number of students across all the programs **File Description(Upload)** • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/09/1.2.2.1.2.3-Any-Additional-information.pdf

Key Indicator- 1.3 Curriculum Enrichment

Metric No.	
1.3.1. **QₗM**	***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum*** Upload a description in maximum of 200 words. **File Description (Upload)** Courses like Foundation English, Basics of Computers, and Life Skills incorporate Professional Ethics through modules on digital literacy, communication, and workplace conduct. Gender-related topics are explored in Sociology, Psychology, and English Literature, encouraging critical engagement with concepts like gender equality, feminism, and social roles. Human Values are emphasized in subjects such as Sociology, Hindi, Gujarati, and Psychology, where students reflect on emotional intelligence, leadership, empathy, and cultural ethics. Environmental awareness and sustainable practices are introduced through topics in Sociology and Psychology, including environmental sociology and behavioural sustainability. Additionally, English Literature serves as a platform to discuss broader social issues such as colonialism, nationalism, caste dynamics, and gender inequality, helping students develop a nuanced understanding of societal challenges. This integrated approach ensures that students not only pursue academic excellence but also cultivate the ethical, emotional, and ecological sensibilities needed to contribute meaningfully to society. • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/1.3.1-Institution-integrates-cross-cutting-issues-relevant-to-Professional-Ethics-gender-hauman-values-Environment-and-sustainability-into-the-curriculum.xlsx • Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

1.3.2. **QₙM**	***Number of courses that include experiential learning through project work/field work/internship during the year*** 1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year | Year	2024-25
Number	02 | Data requirement for year: (As per Data Template) • Name of the Course • Details of experiential learning through project work/field work/internship • Name of the Programme **File Description:** • Any additional information • Programme / Curriculum/ Syllabus of the courses • Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses • MoU's with relevant organizations for these courses, if any • Number of courses that include experiential learning through project work/field work/internship (Data Template)
1.3.3. **QₙM**	***Number of students undertaking project work/field work/ internships*** 1.3.3.1. Number of students undertaking project work/field work/ internships | Year	2024-25
Number	00 | Data Requirement : (As per Data Template) • Name of the programme • No. of students undertaking project work/field work /internships **File Description:(Upload)** • Any additional information • List of programmes and number of students undertaking project work/field work/ /internships (DataTemplate)

Key Indicator- 1.4 Feedback System

Metric No.	

1.4.1.
 	
QₙM
	Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
	    1) Students 2)Teachers 3)Employers 4)Alumni
	
	Options:
	    A. All of the above
	
	Data Requirement:
	Report of analysis of feedback received from different stakeholders
	
	File Description
	
	• Action taken report of the Institution on feedback report as stated in the minutes https://sbmartscollege.org/wp-content/uploads/2025/09/1.4.1-Minutes-of-the-Meetings-for-Feedback-2024-25.pdf

1.4.2
 	
QₙM
	Feedback process of the Institution may be classified as follows:
	Options:
	  A. Feedback collected, analyzed and action taken and feedback available on website
	  B. Feedback collected, analyzed and action has been taken
	  C. Feedback collected and analyzed
	  D. Feedback collected
	  E. Feedback not collected
	 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
	File Description
	• Upload any additional information https://sbmartscollege.org/feedback/

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metric No.	
2.1.1. **QnM**	**Enrolment Number** Number of students admitted during the year | Year	2024-25
Number	UG- 176 PG- 104 | 2.1.1.1. Number of sanctioned seats during the year | Year	2024-25
Number	UG- 130(2) PG- 240 | Description: • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.1.1-Division-letter.pdf • Institutional data in prescribed format: https://sbmartscollege.org/wp-content/uploads/2025/10/2.1.1-Enrollment-List-UG.pdf • Any Additional information:https://sbmartscollege.org/wp-content/uploads/2025/10/2.1.1.1-Any-Additional-information-Enrollment-List-PG-.pdf
2.1.2. **QₙM**	***Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)*** 2.1.2.1. Number of actual students admitted from the reserved categories during the year | Year	2024-25
Number	UG- 176 PG- 104 | Data requirement for year: (As per Data Template) • Number of Students admitted from the reserved category • Total number of seats earmarked for reserved category as per GOI or State government rule **File Description: (Upload)** • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.1.2-Reservation-Policy-by-HNGU-Number-of-Students-Sanctioned-Admitted-from-the-Reserve-catagories-during-the-year-2023-24.pdf

Key Indicator- 2.2. Catering to Student Diversity

Metric No.	
2.2.1. **Q$_l$M**	***The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners*** Write description in maximum of 200 words The institution has a robust student mentoring system that plays a crucial role in assessing and addressing the diverse learning needs of students. This system is designed to strengthen the academic relationship between students and faculty members, ensuring personalized attention for each student. Each faculty member is assigned a group of 25 to 30 students for mentorship. Advanced learners are provided with additional resources, such as challenging assignments and opportunities to participate in research projects and co-curricular activities that enhance their academic growth. For students who require additional support, the institution organizes special programs such as remedial classes, where faculty members dedicate extra time and provide tailored assistance. These students also have access to previous years' question papers, question banks with solutions, and additional practice through quizzes and tests. Regular assessments are conducted to monitor progress and adjust support as needed. To ensure continuous improvement, parent-student meetings are held to discuss any issues related to the student's academic performance and progress. During these meetings, strategies are devised to support the student's further development. Faculty members also mentor students by acting as friends, philosophers, and guides, helping them overcome learning difficulties and build confidence. This comprehensive mentoring approach allows students to seek help freely and confidently, fostering a supportive and encouraging learning environment
2.2.2. **Q$_n$M**	***Student- Full time teacher ratio (Data for the latest completed academic year)*** | **Year**	2024-25 | |---|---|
Number of Students	280
Number of teachers	09 | • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/

Key Indicator- 2.3. Teaching- Learning Process

Metric No.	
2.3.1. **Q₁M**	*Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences* The institute emphasizes experiential learning across its Hindi, Gujarati, English Literature, Sociology, and Psychology programmes. Students of Hindi and Gujarati engage in comparative studies of literary and cultural history, helping them connect with their linguistic heritage. In English Literature, role-playing activities deepen character understanding, while Sociology and Psychology students participate in social experiments and case studies to apply theoretical concepts in real-world contexts. Virtual simulations further enhance experiential learning by presenting realistic scenarios for practical application. Participative learning is fostered through group projects, discussions, and peer teaching. Activities include book discussions to explore interpretations, debates on social issues, and collaborative work on translations and cultural presentations. Peer teaching enables students to explain concepts to one another, reinforcing their own understanding. The institute also integrates problem-solving approaches such as case studies, puzzles, games, and project-based learning. Psychology students analyse cases to identify mental health concerns, while Sociology students investigate solutions to social challenges. Language and literature students engage in games and puzzles that explore linguistic subtleties and literary themes. These methods cultivate critical thinking, collaboration, and problem-solving skills essential for academic and professional success. **File Description:** • Upload any additional information • Link for additional information

2.3.2. **Q₁M**	*Teachers use ICT enabled tools for effective teaching-learning process.* Write description in maximum of 200 words The institute has progressively enhanced its Information and Communication Technology (ICT) infrastructure to enrich the teaching-learning experience, while maintaining a balanced integration of traditional pedagogical tools. Faculty members employ a blend of conventional methods—such as chalk-and-talk, printed materials, and classroom discussions—with modern digital resources including multimedia presentations, smart boards, and interactive platforms. Discussion forums and virtual classrooms promote real-time collaboration and peer interaction. Experiential learning is further supported through theatre-based activities, role-play, and dramatization, especially in language and humanities programmes, allowing students to explore literary and psychological themes in immersive ways. The use of whiteboards and Learning This thoughtful amalgamation of legacy teaching tools with contemporary technology ensures inclusive, flexible, and future-ready education, in line with NEP 2020 and institutional quality benchmarks.
2.3.3. **QₙM**	*Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)* 2.3.3.1. Number of mentors Number of students assigned to each Mentor <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number of mentors**</td><td>09</td></tr></table> Formula: Mentor : Mentee **File Description** • Upload, number of students enrolled and full-time teachers on roll: https://sbmartscollege.org/wp-content/uploads/2025/10/2.3.3.1.-Number-of-full-time-teachers-on-roll-and-students-enrolled.pdf • Circulars pertaining to assigning mentors to mentees: https://sbmartscollege.org/wp-content/uploads/2025/10/2.3.3.1.-Circular.pdf • mentor/mentee ratio: UG- 9:20 PG- 6:18

