



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
P. T. SARVAJANIK COLLEGE OF SCIENCE**

**SURAT
Gujarat
395001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	P. T. SARVAJANIK COLLEGE OF SCIENCE SURAT Gujarat 395001	
2.Year of Establishment	1935	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	5	
Programmes/Course offered:	8	
Permanent Faculty Members:	25	
Permanent Support Staff:	14	
Students:	1397	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A grade accreditation 2. UGC recognized CPE institute 3. Rated 5 star by Government of Gujarat	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-12-2022 To : 15-12-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PROF. VIJAY KRISHNA SINGH SINGH	FormerVice Chancellor,DDU GORAKHPUR University, Gorakhpur
Member Co-ordinator:	DR. RAJESH PANDEY	FormerProfessor,Mohanlal Sukhadia University Udaipur
Member:	DR. INDERJEET SINGH BAKSHI	FormerPrincipal,DYAL SINGH COLLEGE LODHI ROAD NEW DELHI
NAAC Co - ordinator:	Dr. A.v. Prasad	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The Institute conducts its teaching work and term end assessments in line with the VNSGU calendar.

The faculty members prepare teaching plan at the beginning of the semester. The teaching work and the students' attendance is duly monitored.

Internal and external examinations conducted as per the guidelines of VNSGU. Seminars, group discussions, power point presentations, unit tests, MCQ tests etc. are conducted periodically.

The academic calendar of the affiliating university is followed and time-tables are made and widely circulated through notice board and website. Internal exams of all courses conducted through a common time table. Internal marks have three subdivisions: written exam scores, Assignments and Attendance. Percent weight of each is as per university norms. Outcomes of the internal exams displayed and grievances, if any, are duly addressed. Teacher wise and classroom wise time table may also be displayed.

Assessment of Practical has three components: exam, journal submission and attendance. Weight for each is as per university norms.

Special Internal exams are conducted for the absentees (for whatever reasons) of the regular internal exams.

The process is monitored by the IQAC and academic planner may be displayed in English as well.

Issues relevant to Gender, Environment, Sustainability, Human values and Professional Ethics are already integrated into the curriculum. However, the names of such courses are not given. To sensitize students of these issues, the Institute organizes invited talks, seminars, awareness programs etc.

Professional Ethics: Code of conduct which is unbiased for the students placed on the website. The report mentions that Human behaviour, plagiarism policy, prevention of sexual harassment, anti-ragging etc. are discussed at different forums. However non-teaching staff and students may be included in the committees. Code of conduct for teaching and non-teaching staff may be separately displayed.

Gender and Human values: Under the NSS and NCC, students are sensitized about gender equality and human values. International Women's Day is celebrated.

Some of the relevant cross-cutting issues which are integrated into the curriculum are mentioned below: In select courses the following issues are taught as a part of the syllabus.

- **Environmental Studies** is a compulsory course B. Sc. Sem I and Sem II.
- **Non-renewable Energy Sources** such as coal and petroleum and natural gas are taught to the students of B. Sc. Sem III. They also learn about green house gases and their deleterious effects.
- **Renewable Energy Sources** and their importance in mitigating the greenhouse effect, and challenges to their resources are discussed.

The college offers 5 UG courses and 3 PG course, all in science stream and has a limited scope in imparting education. Being an affiliated college of a state university, the college has a very limited role in curriculum planning and development. Curriculum delivery is timely and monitored at the relevant levels adequately to ascertain observance of set procedures and guidelines. College is conscious to the issues of professional ethics, gender sensitivity, and human values, and as such the state of Gujarat, in general, has been a much safer place for women. These issues are partly integrated in the courses of studies at the UG levels. However, these issues are equally important for the teaching and non-teaching staff. Very concerted efforts are being made to preserve and protect the environment. Teacher wise feedback from the students may be introduced.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Slow and advanced learners are duly identified and activities specially designed for them are implemented.

