



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT SCIENCE COLLEGE, VANKAL

GOVERNMENT SCIENCE COLLEGE, VANKAL. AT AND PO. VANKAL, TA.
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Science College, Vankal, established in 2012 by the Department of Education, Government of Gujarat, serves the tribal region of South Gujarat. The College is affiliated with Veer Narmad South Gujarat University, Surat, and is strategically located near major cities and highways, making it accessible. It initially operated from rented premises and later moved to its own campus in 2017. The College offers modern facilities, including well-equipped laboratories, ICT-enabled classrooms, a large auditorium, a gymnasium, and a playground, promoting both academic and physical development.

The institution enrolls around 1,000 students annually, predominantly from underprivileged tribal communities like Chaudhari, Vasava, and Gamit. It provides a robust academic environment with highly qualified faculty selected through the Gujarat Public Service Commission. The College emphasizes a holistic approach to education, integrating co-curricular and extracurricular activities. It organizes seminars, workshops, and various cultural and academic events. Celebrations of significant days, model/poster presentations, and competitions are part of the vibrant campus culture.

The College supports students with financial aid for participation in national and international academic platforms. It organizes educational tours to various scientific and cultural sites, enhancing students' practical knowledge. The College also hosts placement fairs and entrepreneurship workshops to foster innovation and entrepreneurship among students. College is one of the 09 centres selected by GSBTM for establishing Entrepreneurship Capacity Building Cell (E-CBC) in entire Gujarat. Professional skill development programs, including Finishing School, vocational training under RUSA, and English proficiency training under SCOPE, are offered to prepare students for competitive exams and professional careers.

Government Science College's efforts have been recognized with a Rs 3 million grant from the SSIP Cell of the Government of Gujarat for research and innovation. The establishment of clubs like the Standard Club, Eco Club: The Rakshak, and Microbiology Society of India-Student Unit demonstrates its commitment to curricular diversity. GSC Vankal also is the nodal centre for Under Graduate Capacity Building Cell (UG-CBC) of GSBTM which sponsors 15 day residential Crash Workshop every year to prepare students for National Level Competitive Exams in Life Sciences. The College's students have excelled in state and national level exams, with many securing positions in prestigious universities and institutes. The Department of Zoology has notably produced multiple gold medalists at the university level.

Vision

To facilitate the tribal students of South Gujarat with the holistic and quality education; to prepare them for today's and tomorrow's challenges. To provide them with an education which they can utilize in their innovative, creative and successful careers. To inculcate in them the capacity and the attitude to remain a source of pride for all Indians.

Mission

We realize that having mutual respect and tolerance for the diverse views, understanding and paying heed to the issues of national as well as global importance builds the lifetime foundation for a student, therefore, we strive to provide the society with the intellectually competent, morally upright, spiritually inspired, and socially committed individuals who are capable of building a just human society, and who are also consistent with our nation's vision of realizing the plurality of thoughts and diversity of opinions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

1. The college is situated in a remote, serene, and pollution-free area, away from the distractions of the city, creating an ideal environment for focused and effective learning
2. State of the art infrastructure and facilities
3. Well qualified teaching staff selected through GPSC.
4. Financial support from Government.
5. Capacity building schemes like UG-CBC, E-CBC, Standards club, SSIP, Innovation club, Consumer club etc. that help in holistic development of students
6. No competition from private institutes as education is subsidized
7. Financial support to most of the students through government scholarship schemes
8. Free boarding and lodging in government hostel located at walking distance from college
9. Strong community ties for better implementation of extension activities and community development programs

Institutional Weakness

Weakness

1. Remote location, connectivity to nearby cities is limited
2. Shortage of teaching and non-teaching staff.
3. Frequent transfer of faculties
4. Frequent power cuts and disruption in internet facilities.
5. Poor student preparedness for higher education
6. Lack of college's own hostel facilities

Institutional Opportunity

Opportunities:

1. Leveraging various government schemes aimed at the upliftment of tribal populations for infrastructural and academic development
2. Introduction of vocational and skill development courses tailored to the needs and strengths of the tribal population.
3. Scope for research in indigenous knowledge systems, local biodiversity, and sustainable practices.

4. Use of digital platforms to enhance learning and teaching experiences.

Institutional Challenge

Challenges:

1. Dependence on government funding which may be inconsistent or inadequate.
2. Limited economic opportunities in the region might affect the financial stability of the students and their families.
3. Challenges in attracting and retaining qualified faculty and administrative staff.
4. Developing a research laboratory with sophisticated instrumentation facilities for skill development of students.
5. Limited academic and administrative autonomy
6. Dwindling number of students taking admission in B.Sc. programs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute offers a comprehensive range of undergraduate science programs, including Chemistry, Microbiology, Physics, Mathematics, Zoology, and Botany. Since 2011, the University has adopted the Choice Based Credit System (CBCS), providing students with increased flexibility in their academic pursuits. Faculty members are actively involved in curriculum development through their participation in VNSGU's syllabus committees.