Key Indicator- 2.4 Teacher Profile and Quality

Metric No.	
2.4.1. **QₙM**	*Number of full-time teachers against sanctioned posts during the year* | **Year**	2024-25
Number	09 | Data requirement for year (As per Data Template) • Number of full time teachers • Number of sanctioned posts **File Description (Upload)** • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.4.1-Any-Additional-Number-of-full-time-teachers-against-sanctioned-posts-during-the-year-2024-25.pdf List of the faculty members authenticated by the Head of HEI: https://sbmartscollege.org/wp-content/uploads/2025/10/2.4.3.1.-Total-experience-of-full-time-teachers.pdf
2.4.2. **QₙM**	*Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super speciality / D.Sc. / D.Litt. during the year(consider only highest degree for count)* **D.N.B** 2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.C Super speciality / D.Sc. / D.Litt.* during the year | **Year**	2024-25
Number	08 | Data requirement for year: (As per Data Template) • Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Super speciality / D.Sc. /D.Litt. • Total number of full time teachers **File Description (Upload)** • Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.4.2.1-Any-Additional-Information-Number-of-full-time-teachers-with-Ph.-D.-D.M.-M.Ch_.-D.N.C-Superspeciality-D.Sc_.-D.Litt_.-during-the-year.pdf • List of number of full time teachers with *Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.* and number of full time teachers for year(Data Template)

2.4.3.	*Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)*
Q$_n$M	2.4.3.1 : Total experience of full-time teachers

Year	2024-25
Number	30

Data requirement for year (As per Data Template)
- Name and Number of full time teachers with years of teaching experiences

File Description: (Upload)
- Any additional information
- List of Teachers including their PAN, designation, dept. and experience details(Data Template) : https://sbmartscollege.org/wp-content/uploads/2025/10/2.4.3.1.-Total-experience-of-full-time-teachers.pdf

Key Indicator- 2.5. Evaluation Process and Reforms

Metric No.	
2.5.1. **Q$_l$M**	*Mechanism of internal assessment is transparent and robust in terms of frequency and mode* Upload a description not more than 200 words The college affiliated with HNGU ensures transparency and robustness in internal assessments through structured communication channels. In line with NEP 2020 reforms, it adopts a flexible, student-centric evaluation approach focused on continuous learning, skill development, and holistic growth. An academic calendar is prepared at the start of each session, detailing internal exams, unit tests, assignments, and project schedules. These are shared via notices, faculty communication, the college website, WhatsApp groups, and administrative channels to ensure student preparedness. Semester-end exams follow HNGU guidelines, with timely updates on schedules and criteria. Orientation programmes introduce students to assessment patterns, timelines, and NEP-driven learning outcomes like interdisciplinary and competency-based evaluation. Internal exam circulars are displayed on notice boards, and marks are posted for transparency. The principal conducts regular faculty meetings to review student performance, identify learning gaps, and guide improvement. To ensure equitable assessment, students missing Continuous Internal Evaluation or not meeting criteria are offered re-examinations per university norms. The college also incorporates formative assessments, project-based evaluations, and digital tools to enhance traditional exams, promoting critical thinking, creativity, and lifelong learning. This comprehensive system fosters clarity, inclusivity, and academic excellence. **File Description:** • Any additional information

	• Link for additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.5.1-Mechanism-of-internal-assessment-is-transparent-and-robust-in-terms-of-frequency-2024-25.pdf
2.5.2. **Q₁M**	***Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient*** Upload a description not more than 200 words The college has established a transparent, time-bound, and efficient mechanism for addressing internal examination-related grievances, aligned with the principles of NEP 2020 and monitored by the Internal Quality Assurance Cell (IQAC). Students are informed about formal grievance channels during orientation programs and departmental briefings, ensuring clarity and accessibility. Concerns related to internal assessments are promptly addressed by the examination convener, concerned faculty, or department heads. The grievance redressal process includes reviewing the issue, engaging in dialogue with the student, and delivering a resolution within a defined timeframe, ensuring fairness and that no student is academically disadvantaged. Unresolved matters are escalated to higher authorities, including the principal, during regular review meetings facilitated by IQAC, which ensures continuous monitoring and quality enhancement. In line with NEP 2020's emphasis on student-centric and equitable evaluation, the college promotes inclusive practices and timely interventions. IQAC plays a pivotal role in maintaining transparency, documenting grievance trends, and recommending policy improvements. This integrated approach safeguards academic integrity, supports student well-being, and reinforces the institution's commitment to holistic and competency-based education. **File Description:** • Any additional information • Link for additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.5.2-Any-Additional-information-2024-25.pdf

Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.	
2.6.1. **Q₁M**	***Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.*** Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words The institution ensures that both teachers and students are fully aware of the stated Programme and course outcomes for all the Programmes offered. At the beginning of each academic session, the Programme and course outcomes are clearly communicated to faculty members during departmental meetings and orientation sessions. Faculty members, in turn, relay this information to students through various channels, including classroom discussions, orientation programs, and departmental notices. The outcomes are also made accessible on the college website and included in the syllabus, ensuring that students can refer to them throughout the course. Teachers regularly emphasize these outcomes during lectures,

	assessments, and reviews, aligning the teaching-learning process with the expected competencies. Additionally, students are encouraged to reflect on these outcomes through assignments, projects, and examinations, which are designed to assess their understanding and achievement of the stated goals. This systematic approach ensures that the Programme and course outcomes are not only known but actively integrated into the educational experience, fostering a clear understanding of the academic and professional objectives among all stakeholders. **File Description:** • Past link for Additional information: https://sbmartscollege.org/pos-cos/
2.6.2. **Q$_l$M**	***Attainment of Programme outcomes and course outcomes are evaluated by the institution.*** Describe the method of measuring the level of attainment of POs, PSOs and COs in not more than 200 words The process begins with the alignment of assessments, assignments, and examinations with the stated POs and COs. The overall Programme outcomes is regularly reviewed by faculty members during departmental meetings. Assessment of COs is carried out through various methods, including continuous internal evaluations, end-semester examinations, and project work. The results from these assessments are analysed to measure the extent to which students have achieved the desired outcomes. This data is then aggregated at the Programme level to evaluate the attainment of broader Programme outcomes. The institution also collects feedback from students, faculty, Alumni, and employers to gain insights into the effectiveness of the teaching-learning process in achieving the stated outcomes. This feedback, along with the assessment data, is used to identify areas for improvement. Based on the findings, necessary changes are made in teaching methodologies, and assessment strategies to enhance the attainment of POs and Cos **File Description:** • Paste link for Additional information: https://sbmartscollege.org/pos-cos/

2.6.3. QₙM	*Pass percentage of Students during the year* 2.6.3.1. Total number of final year students who passed the university examination during the year 2.6.3.2. Total number of final year students who appeared for the university examination during the year

Previous completed academic year	
Number of students appeared	**UG-123** **PG-87**
Number of students passed	**UG-120** **PG-87**

File Description
- Upload list of Programmes and number of students passed and appeared in the final year examination (DataTemplate)
-
- Upload any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/2.6.3-Any-Additional-Information.pdf

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
2.7.1 QₙM	*Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)* Paste link for Additional information: ***https://sbmartscollege.org/feedback/***

Criterion3- Research, Innovations and Extension

Key Indicator 3.1- Resource Mobilization for Research

Metric No.	
3.1.1. **QnM**	***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)*** 3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**(INR in Lakhs):**</td><td>00</td></tr></table> Data requirement for year: (As per Data Template) • 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 **File Description(Upload)** • 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)
3.1.2 **QnM**	***Number of departments having Research projects funded by government and non government agencies during the year*** 3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**(INR inLakhs):**</td><td>00</td></tr></table> Data requirement for year: (As per Data Template) • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient **File Description(Upload)** • List of research projects and funding details(DataTemplate) • Any additional information • Supporting document from Funding Agency • Paste link to funding agency website