Advanced Learners are provided with additional reading books to prepare for NET, JEST, JAM etc. They are encouraged for summer internships, to attend workshops/seminars etc, to present project work and papers at seminars, exhibitions etc., to handle sophisticated instruments. Students performed well at both the competitive and University exams.

Slow learners: Conduction of remedial classes, consultation with advanced learners, providing of additional reading resources such as e-resources from N-List (INFLIBNET), etc. are some of the measures. Measures have shown improvement by the Slow learners. Students have desired to have more remedial classes.

Uploaded documents do not bear any number, though dates are mentioned. It is always better to have the signatures of the students as a proof of attendance.

The uploaded documents give a list of projects that have been undertaken by different students. Irrespective of whether or not these projects are part of coursework efforts have been made to offer project work to the students. Practical, that are a part of the course, also provide hands-on experience. Report also mentions about the Educational tours, field visits, and visits to nearby industries. A 12” telescope entices students towards the Astronomy.

Every class room is equipped with an LCD projector. The Campus is wi-fi enabled, departments have internet connections. Teachers often use power point presentations, and they make use of the open source material for preparation of lectures. G-Suite and MS-Teams is also available but its effective use is not mentioned. Paid

and free online platforms are used for offsite meetings. It is suggested to have Smart boards in all classrooms if possible. Library needs to be equipped with learning aids for visually challenged.

Yes. Internal assessment with an overall weight of 30% is done as per the set procedures. Internal exams, Assignments and Attendance; and Journal Preparation (for Practical exams) are its main components. Policy of internal assessment and Grievance redressal mechanism are also on the website of the institute.

Yes. Outcomes of the Internal assessment are displayed and all grievances are entertained and duly addressed. Those failing to comply with the attendance rules of the university, their guardians are informed. Those who fail to appear in internal exams are given a second chance, provided valid grounds are given for the absence. Only those of the students, whose attendance is as per rules, and who have appeared in internal exams, are allowed to appear in the university exams.

Unsettled grievances of internal exams and Grievances related to external exams are looked in to by the Local Examination Committee (LEC) which looks into every aspect to do justice to the student. If the student is not satisfied, though not for valid reasons, parents are called and they are informed of the circumstances and decision. LEC has the final word in such matters.

Course Outcomes are stated and displayed but the Program Outcomes are not. Defining of Outcomes for each course is thoroughly discussed amongst teachers and finalised. Inputs for Learning outcomes are also sought from the alumni. There is a need to consult local industries and research institutes in the state in defining and fixing the outcomes.

These outcomes are evaluated in terms of percentage of passed candidates: over all, with distinction, First division, Second division etc., each course wise and program wise. Although the SSR lists various other relevant criteria for the evaluation of the POs, no data thereof has been provided.

Slow and advanced learners are duly identified and activities specially designed for them are implemented. Advanced learners are encouraged to appear at NET, JEST, JAM exams and required resources are provided to them. For the slow learners, remedial classes are held. Experiential learning is imparted through the Practical and students are enticed to undertake special projects to widen their knowledge and to gain hands-on experience. Classrooms are fitted with LCD projectors and are also wi-fi enabled. System of internal examination is robust and student centric. Mechanisms to redress grievances with respect to internal or external examinations are in place, and are transparent and just. Course outcomes and program outcomes in terms of expected learning levels are stated on the website and are evaluated accordingly. Definition of various outcomes is reached through detailed discussions within and across the departments and shaped by the IQAC. Alumni also give useful inputs for such definitions. New entrants are being acquainted to the institution by conduction induction program at beginning of the academic year.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.5	Collaboration

Qualitative analysis of Criterion 3

An excellent outcome of this activity, which is funded by the state government under the Student Start up & Innovation Policy (SSIP) to the tune of Rs. 5 lakh per annum has resulted in the design of instruments as an inclusion aid for the visually impaired students. A digital Vernier calliper was interfaced with a specially devised circuit that converted the readings into an audio signal that spoke out the readings. The overall design of the interface circuit is such that it can be used with ease by visually impaired students, with an option of one of the three languages. Similarly, other project was to look for the substitute of the toxic and non-biodegradable Pyrethrin that is used as a fogging agent which is harmful to the environment. A herbal based, bio-degradable agent as a useful substitute is the hall mark of this project.