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

Year	2024-25
Number of teachers	00

Data Requirements: (As per Data Template)
- Name of the workshops /seminars
- Number of Participants
- Date (From-to)
- Link to the activity report on the website

File Description(Upload)
- Report of the event
- Any additional information
- List of workshops/seminars during last 5 years (DataTemplate)

Key Indicator 3.2- Research Publication and Awards

Metric No.	
3.2.1. QnM	***Number of papers published per teacher in the Journals notified on UGC website during the year***
	3.2.1.1. Number of research papers in the Journals notified on UGC website during the year

Year	2024-25
Number	00

Data Requirement: (As per Data Template)
- Title of paper
- Name of the author/s
- Department of the teacher
- Name of journal
- Year of publication
- ISBN/ISS Number

File Description (Upload)
- Any additional information
- List of research papers by title, author, department, name and year of publication (Data Template)

3.2.2. QnM	*Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year*
	3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

Year	2024-25
Number	08

File Description: (Upload)
- Any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/3.2.2-Any-additional-Information.pdf

- Paste link for Additional information :https://sbmartscollege.org/wp-content/uploads/2025/10/3.2.2.-Research-Paper.pdf

Key Indicator 3.3- Extension Activities

Metric No.	
3.3.1. QlM	*Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year* Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words. The college actively engages in extension activities through UBA, NSS, Rangers, and government-led initiatives to promote holistic student development and social awareness. These programmes foster civic responsibility, empathy, and experiential learning in alignment with NEP 2020. Outreach efforts during the academic year included cleanliness drives, Swachhata Pakhwada, Tree Plantation, and World Environment Day programmes to promote hygiene and sustainability. Plastic-Free and Water Conservation campaigns were implemented through awareness boards across the campus, while Voter Awareness drives were organised in collaboration with local authorities. Under Unnat Bharat Abhiyan, students contributed to rural development themes such as sanitation, nutrition, and education. Activities like Amrit Mahotsav and Panchprakalp reinforced constitutional values and inclusive growth. These initiatives are integrated into the academic framework and monitored through structured planning and documentation, guided by IQAC. Participation enables students to engage with real-world challenges, enhancing leadership and problem-solving skills. All programmes are conducted in accordance with institutional and affiliating university norms, ensuring transparency and accountability. Such efforts contribute meaningfully to community welfare and the development of socially responsible graduates. **File Description:** • Paste link for additional information • Upload any additional information

3.3.2. **QnM**	*Number of awards and recognitions received for extension activities from government / government recognized bodies during the year* 3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.

Year	2024-25
Number	00

Data requirement for year: (As per Data Template)
- Name of the activity
- Name of the Award/recognition
- Name of the Awarding government/ government recognized bodies
- Year of the Award

File Description: (Upload)
- Any additional information
- Number of awards for extension activities during the year(Data Template)
- e-copy of the award letters

3.3.3. **QnM**	*Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year* 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**

Year	2024-25
Number	00

Data Requirements (during the year)(As per Data Template)
- Name and number of the extension and outreach Programmes
- Name of the collaborating agency: Non-government, industry, community with contact details

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

3.3.4. **QnM**	*Number of students participating in extension activities at 3.3.3. above during the year* 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 <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>00</td></tr></table> Data Requirements for last (during the year)(As per Data Template) • Name of the activity • Name of the scheme • Year of the activity • Number of teachers participating in such activities • Number of students participating in such activities **File Description:** • Report of the event • Any additional information • Number of students participating in extension activities with Govt. or NGO etc (Data Template)

Key Indicators 3.4 – Collaboration (20)

Metric No.	
3.4.1. **QnM**	**The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year** <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>00</td></tr></table> • Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc during the year Data Requirements:(during the year)(As per Data Template) • Title of the linkage • Name of the partnering institution /industry/research lab with contact details • Year of commencement • Duration(From-To) • Nature of linkage **File Description: (Upload)** • e-copies of linkage related Document • Any additional information Details of linkages with institutions/industries for internship (DataTemplate)
3.4.2. **QnM**	***Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year*** 3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>01</td></tr></table> Data requirement for year : (As per Data Template) **File Description:** • e-Copies of the MoUs with institution./ industry/corporate houses: https://sbmartscollege.org/wp-content/uploads/2025/10/3.4.2-Any-additional-Information.pdf

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	
4.1.1. **Q₁M**	***The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.*** 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 The institution continues to maintain adequate infrastructure and physical facilities to support effective teaching and learning. Classrooms remain spacious, well-ventilated, and ICT-enabled with smart boards, projectors, and white boards. During 2024–25, additional computing equipment and updated software were introduced, further strengthening digital learning. The computer lab and library are regularly maintained and enriched with new e-resources and subject-specific tools, allowing students to engage in hands-on learning while adhering to safety protocols. Enhanced internet connectivity and consistent technical support ensure smooth functioning of all facilities. Together, these improvements have contributed to creating a more robust and conducive educational environment. **File Description:** • Upload any additional information • Paste link for additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/4.1.1-The-Institution-has-adequate-infrastructure-and-physical-facilities-for-teaching-learning.-viz.-classrooms-laboratories-computing-equipment-etc.pdf
4.1.2. **Q₁M**	***The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.*** Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words The institution continues to offer a range of facilities that promote holistic student development through cultural engagement, sports, and wellness activities. A dedicated multipurpose hall, equipped with modern sound and lighting systems, serves as the venue for cultural programmes including music, dance, drama, and other student-led performances. Indoor games such as table tennis, chess, and carrom are conducted in a designated sports room, while outdoor sports like basketball and volleyball are facilitated on institution-maintained courts. For athletic activities, the institution has retained special permission to access Sabar Stadium, supporting student participation in track and field events. A dedicated yoga room provides a serene environment for regular yoga sessions, contributing to students' mental well-being. These facilities collectively support extracurricular engagement and reflect the institution's commitment to fostering a balanced academic and co-curricular ecosystem.

	File Description • Upload any additional information • Paste link for additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/4.1.2-The-Institution-has-adequate-facilities-for-cultural-activities-sports-games-indoor-outdoor-gymnasium-yoga-centre-etc.pdf
4.1.3. **QnM**	***Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.*** 4.1.3.1 : Number of classrooms and seminar halls with ICT facilities | **Year** | 2024-25 | | **Number of Classrooms** | 09 | Data Requirements: (As per Data Template) • Paste link for additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/4.1.3-Number-of-classrooms-and-seminar-halls-with-ICT-enabled-facilities-such-as-smart-class-LMS-etc.pdf

4.1.4. QₙM	*Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)* 4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the year (INR inlakhs) <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**(INR in Lakhs)**</td><td>19.22</td></tr></table> Data Requirements: (during the year) (As per Data Template) • Expenditure for infrastructure augmentation • Total expenditure excluding salary **File Description:** • Upload any additional in formation • Upload audited utilization statements • Upload Details of budget allocation, excluding salary during the year(DataTemplate)

Key Indicator – 4.2 Library as a learning Resource

Metric No.	
4.2.1. QₗM	**Library is automated using Integrated Library Management System (ILMS)** Data requirement for year: Upload a description of library with, • Name of ILMS software • Nature of automation (fully or partially) • Version • Year of Automation The library is fully automated with the Integrated Library Management System (ILMS) using SOUL software. The implementation of SOUL has enhanced user experience by providing quick and easy access to the library's vast collection, enabling both students and staff to efficiently locate and utilise the materials they need. **File Description:** • Upload any additional information • Paste link for Additional Information
4.2.2. QnM	*The institution has subscription for the following e-resources* 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources **Options:** Any 1 of the above