Patents for the two innovations have been filed.

As a part of these activities, the Institute runs three NSS units and one NCC unit, on-campus programs for a green, clean and plastic-free campus. Blood donation camps are also organised. Various awareness programs are held on campus. A camp in a nearby village is held to make students aware of the trials and tribulations of the under privileged. Sky gazing programs are regularly organised for students and public at large.

Most surprising but pleasing aspects of ecosystem for innovations are the projects for aimed at aiding the visually impaired students and to get a substitute for the fogging agents. This has been possible due to a special program of the state government through which an annual grant of Rs. 5 lakh has been provided. Extension activities have been limited to those by the NCC and NSS units that aim at national integration and society centric drives like organising blood donation camps, enticing people to vote during elections, be more concerned about cleanliness etc. There is a scope to widen this activity through active guidance of teaching and non-teaching staff by selecting specific villages/localities in imparting basic education; by taking up various social awareness programs, even adopting a small village for this purpose. A few faculty members are engaged in research, have good projects and are guiding Ph. D. students.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

Yes. There are 14 classrooms and 4 large seminar rooms. All class rooms are fitted with LCD projectors. There are sufficient numbers of UG and PG labs. besides departmental libraries. The college has a central hall. Two botanical gardens facilitate practical training to the students of Botany. The report does not mention about 3 workstations, that are operational for research work. The botanical garden needs to be equipped with plants, relevant to the practical course work. Windows of biology wing at all floors need to be secure with iron grills.

Yes. Cultural activities could be performed in a Central hall and in a smaller but air-conditioned hall. Sufficient facilities for the outdoor and indoor games are available. Girls have a separate indoor hall. A large play ground is also available where athletics and games like foot ball, hockey, and cricket can be played. Adequate sanitation facilities are available for boys and girls at the college ground. However, the playground and indoor facilities are shared with another institution.

The college has a partially automated yet a very good library with RFID facility, subscribes to 20 science journals, is registered with N-LIST(INFLIBNET). It uses SOUL 2.0 software for library upkeep. Library database is shared across the country via DELNET, GujCat and ADINET platforms.

Institution has a wi-fi enabled campus and looking at the nature of the institute, the number of computers and printers is also adequate. However, in this section, evidence of their update was to be provided by comparing the existing facilities with those during the earlier cycle of assessment.

It is obvious that an institute always requires maintenance of its physical infrastructure, facilities, equipments, furniture etc., and so must have been a case here too. AMCs for most of the items is operational. Some of the buildings including the Health centre need to be repair and maintained for safety purposes. Classrooms and washroom need to cleaned regularly and properly. Special requirement for girls may be taken careof.

The College has reasonably good infrastructure and physical facilities for teaching, learning, cultural activities, games and sports. The library is quite rich and partially automated and subscribes to science

journals. Adequate numbers of computers and printers are available. All class rooms are fitted with LCD projectors. A central hall and an air conditioned conference hall are some of the highlights. Maintenance and upkeep of the infrastructure facilities, and equipment need to be upgraded with separate budgetary provisions. It appears that repair and maintenance are need based without any formal mechanism being in place. Safety and Security of the campus and hostels is ensured through outsourced arrangement of security guards. Female security guard may be added. Separate common rooms for boys and girls exist. Source and arrangement of potable water may have been mentioned here. On campus medical facility is available which is a pleasant surprise for an institute of this size.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

As per the norms of the university, a Student Council is formed. Accordingly, 20 students (one Class Representative (CR) and one Lady Representative (LR) per division) are elected. Out of these 20 representatives, one general secretary (G.S.) is elected by a secret ballot. As per the norms, one of the faculty is appointed as Chairman and other as a Vice-Chairman. One of the elected CR/LR is appointed as the Secretary and two elected CR/LR appointed as members. Students are given freedom to choose the committee as per their skill and interest. A number of committees are formed as per the norms of the university. Thus, students have a representation only in cultural and co-curricular bodies.