4.2.3 **QnM**	***Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)*** 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs) <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**(INR in Lakhs)**</td><td>0.24</td></tr></table>Data requirement for year: (As per Data Template) - Expenditure on the purchase of books/e-books - Expenditure on the purchase of journals/e-journals in during the year - Year of Expenditure: **File Description (Upload)** - Any additional information - Audited statements of accounts - Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)
4.2.4 **QnM**	***Number per day usage of library by teachers and students (foot falls and login data for online access)(Data for the latest completed academic year)*** 4.2.4.1Number of teachers and students using library per day over last one year Data Requirement - 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 **File Description (Upload)** - Any additional information - Details of library usage by teachers and students The HEI is requested to calculate the teachers and students' usage library per day. **Average usage of the library by the college** = Total no. of teachers & students in each day for all working days / Total no. of working days **(Note: Data template is not applicable to this metric)**

Key Indicator- 4.3 IT Infrastructure

Metric No.	
4.3.1. **QlM**	***Institution frequently updates its IT facilities including Wi-Fi*** Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words Our institution is committed to staying current with technology by regularly updating its IT equipment. This includes upgrading computer labs, servers, and other essential hardware to ensure they function well and meet current standards, with the assistance of a hired technician through an MOU. This technician keeps our software and applications up-to-date, including learning management systems and virtual classroom platforms that enhance teaching and learning. A key feature of our updates is providing fast Wi-Fi throughout the campus. Reliable internet access allows students, faculty, and staff to easily access online resources, participate in virtual classes, and

	conduct research without interruptions. We also prioritize security by regularly updating our network security, CCTV cameras in all classrooms, lobbies, and the front and back yards to protect sensitive data and comply with data protection regulations. Additionally, we value feedback from students and staff. We have a system in place for reporting IT issues and suggesting improvements. This feedback helps guide future updates, ensuring our IT infrastructure continues to meet the needs of our academic community. These efforts create a modern and supportive learning environment that promotes academic success and innovation. **File Description** • Upload any additional information • Paste link for additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/4.3.1-Institution-frequently-updates-its-IT-facilities-including-Wi-Fi-MoU.pdf
4.3.2. **QnM**	***Student – Computer ratio*** Number of students: Number of Computers Data Requirements: • Number of computers in working condition • Total Number of students **File Description** • Upload any additional information • Student – computer ratio: https://sbmartscollege.org/wp-content/uploads/2025/10/4.3.2-students-Computer-Ratio-2024-25.pdf
4.3.3. **QnM**	***Bandwidth of internet connection in the Institution*** Options: A. $\geq$ 50MBPS Data Requirement: • Available internet band width **File Description** • 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 **QnM**	***Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)*** 4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs) <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**(INR in Lakhs)**</td><td>1.35</td></tr></table> Data Requirement : (As per Data Template in Section B) - Non salary expenditure incurred - Expenditure incurred on maintenance of campus infrastructure **File Description:** - Upload any additional information - Audited statements of accounts. - Details about assigned budget and expenditure on physical facilities and academic support facilities (DataTemplates)
4.4.2. **QlM**	***There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.*** 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 The college provides physical facilities, including laboratories, classrooms, and computers, to students upon admission, following the fee structure of Hemchandracharya North Gujarat University, Patan. Each department is equipped with laptops or desktops with internet connectivity. Additional computers with internet access are available in the administrative department, NAAC office, and library. Maintenance of technical equipment, including ICT-enabled classrooms and computers, is handled by local experts on a contractual basis through AMC. General maintenance tasks, such as AC, furniture, plumbing, and electrical issues, are recorded in registers, with most resolved by in-house staff. External experts are called when needed. Contracts are also signed for the annual maintenance of ACs, pest control, RO systems, and some software. The library is accessible to staff, students, and ex-students for borrowing materials, and is also used by governmental and non-governmental organizations for recruitment exams on holidays. Regular audits are conducted. The computer lab is maintained by a technician under the supervision of the principal or lab coordinator. IT equipment undergoes preventive maintenance annually, and students are restricted from using indoor sports facilities during lectures and exams. **File Description:** - Upload any additional information - Paste link for additional information

Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.	
5.1.1 **QnM**	***Number of students benefited by scholarships and free ships provided by the Government during the year*** 5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year **File Description:** • Upload self-attested letter with the list of students sanctioned scholarship: https://sbmartscollege.org/wp-content/uploads/2025/10/5.1.1-Number-of-students-benefited-by-scholarships-and-free-ships-provided-by-the-government-during-the-year-2024-25.pdf • Upload any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/5.1.1.1-Any-Additional-information.pdf
5.1.2. **QnM**	***Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year*** 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year Data requirement for year: (As per Data Template): https://sbmartscollege.org/wp-content/uploads/2025/10/5.1.1-Number-of-students-benefited-by-scholarships-and-free-ships-provided-by-the-government-during-the-year-2024-25.pdf • Name of the Scheme with contact information • Number of students benefiting **File Description:** • Upload any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/5.1.1.1-Any-Additional-information.pdf • Number of students benefited by scholarships and freeships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template)

Within metric 5.1.1:

Year	2024-25	
Number	UG	PG
	SC-19	12
	ST-32	51
	OBC-100	54

Within metric 5.1.2:

Year	2024-25
Number	07

5.1.3.
 	
QnM
	Capacity building and skills enhancement initiatives taken by the institution include the following
	
	    1. *Soft skills*
	    2. *Language and communication skills*
	    3. *Life skills (Yoga, physical fitness, health and hygiene)*
	    4. *ICT/computing skills*
	Options:
	    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
	Data Requirement: (As per Data Template)
	    • Name of the capability building and skills enhancement initiatives
	    • Year of implementation
	    • Number of students enrolled
	    • Name of the agencies involved with contact details
	File Description (Upload)
	    • Link to Institutional website
	    • Any additional information
	    • Details of capability building and skills enhancement initiatives (DataTemplate)

5.1.4. **QnM**	*Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year* 5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | Year	2024-25

Number	00 |
	
	Data requirement for year:(As per Data Template)
	    • Name of the scheme
	    • Number of students who have passed in the competitive exam
	    • Number of students placed
	File Description (Upload)
	    • Any additional information
	    • Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)

5.1.5. QnM	*The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases*
	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 **Options:** A. All of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above 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. **File Description (Upload)** • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases **(Note: Data template is not applicable to this metric)**

Key Indicator- 5.2 Student Progression

Metric No.	
5.2.1 **QnM**	*Number of placements of outgoing students during the year* 5.2.1.1: Number of outgoing students placed during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>00</td></tr></table> Data requirement for year (As per Data Template) • Name of the employer with contact details • Number of students placed **File Description (Upload)** • Self-attested list of students placed • Upload any additional information Details of student placement during the year (Data Template)

5.2.2. QnM	*Number of students progressing to higher education during the year*
	5.2.2.1. Number of outgoing student progression to higher education

Year	2024-25
Number	UG-50
	PG- 20

Data Requirement: (As per Data Template)
Number of outgoing students progressing to higher education

File Description (Upload)
- Upload supporting data for student/alumni
- Any additional information
- Details of student progression to higher education

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

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

Year	2024-25
Number	00

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year

Year	2024-245
Number	00

Data requirement for year: (As per Data Template) Number of students selected to
- JAM
- CLAT
- NET
- SLET
- GATE
- GMAT
- CAT
- GRE
- TOEFL
- Civil Services
- State government examinations

File Description (Upload)
- Upload supporting data for the same
- Any additional information
- *Number of students qualifying in state/ national/ international level examinations during the year (DataTemplate)*

Key Indicator- 5.3 Student Participation and Activities

Metric No.	
5.3.1 **QnM**	*Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year.* 5.3.1.1 : Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) duringthe year. <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>17</td></tr></table>Data requirement for year: (As per Data Template) • Name of the award/medal • University /State/National/International • Sports/Culture **File Description (Upload)** • e-copies of award letters and certificates • Any additional information • Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year)(Data Template)
5.3.2 **QlM**	*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)* Describe the students' representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words The institution actively promotes student representation and engagement in administrative, co-curricular, and extracurricular activities through well-defined processes and norms. Each year, a democratically elected student representative voices student concerns in institutional decision-making. Students are also members of key committees such as the Internal Quality Assurance Cell (IQAC), Cultural Committee, Grievance Redressal Committee, College Women's Development Cell (CWDC), and the Ranger Unit, ensuring their active contribution towards a safe, inclusive, and quality-oriented environment. In co-curricular activities, students organise seminars, workshops, and academic events that provide them with opportunities for leadership, collaboration, and skill development. Extracurricular involvement is further enhanced through vibrant student-led initiatives such as the Debate Society, Drama Club, and Sports Club, where students take responsibility under the mentorship of faculty. The selection of student representatives is carried out through transparent processes, either by elections or merit-based nominations, thereby ensuring fair representation of student voices. The institution also adheres to the norms of Hemchandracharya North Gujarat University, Patan, while extending adequate resources and infrastructure to support student engagement. This structured involvement nurtures a participatory

	governance model, instilling leadership qualities, responsibility, and a spirit of inclusivity, ultimately contributing to the holistic development of students. **File Description** • Paste link for additional information • Upload any additional information
5.3.3. **QnM**	*Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)* 5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>Sports Event-06 Cultural Event-06</td></tr></table> Data requirement for year: (As per Data Template) • List ofevents/competitions **File Description** • Report of the event • Upload any additional information • Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (DataTemplate)

Key Indicator- 5.4 Alumni Engagement

Metric No.	
5.4.1 **QlM**	***There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.*** Describe contribution of alumni association to the institution within a maximum of 200 words The institution does not currently have a registered Alumni Association; however, the process of establishing one is actively underway. Recognising the importance of alumni in institutional growth, the college has initiated steps to formalise the association, which will enable greater coordination and long-term engagement with graduates. In the absence of a formal association, alumni have been contributing informally in significant ways. Former students extend their support by offering career guidance, mentorship, and motivation to current learners. They also participate as resource persons in guest lectures, seminars, and workshops, thereby enriching the academic environment with their practical experiences and professional insights. Such interactions inspire students to pursue higher education, professional courses, and competitive examinations with greater confidence. The institution deeply values these contributions and is committed to strengthening the alumni network. The forthcoming registered Alumni Association will provide a structured platform for graduates to engage more systematically in academic, financial, and developmental activities. It is envisioned as a vital link between the institution and its former students, fostering continued collaboration, mutual growth, and a shared sense of belonging. Through this initiative, the college seeks to enhance institutional development while sustaining lifelong connections with its alumni. **File Description:** • Paste link for additional information • Upload any additional information

5.4.2 QnM	*Alumni contribution during the year (INR in Lakhs)*
	Options:
	  A. ≥ 5Lakhs
	
	Data requirement for year ():
	  • Alumni association / Name of the alumnus
	  • Quantum of contribution
	  • Audited Statement of account of the institution reflecting the receipts.
	
	File Description
	  • Upload any additional information
	(Note: Data template is not applicable to this metric)

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

Metric No.	
6.1.1 **Q_lM**	***The governance of the institution is reflective of and in tune with the vision and mission of the institution*** 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 The institution does not currently have a registered Alumni Association; however, the process of establishing one is actively underway. Recognising the importance of alumni in institutional growth, the college has initiated steps to formalise the association, which will enable greater coordination and long-term engagement with graduates. In the absence of a formal association, alumni have been contributing informally in significant ways. Former students extend their support by offering career guidance, mentorship, and motivation to current learners. They also participate as resource persons in guest lectures, seminars, and workshops, thereby enriching the academic environment with their practical experiences and professional insights. Such interactions inspire students to pursue higher education, professional courses, and competitive examinations with greater confidence. The institution deeply values these contributions and is committed to strengthening the alumni network. The forthcoming registered Alumni Association will provide a structured platform for graduates to engage more systematically in academic, financial, and developmental activities. It is envisioned as a vital link between the institution and its former students, fostering continued collaboration, mutual growth, and a shared sense of belonging. Through this initiative, the college seeks to enhance institutional development while sustaining lifelong connections with its alumni. **File Description** • Paste link for additional information • Upload any additional information

6.1.2 **Q_lM**	***The effective leadership is visible in various institutional practices such as decentralization and participative management.*** Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words The institution demonstrates effective leadership through decentralisation and participative management, creating a responsive and transparent governance structure. Authority is delegated across departments and committees, empowering decision-makers to manage essential tasks independently. Heads of departments are entrusted with responsibilities such as updating lesson plans, organising academic and co-curricular events, and coordinating departmental activities without requiring constant approval

from the principal. This autonomy extends to important areas including Placement and Examination, where departments independently oversee student support and assessments.

Participative management is a cornerstone of the leadership approach, engaging all stakeholders—faculty, staff, and students—in the planning and implementation of institutional policies. Committees such as the IQAC, Cultural Committee, CWDC, and NSS and etc actively involve students and faculty in decision-making, thereby fostering inclusivity and shared responsibility. Regular meetings and open communication channels ensure that diverse perspectives are considered, promoting collaboration and innovation.

This combination of decentralised authority and participative management not only enhances operational efficiency but also instils a sense of ownership among stakeholders. These leadership practices align with the governance framework and reinforce the institution's commitment to transparency, academic excellence, and the holistic development of students, thereby supporting its vision and mission.

File Description
- Paste link for additional information
- Upload any additional information

Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
6.2.1	*The institutional Strategic/ perspective plan is effectively deployed*
QlM	Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words
	The institution effectively deploys its strategic and perspective plan through structured processes that ensure academic growth and continuous improvement. As head of the college, the principal annually presents the institution's progress to the management, highlighting achievements, challenges, and future strategies to keep all stakeholders informed and engaged.
	To facilitate implementation, various committees and clubs/committees/cells are formed to address specific areas of development. The IQAC plays a pivotal role by discussing innovative strategies to enhance academic and administrative efficiency. The principal monitors progress through regular interactions with committee conveners and students, gathering feedback to evaluate initiatives.
	The management collaborates closely with the principal and staff, providing comprehensive support to sustain a robust quality assurance process. Regular monitoring and feedback mechanisms ensure adaptability to emerging challenges, while Key Performance Indicators (KPIs) are used to track success and enable data-driven decision-making.
	Workshops, seminars, and community engagement initiatives further enrich educational experiences and extend institutional impact. Through these measures, the institution ensures that its strategic and perspective plan is effectively deployed, reinforcing its commitment to quality, innovation, and holistic development.

		File Description • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information

6.2.2
 	
Q₁M
		The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
		
		Describe the Organogram of the Institution within a maximum 200 words
		
		SNS Bank Ltd. Mahila Arts College, managed by the Mehtapura Minority Institute (MMI), operates from its own campus under a dedicated Board of Managing Trustees committed to empowering local girls and neighbouring communities. The in-charge Principal, who also serves as Chairperson of the Internal Quality Assurance Cell (IQAC), acts as the primary link between management and staff.
		The IQAC, comprising 11 members, establishes committees to facilitate academic, co-curricular, and administrative activities in accordance with UGC and Government of Gujarat regulations. The principal oversees both academic and administrative functions, coordinating decisions with management and faculty. Internal assessments are conducted twice yearly to monitor quality measures and ensure continuous improvement.
		Institutional governance is supported by well-defined policies covering recruitment, promotions, and academic regulations, ensuring consistency, transparency, and accountability. Procedures for admissions, examinations, placements, and cultural activities are clearly documented, promoting efficiency and timely execution.
		This structured approach, combining effective leadership, participative management, and robust policies, fosters an environment conducive to academic excellence and operational efficiency, ensuring that institutional bodies function effectively and remain aligned with the vision and mission of the college.
		
		File Description
		• Paste link for additional information
		• Link to Organogram of the Institution webpage
		   https://sbmartscollege.org/institutional-governance/
		    • Upload any additional information

6.2.3.
 	
QnM
	Implementation of e-governance in areas of operation
	   1.Administration
	   2. Finance and Accounts
	   3. Student Admission and Support
	   4.Examination
	
	Options:
	
	   A. All of the above
	
	Data Requirements: (As per Data Template)
	  • Areas of e-governance
	    Administration
	    Finance and Accounts
	    Student Admission and Support
	  Examination
	  • Name of the Vendor with contact details
	  • Year of implementation
	File Description (Upload)
	  • ERP (Enterprise Resource Planning) Document:
	     https://sbmartscollege.org/wp-content/uploads/2025/10/6.2.3-ERP-Enterprise-Resource-Planning-Document.pdf
	
	  • Screen shots of user interfaces: https://sbmartscollege.org/wp-content/uploads/2025/10/6.2.3-SCREENSHOTS.pdf
	
	  • Any additional information
	  • Details of implementation of e-governance in areas of operation, Administration etc.(Data Template)

Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
6.3.1 **QlM**	*The institution has effective welfare measures for teaching and non- teaching staff* Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words The institution is committed to fostering a supportive and enriching work environment through a range of welfare and professional development initiatives. Health check-ups, access to counselling services, and wellness programmes are organised to promote physical and mental well-being, while also supporting work-

life balance.