Yes. The Institute has an alumni association, "Sir P. T. Sarvajanic College of Science Alumni Association" since the year 2007 with more than 900 members now, and has a formal structure of office bearers. The association has been contributing to library facilities and helping the poorer students through books, some of the required chemicals, partially financial support for seminars/workshops and other means.

Separate hostels for boys and girls, shared with other institutions under the management exists. Girls hostel is outside the campus. An on campus medical facility during day time looks after any health contingencies. A free and fair atmosphere exists where students: boys and girls are provided with equal opportunities for growth, both in curricular and co-curricular activities. An inclusive atmosphere is aimed at that does not discriminate based on the caste, creed, religion or region.

A student council is in place that helps in planning, execution and participation of students in the cultural activities and in sports and games. Student council is constituted as per the norms of the university which does not envisage a role for students in administrative affairs. The College has an alumni association which has elected office bearers and it has been contributing to the purchase of books and has been helping the poorer students, supplying required chemicals. Some of the alumni have acquired distinguished positions in government and industry. The alumni association has about 900 registered members and is very vibrant and supportive. Help and participation of the alumni is sought in various academic and placement activities. Campus placement mechanism may be further strengthened. Existing canteen facility may be improved regarding its infrastructure and hygiene.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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 five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Qualitative analysis of Criterion 6

Yes, indeed. The institute is aided by the Gujarat state government and sanction to fill a number of vacant teaching and non-teaching posts has been pending with the government for a long time. However, the management has filled adequate numbers of these posts for a reasonably smooth conduct of teaching and administration, which are the primary goals of the institute. The institute follows all the norms and rules laid down by the university, in letter and spirit. Stock registers may have the signature of the receiver of the items. Furthermore, effort be made for regular verification of stocks of office, labs and library through constitution of committees. Compilation annual report of the college may also be initiated.

In order to manage and ensure the smooth functioning of its constituent institutes, the management of Sarvajanic Education Society (SES) has formed a two-tier system. The first tier is at the level of the overall administration of the college. The LAC – Local Administrative Committee, as it is named, forms a link

between the office bearers of SES and college administration. The LAC is headed by a chairman appointed by the SES. The Principal of the college is the ex-officio member of the committee. The other members of the committee, nominated by the SES include - a few ex-principals of the college, a representative from the alumni, some members from the industry and a representative each from teaching faculty and non-teaching faculty of the college. The LAC meets at least once in a year to discuss and finalize various affairs of the college for the academic year.

Another tier of decentralization is at the departmental level, through the Heads of various department, who chalk out details of physical requirements like books, equipment/ instruments and other infrastructural/ academic facility to be augmented in the department.

The Institute has been proactively taking student centric decisions, that could be wholly implemented only after approval of the state government and the affiliating university. A PG program in Nuclear Physics is an example of effective academic planning. The Institute was given a five-star rating in the GSIRF (Gujarat State Institutional Rating Framework) in the year 2020 and 2021. The Institute needs to take effective measures to be ranked by NIRF. The Institute offers coaching for NET/SLET and JAM examinations. Research projects sponsored by GUJCOST, ISRO, UGC have been undertaken, and Research facilities were augmented from the research grants. The RUSA 2.0 grant has been partly received and utilised for renovating the Taramoti Hall (auditorium) and constructing a new building. The campus is fully Wi-Fi enabled, the Institute library is RFID enabled, uses SOUL 2.0 as LMS and OPAC data is available via ADINET and DELNET for online reference. Further, the Institute Management Software (IMS) modules are cloud based and can be accessed from anywhere. Gender sensitization activities, Swachh Bharat initiatives and Azadi ka Amrut Mahotsav celebrations are undertaken up by the Institute. Rain water harvesting, solar street lights, a vermin compost unit on campus are the other highlights. However, all dustbins must be covered, particularly in the canteen. Green and Blue bins may be provided.