Professional growth is encouraged through workshops, training sessions, and other capacity-building opportunities that enable staff to enhance their skills and advance their careers. Clear policies are in place to support employees during personal or family emergencies, and a well-established grievance redressal mechanism ensures timely and impartial resolution of concerns.

Open communication is actively promoted, with management valuing the voices and feedback of all staff members. Welfare measures include casual leave entitlements—twelve days for teaching staff and fifteen days for non-teaching staff—as well as maternity and paternity leave. Staff also benefit from government schemes such as Gratuity and Pension.

The institution operates a staff credit society that provides access to loans, further supporting financial well-being. Facilities such as Wi-Fi, photocopying, and parking are readily available. Health-focused initiatives include a dedicated yoga centre. Staff achievements are formally recognised, and leave is granted for attending guest lectures, conferences, and academic engagements, thereby reinforcing a culture of appreciation and continuous learning.

File Description
- Paste link for additional information
- Upload any additional information

6.3.2 **QnM**	***Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year*** 6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year | **Year**	2024-25
Number	06 | Data requirement for year: (As per Data Template) - 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 **File Description:** - Upload any additional information - Details of teachers provided with financial support to attend conference, workshops etc during the year (DataTemplate)

6.3.3 QnM	*Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year* 6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non-teaching staff during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>00</td></tr></table> Data requirement for year: (As per Data Template) • Title of the professional development Programme organized for teaching staff • Title of the administrative raining Programme organized fornon- teaching staff • Dates (From-to) **File Description (Upload):** • 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 (DataTemplate)
6.3.4 QnM	*Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year* *(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)* 6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year <table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**Number**</td><td>01</td></tr></table> Data requirement for year: (As per Data Template) **File Description** • Upload any additional information: https://sbmartscollege.org/wp-content/uploads/2025/10/6.3.4-FDP.pdf
6.3.5 QlM	*Institutions Performance Appraisal System for teaching and non- teaching staff* Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words The institution adheres to UGC regulations concerning the minimum qualifications required for the appointment of both teaching and non-teaching staff. A structured annual appraisal system is implemented to evaluate employee performance across all categories. For teaching staff, performance is assessed through Self-Appraisal forms submitted at the end of each academic session. These forms are initially verified by the respective Heads of Departments and subsequently forwarded to the IQAC Coordinator. During IQAC meetings, the Principal reviews the appraisals, offering constructive feedback on strengths and areas requiring improvement. Faculty members are also actively involved in extracurricular activities and frequently

undertake additional responsibilities on a voluntary basis.

Non-teaching staff undergo a similar appraisal process, with annual Self-Appraisal forms serving as the primary evaluation tool. In addition, feedback from final-year students is collected using a structured seven-point scale across multiple parameters, contributing to a holistic assessment.

Staff members demonstrating commendable performance are recognised during institutional meetings and functions. This comprehensive appraisal mechanism— integrating self-assessment, departmental verification, IQAC review, and student feedback—facilitates the identification of strengths and developmental needs, thereby motivating staff and promoting continuous institutional improvement.

File Description
- Paste link for additional information
- Upload any additional information

Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	
6.4.1 **QlM**	***Institution conducts internal and external financial audits regularly*** Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words The institution follows a robust system of annual internal and external financial audits to ensure compliance, transparency, and accountability. The internal audit is conducted by a financial committee appointed by the management, and the report is submitted to the management through the principal. The external audit is undertaken by the Government of Higher Education, Gujarat, with a comprehensive review of the institution's accounts. In addition, a Chartered Accountant scrutinises and verifies financial records in accordance with the guidelines of the Higher Education Department. On a daily basis, the Accountant and the Principal jointly monitor financial transactions to ensure accuracy and adherence to norms. At the end of each financial year, a detailed report of receipts and expenditures is prepared and submitted to the Department of Education. Both audits encompass recurring expenses—such as salaries, utilities, internet charges, maintenance, and stationery—as well as non-recurring expenses, including purchases of laboratory equipment and furniture. Furthermore, the Audit Wing of the Commissioner of Higher Education, Gandhinagar, periodically inspects records pertaining to various schemes availed by the institution. Audit objections, if raised, are addressed promptly in consultation with the management and auditors, ensuring sound financial governance. **File Description** • Paste link for additional information • Upload any additional information

6.4.2	*Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)*
QnM	6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)
	<table><tr><td>**Year**</td><td>2024-25</td></tr><tr><td>**INR in Lakhs**</td><td>00</td></tr></table>
	Data requirement for year (As per Data Template)
	- Name of the non-government bodies, individuals, Philanthropers
	- Funds / Grants received
	File Description
	- 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)
6.4.3	*Institutional strategies for mobilization of funds and the optimal utilization of resources*
QlM	Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words
	The institution has well-defined strategies for mobilising funds and ensuring their optimal utilisation through transparent financial practices. Various committees, under the supervision of the principal, Senior Clerk, coordinators, and a management representative, monitor the mobilization of resources and ensure that funds are allocated according to their intended purposes. The principal provides strategic guidance to ensure effective utilisation.
	The primary sources of funding include:
	1. Tuition Fees – Collected from students of both grant-in-aid and self-financed programmes, as per university and government norms.
	2. Scholarships – Direct financial assistance provided by the state government to students.
	3. NSS University Fund – Grants received for activities under the National Service Scheme.
	4. Salary Grant – Annual salary support from the Government for permanent and part-time staff on granted posts.
	5. Skill Development Grants – Funding from the Knowledge Consortium of Gujarat (CHEI) to enhance employability and skills.
	6. Management Contribution – Financial support covering salaries of self-financed staff, utilities, travel, and infrastructure maintenance.
	7. Sports Quota Fund – Dedicated support for sports activities and student development.
	8. Special Assistance – Grants and concessions for needy and deserving students.
	Through these multiple sources, the college ensures financial sustainability, accountability, and the creation of a conducive learning environment.
	File Description
	- Paste link for additional information
	- Upload any additional information

Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	
6.5.1 **QlM**	***Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes*** Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words The Internal Quality Assurance Cell (IQAC) has played a pivotal role in enhancing academic and administrative quality of the institute during 2024–25. Monthly meetings with the principal, along with biannual general meetings, facilitated discussions on quality enhancement in curricula, co-curricular activities, and community outreach. Implementation of **NEP 2020-aligned teaching methods** and outcome-based pedagogy. Expansion of **ICT-enabled learning**, including smart classrooms, upgraded Wi-Fi, and online assessment tools. Strengthening **student mentoring and skill development programmes**, including Finishing School sessions and workshops on digital literacy and entrepreneurship. Regular compilation and publication of **Action Taken Reports** and AQAR on the college website for transparency. These measures have resulted in improved **student engagement, academic performance, and professional readiness**, reflecting the IQAC's commitment to quality assurance and continuous improvement. **File Description** • Paste link for additional information • Upload any additional information
6.5.2 **QlM**	***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*** (For first cycle - Incremental improvements made for the preceding year with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives) Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 word search The institution reviews teaching-learning processes, operational structures, and

student learning outcomes periodically through the IQAC.

Digital integration: Smart classrooms, online/offline assignments, and automated staff attendance and fee management systems.

Student-centric approaches: Daily homework, mentoring, and peer-assisted learning sessions.

Orientation and induction programmes: Newly enrolled students are familiarised with programme outcomes, course structure, institutional values, and co-curricular opportunities.

Community-linked learning: Incorporation of UBA and Panchprakalp activities to enhance experiential learning.

These initiatives have led to **better academic engagement, and increased participation in community and skill development programmes**, demonstrating continuous improvement in teaching and learning outcomes.