While the overall management is that of the Sarvajanic Education Society (SES), functional bodies of the college are as per the rules of the government and the affiliating university, with the Principal being the Head of the Institution that comprises of an administrative office, and various departments which function through different Heads and teaching and non-teaching staff.

The Institution strictly follows the service rules in accordance with the University norms and Government norms. The VNSGU has laid down the terms, conditions of service and code of conduct in the document 69A for the teachers and 69B for the non-teaching staff. Recruitment is undertaken by a body comprising of the Commissionerate of Higher Education (CHE) Gandhinagar, representatives of the VNSGU, Principal, HODs and Subject experts by following the University norms.

The teaching and non-teaching staff have the benefits of Provident Fund, Gratuity, Casual Leave, Medical Leave, Maternity Leave and Paternity leave etc. A health center with a full-time doctor is operational on the campus and is open from 11:00 am to 5:00 pm.

Annual Self Appraisal Reports for the teaching and non teaching staff are stated to be necessary. However, the uploaded document is that of a teacher (designated Sahayak Adhyapak) on a fixed salary.

Internal audit is conducted by an approved local auditor, chosen by the management.

External Audit (Government Audit) of Government grant is performed by the office of the Commissionerate of Higher Education (CHE), Government of Gujarat, Gandhinagar. The government audit had been pending

since 2012. The office of the CHE has carried out the audit for the years 2013-14 to 2017-18 on 18th and 19th February, 2022 whose audit report is being awaited.

Yes. Funds mobilization and optimal utilization of funds is in place.

The two practices that have been institutionalised by the IQAC are the initiation of Bridge/Certificate Courses and implementation of the Information Management System that is cloud based. (There are many other roles of the IQAC, as enumerated by the UGC, have not been addressed here).

Since this is the third cycle of accreditation, it was relevant here to stress upon the initiatives taken up after the second accreditation. Instead, details given here are of general nature. The additionally uploaded items could have been post second accreditation only. Recommendations the second cycle assessment PTV may have been considered completely.

Although the institute is aided by the Gujarat state government, for the smooth conduct of academic and administrative wings, the management has filled adequate numbers of the vacant sanctioned post. The institute follows all the norms and rules laid down by the university, in letter and spirit and has adopted a two-tier system where in the first tier is for the overall administration of the college whose members are nominated by the management. The other tier of decentralization is at the departmental level, through the Heads of various departments, who chalk out details of physical requirements like books, equipment/ instruments and other infrastructural/ academic facility to be augmented in the department. The Institute has been proactively taking student centric decisions. The Institute was given a five-star rating in the GSIRF (Gujarat State Institutional Rating Framework) in the years 2020 and 2021. Faculty members run research projects funded by the UGC, ISRO and GUJCOST. The college has been sanctioned RUSA 2.0 grant of Rs. 2 crore which has been utilised for renovation of Taramoti Hall and construction of new a building built. The campus is wi-fi enabled and the library is automated and has an LMS in place. Environment preservation and water harvesting, waste disposal mechanisms are in place. Appointment and Service conditions and rules for teaching and non-teaching staff are as per the university norms. Benefits like maternity and paternity leave, medical leave, retirement benefits like gratuity and provident fund are as per the rules of the government. Annual appraisal reports for the teachers are mandatory. Though compliances needed. Waste material should be segregated. The manure from the vermicompost unit is being used for maintenance for college gardens in the college campus. The institute has a functional IQAC as evidenced by the current "A" grade accreditation by the NAAC after the 2nd cycle.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
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 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The Institute promotes gender equity. In this context, all the activities, viz. academic, extra-curricular and co-curricular, are carried out on campus without any gender bias. To boost the gender equality, the Institute takes special interest and motivates girls to join the NCC. The reserved strength for girls in NCC is completely filled up every year. Girl students are treated at par with the boys. Nearly 50% of the total strength of students enrolled in the Institute is of girls. The campus and hostel have security guards. Campus is sufficiently lit during nights, closed-circuit television cameras keep important areas under vigilance. On campus medical facility is available. The Grievance Redressal and Anti-Sexual Harassment Cells exist. The SC-ST Cell is successfully helping the students from backward classes. Facilities like Sanitary Vending Machine and Incinerator are also provided, which may be augmented. Women development cell may be introduced. Self-defence training is also imparted to deal with eventualities. Separate common room for boys and girls exist.

Solid Waste Management

Discarded stationery from the campus is collected, transported and disposed of by the in-house staff and a contractual agency. Littering is forbidden. Campus may be made completely plastic free.

Vermicompost

The campus's dried foliage and twigs are disposed of in the vermi-beds to produce vermicompost, which is utilised in gardening. The Zoology department monitors the Vermicompost unit.

Liquid Waste Management

Since its foundation, the Institute has had a well-maintained subterranean (underground) drainage system. The safety tanks, taps and water pipelines are all cleaned on a regular basis to avoid water clogging. The cleaning is outsourced. Surat Municipal Corporation's sewage system is used to dispose of chemical waste coming out of the chemical laboratories. Institution may have ETP to treat chemical waste.

Biomedical Waste Management

For the biomedical waste like cotton and needles a needle-syringe cutter and destroyer exists. The destroyed needles and cotton balls are packed properly and handed over to the Biomedical Waste Carrier Vehicle that collects biomedical waste from Shri Ramkrishna Institute of Computer Education and Applied Sciences through an agreement.

E-waste management

E-waste management is done as per the government guidelines. The electronic devices are periodically checked and obsolete or damaged electronic devices are disposed of to the authentic local service providers and scrap dealers. For disposal of the old computers, printers and other electronics goods, there exists an agreement with Multitronic Services for onsite support of disposal of e-waste.

Students from local, rural and tribal area get enrolled in the Institute as per the government norms and VNSGU rules. The Institute aims to inculcate the spirit of camaraderie amongst students and sensitize them regarding their role and duty towards nation building.

Students are encouraged to participate in various curricular activities irrespective of caste, creed, gender or community. Participation in Cultural activities like musical morning, dance, drama, mono-acts etc. by the students provide an inclusive in nature. Activities of NSS and NCC invoke a sense of unity and of national integrity in them.

Data on enrolment of SC, ST, OBC, Female students, students of minority sections, and students from other states may have been given here, if enrolled.

National festivals are celebrated with fervour and fanfare. The **Independence Day** and the **Republic Day** are celebrated with great enthusiasm. Various programs under the aegis of "Azadi ka Amrut Mahotsav" have been arranged to inculcate nationalistic fervour. The NSS volunteers actively participated in online Awareness Campaign on "Atma Nirbhar Bharat." **Gandhi Jayanti** is also celebrated to commemorate the birth anniversary of Mahatma Gandhi- the Father of our Nation. The NSS unit occasionally arranges "Swachhta Rally" to raise public awareness. NSS volunteers also take part in Voter Awareness Programmes.

The Institute celebrates the national and international commemorative days, birth anniversaries, events and festivals through various means. As a part of the National Science Day celebration, the Chemistry club organizes the Poster Making Competition, the Power Point Presentation Competition and MCQ test. The Chemistry club and Physics club also organizes expert talks/Nobel Lecture series to enlighten the students.

On the National Science Day, the Physics club organizes lectures/competitions to spread scientific awareness among students.

World Ozone Day is celebrated by the Department of Zoology to bring awareness amongst students to prevent the use of CFCs and to protect the ozone layer. Every year, 2nd February is celebrated as the World Wetland Day by arranging lectures for the wise use of wetlands and their resources. The Department of Zoology celebrates the World Wildlife Day. Department of Mathematics celebrates 22nd December, Srinivasa Ramanujan's birthday recognised as the National Mathematics Day. The Mathematics Club hosted screening of the film on him, titled "The Man Who Knew Infinity", as a part of the celebration. The 5th of September is celebrated as the National Teacher's Day.

The International Women's Day is celebrated by Department of English. The Teacher's Day is celebrated every year with great enthusiasm. Similarly, many other special days have been celebrated.