File Description
- Paste link for additional information
- Upload any additional information

6.5.3 **QnM**	**Quality assurance initiatives of the institution include:** 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. *Collaborative quality initiatives with other institution(s)* 3. Participation in NIRF 4. *any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)* **Options:** A. Any 3 of the above Data requirement for year: (As per Data Template) **Quality initiatives** - AQARs prepared/submitted: Yes - Collaborative quality initiatives with other institution(s): Yes - Participation in NIRF- Yes - Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) **File Description** - Paste web link of Annual reports of Institution - Upload e-copies of the accreditations and certifications: https://sbmartscollege.org/wp-content/uploads/2023/11/DocScanner-Aug-27-2022-10-58-AM-1.pdf - Upload any additional information - Upload details of Quality assurance initiatives of the institution(Data Template)

Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	quity

7.1.1
 	
QlM
	Measures initiated by the Institution for the promotion of gender equity during the year.
	
	Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words
	
	Safety and Security:
	The college campus is fully equipped with CCTV cameras, providing comprehensive surveillance throughout the premises, including classrooms, corridors, and entry points. This system enhances safety by enabling real-time monitoring, ensuring the security and well-being of students and staff alike.
	
	Counselling and Mentorship:
	A well-structured Mentor-Mentee System offers female students personalized guidance and support. This initiative helps them address academic, personal, and emotional challenges with clarity, fostering a supportive environment for their growth.
	
	Common Room:
	The college provides a well-maintained common room for female students to relax, study, or engage in discussions during leisure hours. This comfortable space encourages informal interactions and serves as a safe retreat for students.
	
	Daycare Centre:
	To assist married female students with young children, the college offers a daycare facility. This ensures proper care and supervision of their infants, allowing students to focus on academics, especially during exams, without concerns about their children's welfare.
	Additional Measures:
	MMI Trust prioritises creating a gender-sensitive environment. The college's location—just 3 km from railway and bus stations—ensures convenient access. A nearby government girls' hostel with a pick-and-drop facility enhances safety for out-oftown students, further supporting their personal and academic development.
	
	Provide Web link to:
	• Annual gender sensitization action plan
	• Specific facilities provided for women in terms of:
	  a. Safety and security
	  b. Counseling

		c. Common Rooms d. Day care center for young children e. Any other relevant information
		iental Consciousness and Sustainability
7.1.2 **QnM**		***The Institution has facilities for alternate sources of energy and energy conservation measures*** 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment **Options:** D. Any 1 of the above *Upload:* • Geo tagged Photographs: https://sbmartscollege.org/wp-content/uploads/2025/10/7.1.2.-LED.pdf • Any other relevant information **(Note: Data template is not applicable to this metric)**
7.1.3 **QlM**		***Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)*** **Solid waste management**: The institution promotes waste segregation at the source by providing separate bins for biodegradable and non-biodegradable waste across the campus. Organic waste andnon-biodegradable waste is collected and disposed of by authorized municipal agencies. **Liquid waste management:** The institution promotes waste segregation at the source by providing separate bins for biodegradable and non-biodegradable waste across the campus. Organic and non-biodegradable waste is collected and disposed of by authorized municipal agencies. **Biomedical waste management**: Biomedical waste generated by first-aid facilities is segregated and disposed of according to government regulations. A tie-up with certified waste disposal agencies ensures the safe treatment of this hazardous waste. **E-waste management:** The institution has undertaken several e-waste management initiatives to create an eco-friendly environment on campus. We have partnered with authorised e-waste recyclers for the disposal of obsolete electronic items. E-waste, such as computers and their peripherals, is regularly upgraded by certified agencies. A separate e-waste storage room has been provided to encourage responsible disposal by students and staff. **Waste Recycling System:** Recycling bins are strategically placed throughout the campus to promote the recycling of paper, plastics, and metals. The institution partners with local recycling

	facilities to process collected materials. Hazardous Chemicals and Radioactive Waste Management: • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management **Provide web link to** • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo tagged photographs of the facilities • Any other relevant information
7.1.4 **QnM**	*Water conservation facilities available in the Institution:* 1. Rain water harvesting 2. Bore well /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus **Options:** D. Any 1of the above Upload: • Geotagged photographs: https://sbmartscollege.org/wp-content/uploads/2025/10/7.1.4-BORE-WEL.pdf • Any other relevant information **(Note: Data template is not applicable to this metric)**
7.1.5 **QnM**	*Green campus initiatives include* 7.1.5.1. The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants **Options:** C. Any 2 of the above **Upload** • Geo tagged photos / videos of the facilities • Any other relevant documents **(Note: Data template is not applicable to this metric)**

7.1.6 **QnM**	*Quality audits on environment and energy are regularly undertaken by the institution* 7.1.6.1. The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities **Options:** A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1of the above E. None of the above Upload: • 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 **(Note: Data template is not applicable to this metric)**
7.1.7 **QₙM**	*The Institution has Divyangjan-friendly, barrier free environment* 1. Built environment with ramps/lifts for easy access to classrooms. 2. *Divyangjan* -friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with *Divyangjan* accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading **Options:** B. Any 3 of the above Upload: • Geo tagged photographs: https://sbmartscollege.org/wp-content/uploads/2025/10/7.1.7-The-Institution-has-Divyangjan-friendly-barrier-free-environment.pdf • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information **(Note: Data template is not applicable to this metric)**
	Inclusion and Situatedness

7.1.8 QIM	*Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).*
	The institution createsan inclusive environment that upholds values of tolerance and harmony. It welcomes individuals from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds, ensuring that both teaching and nonteaching staff, as well as students, are treated equally and without prejudice. This environment is free from fear and discrimination, promoting mutual respect among all.
	Cultural and Regional Diversity: Celebrates festivals and rituals from all communities, encouraging peace, harmony, and national integration. Through various social and cultural programmes, students from diverse backgrounds participate together, spreading the message of unity and inclusion.
	Linguistic Diversity: Respect for linguistic diversity is upheld by fostering an atmosphere where students from different language groups feel included.
	Communal and Socioeconomic Inclusivity: Equal opportunities are offered to students without any discrimination based on caste, creed, religion, or region. The institution also provides financial aid to students from underprivileged backgrounds, regularly conducting activities that encourage peace and societal harmony.
	Initiatives for Tolerance and Harmony: The Anti-Ragging Cell promotes tolerance, while the Grievance Redressal Cell ensures harmony by addressing student concerns. National festivals like Republic Day and Independence Day are celebrated with patriotism, alongside social and cultural events led by the NSS and Cultural Activity Cell, promoting national unity.
	Provide Web link to: • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.
	luman Values and Professional Ethics
7.1.9 QIM	*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens* Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words. **Constitutional Values:** The institution prominently displays the module of the Indian Constitution across the campus. Faculty members actively teach constitutional values, rights, duties, and moral responsibilities through both direct lessons and co-curricular activities. These efforts aim to instil a strong sense of citizenship and responsibility among students. **Tree Plantation:** Observed annually from 5th June, Tree Plantation Week encourages NSS and Ranger unit students to plant trees both on campus and in surrounding areas. This initiative raises awareness of environmental conservation and civic responsibility. **Environmental responsibility**: Tree Plantation Week, Cleanliness Drives, and Plastic-Free Campaigns. **Voter Awareness:** The college Conducts Voter Awareness Programme, educating students on their voting rights and the democratic process through college elections

and campaigns, students are encouraged to participate in elections, fostering civic engagement.

Community outreach: UBA and Panchprakalp activities engage students in rural development, hygiene, and sustainability projects.

National unity and inclusivity: Celebration of national festivals in collaboration with sister institutions of the trust, fostering social cohesion.

Provide we blink to :
- Details of activities that inculcate values; necessary to renderstudents in to responsible citizens
- Any other relevant information

| 7.1.10 QnM | *The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.* |

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

Options:
A. All of the above

Upload:
- 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

(Note: Data template is not applicable to this metric)

| 7.1.11 QlM | *Institution celebrates / organizes national and international commemorative days, events and festivals* |

Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words

The institution actively celebrates and organises national and international commemorative days, events, and festivals to instil constitutional values, promote cultural awareness, and foster civic responsibility among students and staff.

National Days:

Independence Day (15th August) and Republic Day (26th January) are celebrated with great enthusiasm. Flag-hoisting ceremonies, cultural performances, and speeches highlight the significance of freedom, democracy, and the responsibilities of citizens.

Gandhi Jayanti (2nd October) is commemorated through cleanliness drives under the *Swachh Bharat Abhiyan*, alongside skits and debates promoting Gandhian principles of peace and non-violence.

Constitution Day (26th November) is observed through lectures and discussions on constitutional rights and duties. Campus-wide activities reinforce the importance of democratic values and responsible citizenship.

International Days:

World Environment Day (5th June): Poster-making, essay-writing competitions, and guest lectures raise awareness of environmental conservation.

International Women's Day (8th March): Celebrated to promote gender equality and women's empowerment through talks and cultural activities.

World Health Day (7th April): Health awareness programmes are conducted to highlight the importance of physical and mental well-being.

International Yoga Day (21st June): Yoga sessions and wellness workshops are organised to promote holistic health.

National Youth Day (12th January): Celebrated to honour the birth anniversary of Swami Vivekananda, with activities focused on youth leadership and values.

Teachers' Day (5th September): Observed in fond memory of Dr Sarvepalli Radhakrishnan, with tributes and cultural programmes acknowledging the role of educators.

Festivals:

The institution celebrates diverse festivals such as Navratri, Raksha Bandhan, Diwali, Eid, and Christmas through inclusive cultural programmes that promote unity and respect for all traditions.

Provide we blink to :
- 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

Key Indicator - 7.2 Best Practices

Metric No.	
7.2.1 **Q₁M**	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.** **Objectives of the Practice:** To empower girl students and local women with essential life skills, digital literacy, and entrepreneurial abilities. To enhance confidence, leadership, and employability among students and women in surrounding communities. To foster social responsibility, community participation, and holistic development. **TheContext:** As a girls' college under a minority trust, many students are first-generation learners. There is a need to provide them with skill-building opportunities while simultaneously contributing to the empowerment of local women and promoting community development. **The Practice:** Conducting workshops on entrepreneurship, digital skills, financial literacy, and career planning.

Organising mentoring sessions where alumni and experts guide students on academic and career pathways.

Implementing NSS and UBA village outreach programmes, engaging students in practical community development initiatives.

Evidence of Success:

High levels of student participation in workshops and outreach activities.

Measurable improvements in confidence, leadership skills, and employability of students.

Positive community impact, with local women benefitting from skill-building and awareness programmes.

Problems Encountered and Resources Required:

Limited funding.

Requirement for external partnerships with NGOs and government agencies to expand outreach and sustainability.

Best Practice 2: Green and Sustainable Campus Initiatives

Objectives of the Practice:

To promote environmental awareness and inculcate sustainable practices among students and staff.

To integrate eco-friendly habits into daily campus life, fostering a sense of responsibility towards the environment.

To encourage student leadership in implementing and sustaining green initiatives.

The Context:

Environmental sustainability is a global priority, and as a girls' college, SBM aims to create a **green and responsible campus culture**. Students are sensitised to environmental issues and encouraged to actively participate in sustainability initiatives.

The Practice:

Organising **Tree Plantation Week** annually to increase greenery on campus and in nearby areas.

Conducting **Plastic-Free Campaigns** and awareness drives to reduce plastic use.

Implementing **waste segregation** and recycling initiatives.

Promoting **energy-saving practices** and resource conservation through student-led initiatives.

Evidence of Success:

 Active participation of students in all eco-friendly activities.

 Visible **green and sustainable campus culture** recognized by the local community.

 Increased awareness and adoption of sustainable practices among students and staff.

Problems Encountered and Resources Required:

Continuous monitoring and mentoring are required to maintain long-term sustainability.

Additional **financial and infrastructural support** is needed to expand and enhance eco-friendly initiatives.

Provide web link to:
  * Best practices in the Institutional web site

	• Any other relevant information

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

1. **Title of the Practice**
   This title should capture the keywords that describe the practice.
2. **Objectives of the Practice**
   What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice? (in about 20 words)
3. **The Context**
   What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 30 words)
4. **The Practice**
   Describe the best practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced? (in about 50 words)
5. **Evidence of Success**
   Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 40 words.
6. **Problems Encountered and Resources Required**
   Please identify the problems encountered and resources required to implement the practice (in about 30 words).
7. **Notes (Optional)**
   Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 30 words).

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

Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	

7.3.1 Q₁M	*Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words* The institution's distinctive thrust lies in the holistic empowerment of girl students through a strategic blend of constitutional awareness, skill enhancement, and sustainability-focused initiatives. Recognising the importance of inclusive education, the college integrates civic engagement into its academic and co-curricular framework. Activities such as voter awareness drives, sessions on rights and duties, and constitutional workshops foster responsible citizenship. Community outreach is actively pursued through programmes like *Unnat Bharat Abhiyan* and *Panchprakalp*, wherein students engage with adopted villages to promote grassroots development. Skill and career development is prioritised through digital literacy training, entrepreneurship sessions, and Finishing School workshops, enhancing employability and self-reliance. Environmental consciousness is cultivated via Tree Plantation Week, Plastic-Free Campaigns, and eco-awareness activities, reinforcing sustainability as a civic duty. These integrated efforts have significantly contributed to building confidence, civic responsibility, and career readiness among girl students. By aligning academic goals with national priorities and social responsibility, the institution stands out in its commitment to nurturing empowered, environmentally conscious, and socially responsible women leaders. **Provide web link to:** • Appropriate web in the Institutional website • Any other relevant information

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

7.3.2 – Plan of Action for the Academic Year 2025–26
  ❖ **Focus Area: Holistic Empowerment of Girl Students**
The institution proposes the following strategic initiatives for 2025–26, aimed at fostering inclusive growth, civic awareness, and career readiness among girl students:
  ❖ **Curriculum Enrichment and Research Engagement**
Integrate gender-sensitive themes and interdisciplinary modules aligned with NEP 2020
Encourage girl students to participate in faculty-led research on social equity and sustainability
  ❖ **Skill Development and Career Readiness**
Conduct workshops on digital literacy, financial planning, coding, and entrepreneurship
Launch peer mentoring and Finishing School modules for confidence-building
  ❖ **Experiential Learning and Innovation**
Facilitate internships with women-led enterprises and NGOs
Strengthen the Innovation and Entrepreneurship Cell with a focus on women innovators
  ❖ **Civic and Constitutional Awareness**
Organise voter awareness drives, Constitution Day observance, and sessions on rights and duties
Promote active participation in outreach programmes
  ❖ **Cultural and Indigenous Knowledge Integration**
Host seminars on traditional knowledge systems and sustainable practices

Conduct hands-on workshops with female artisans in crafts such as embroidery and pottery

❖ **Faculty and Student Exchange Programmes**

Establish MOUs with women's colleges and inclusive institutions for joint research and exchange

Promote collaborative projects on gender equity and community development

❖ **Professional Development for Faculty**

Offer training on gender-sensitive pedagogy, bilingual delivery, and NAAC documentation standards

Innovative teaching methodologies, NAAC binary system, and technology integration.

❖ **Workshops on Traditional Arts and Crafts**

Hands-on workshops with local artisans (pottery, weaving).

❖ **Seminars on Indigenous Knowledge**

Focus on sustainable agriculture, herbal medicine, and other indigenous systems.

❖ **Memoranda of Understanding (MOUs)**

Collaborations for student and faculty exchanges, joint research, and industry internships.

❖ **Innovation & Entrepreneurship Support**

Startup incubation and skill-building initiatives linked with local industries.

Name: <u>Prof. Shadab Rose</u>   **Name: <u>I/c prin. Dr. N. R. Shaikh</u>**

IQAC Coordinator
S. B. Mahila Arts
College, Himatnagar

Incharge Principal
S. B. Mahila Arts College
Himatnagar

_____   _____

Signature of the Coordinator, IQAC   *Signature of the Chairperson,IQAC*

_____