Title: Bicycle Club

Objective of the Practice

- To sensitize the students towards environmental consciousness.
- To contribute towards sustainable environment.
- To reduce the dependence on fossil fuel.
- To contribute to the nation building by reducing the dependence on foreign import of fuel.

Title: Nobel Lecture Series and Invited talks

Objective of the Practice

- To expose students to the cutting-edge developments in the field of sciences
- To inculcate research culture amongst the students
- To develop scientific temper
- To acquire research skills
- To develop critical thinking amongst the students
- To develop problem solving and analytical skills amongst the students
- To adopt "Catch them young" policy which identifies talented students and provide them the necessary guidance and give them a platform to interact and to learn from the topmost scientist of the premier institutes
- To motivate students to opt for research career

The Institute's vision statement reads: *To promote experimental scientific pursuit and to provide conducive environment to students, to develop aptitude and to sharpen skills of students to meet the challenges of rapidly changing world and to instil a spirit of camaraderie amongst students and sensitize them regarding their role and duty towards nation building.*

In order to fulfil its vision statement in letter and spirit the Institute has applied for "Autonomous College Status" in 2018. The one area where the Institute has laid special emphasis on and has a distinctive feature is its teaching learning pedagogy which is vibrant and multifaceted.

Closed-circuit television cameras keep a vigil on indoor and outdoor areas of the campus. The Grievance

Redressal and Anti-Sexual Harassment Cells exist. The SC-ST Cell is successfully helping the students from backward classes. Facilities like Sanitary Vending Machine and Incinerator are also provided. Solid waste management, Biomedical waste management, e-waste management, and Waste recycling systems are in place. For nationalistic temper, Independence Day, Republic Day, Gandhi Jayanti are celebrated. Azadi ka Mahotsav has been celebrated this year. Various national and international commemorative days are celebrated. Since the college has been functioning with due diligence and commitment, adhering to the rules and regulations of the state and the university, academically sound and has sufficient infrastructural facilities, it is now aiming for an Autonomous status and has duly applied for the same. The college has been recognised by the UGC as a College with potential for Excellence (CPE) and has been sanctioned a grant of Rs. Two crore under RUSA 2.0.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength:

- Qualified and motivated faculty members, some faculty members engaged in active research and guiding Ph.D. students
- Adequate physical infrastructure- class rooms with ICT facilities, well equipped labs, library, sports facilities
- Proactive and supportive Management
- Residential facility for boys and girls
- Ecofriendly campus
- Extension activities
- Proactive and supportive registered Alumni Association

Weaknesses:

- Non availability of residential facility for faculty and staff
- Non availability of hassle free accessibility to all floors above the ground floor for differently abled
- Un-filled positions for both faculty and staff on permanent basis
- Partial implementation of CBCS

Opportunities:

- To seek assistance of Alumni in employment of College students
- To introduce additional B.Sc. and PG courses
- To start more Vocational/Skill based courses
- To motivate and involve more faculty members in active research

Challenges:

- To get ranked by NIRF
- To secure Autonomous status
- To involve undergraduate students in research activities
- To improve campus placements

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Create Residential facility for faculty and staff within the college
- Improve accessibility for differently abled both in the College and Hostels
- Have Software and other learning aids for visually challenged
- Introduce Postgraduate courses in Zoology and Mathematics
- To introduce additional B.Sc. courses
- Fill vacant positions of faculty and staff on permanent basis
- Improve student diversity by admitting students from other States and Countries
- Display Teacher/Room wise Time Table, Conduct Rules for Teaching/Non teaching Staff, and List of Members on various committees on College Website
- Have female Security Guard and more female staff in Office and Labs
- Faculty development program and workshop for non-teaching staff be organized by IQAC

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. PROF. VIJAY KRISHNA SINGH SINGH	Chairperson	
2	DR. RAJESH PANDEY	Member Co-ordinator	
3	DR. INDERJEET SINGH BAKSHI	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

Date