The college meticulously plans its academic calendar to facilitate effective curriculum planning and delivery based on the credit structure. Strict adherence to the university-prescribed syllabus is maintained. The academic calendar is coordinated with the university's schedule and the Education Department of the Government of Gujarat, ensuring a well-rounded plan for academic, co-curricular, and extracurricular activities. At the beginning of each term, a staff meeting is convened to outline these activities, with departmental heads assigning workloads among faculty members. The Time Table Committee prepares a general timetable, which is then used to create specific schedules for each faculty member and teacher, ensuring the syllabus is completed on time. An orientation program for first-year students is also organized at the start of each term.

Teachers develop lesson plans and employ a variety of modern instructional methods. The institute also offers several short-term certificate courses across various subjects. Issues related to professional ethics, gender equality, human values, and environmental sustainability are seamlessly integrated into the curriculum.

To enhance the educational experience, the institute develops a term planner aligned with the university's academic calendar. This planner includes academic activities, internal exams, co-curricular and extracurricular events, and national holidays, ensuring a holistic student experience. Classrooms are equipped with LCD projectors, and laboratory facilities are continually modernized with the latest equipment.

At the end of each term, a meeting is held to evaluate teaching and learning outcomes. During this meeting,

student participation in co-curricular and cultural activities at the college, university, state, and national levels is analyzed. Feedback is collected from students, alumni, and teachers regarding the curriculum, teaching-learning process, and other facilities. This feedback is meticulously reviewed, and necessary actions are taken to enhance the effective delivery of the curriculum.

Teaching-learning and Evaluation

Government Science College, Vankal, has established a strong teaching-learning and evaluation system, ensuring high educational standards and effective teaching strategies. Over the past five years, the college has maintained a consistently high enrolment rate, reflecting its appeal to prospective students. The institution fills seats year-wise and adheres to reservation policies, ensuring fair representation of SC, ST, OBC, and other categories.

The college excels in providing personalized attention and enhancing learning experiences through student-centric methods like experiential learning, participative learning, and problem-solving methodologies. Students engage in hands-on activities such as laboratory sessions, field trips, and educational tours, which enrich their learning experience. The college also organizes special programs like sky gazing and nature education camps to foster curiosity and awareness among students.

Teachers at the College effectively use ICT-enabled tools and online resources to support the teaching process. The college is well-equipped with classrooms and a multipurpose hall featuring projectors, interactive smart boards, digital visualizers, televisions, and internet facilities. Online resources like the National Science Digital Library and e-PG Pathshala provide students with high-quality educational content. Participation in webinars and online workshops keeps both teachers and students updated with the latest developments in their fields.

Faculty composition at the college is robust, with a majority of full-time teachers against sanctioned posts, and many holding advanced qualifications such as NET, SET and Ph.D. The assessment mechanisms are transparent, and the grievance redressal system is time-bound and efficient. Programme Outcomes (POs) and Course Outcomes (COs) are clearly stated and displayed on the institution's website, and their attainment is rigorously evaluated.

Student performance is commendable, with a high pass rate, excluding backlog students, over the last five years. The institution is located in a tribal region, and the majority of the students are from the ST category. This inclusive environment ensures that these students receive quality education and equal opportunities, empowering them to achieve academic and professional success. Overall, Government Science College, Vankal, demonstrates excellence in providing a comprehensive and engaging educational experience, preparing students for academic and professional success.

Research, Innovations and Extension

Government Science College - Vankal exemplifies a forward-thinking institution committed to excellence in education, research, and community engagement. The college has cultivated a dynamic innovation ecosystem that supports and inspires both students and faculty through its dedicated innovation center. This center provides essential resources and mentorship for entrepreneurial ventures and innovative research. Regular workshops, seminars, and hackathons encourage creative thinking and problem-solving, enabling the development of solutions to local and global challenges.

The college has promoted various extension and outreach programs via NSS, including Tree Plantation Campaigns, Cleanliness Campaigns aligned with Swachh Bharat Abhiyan, Voter Awareness Programs, and Door-to-Door Consumer Awareness Campaigns. Additionally, programs promoting tribal culture through dance, dress, and food have fostered cultural appreciation. The Student Startup & Innovation Policy (SSIP), registered with the Gujarat Knowledge Society (GKS) in 2020, supports student ideas and innovations, such as projects like Paper Making from Mushroom and Non-Caffeine Cafe Health Drink, with a utilized grant of nearly about Rs. 5,00,000. The Entrepreneurship Capacity Building Cell (ECBC) further nurtures entrepreneurial skills through workshops and networking opportunities. Incorporating the Indian Knowledge System (IKS) into the curriculum, the institute offers value-added courses and supplementary workshops and lectures, providing a holistic educational experience.

The institute's commitment to research excellence is evident in the high number of research papers published per teacher in UGC CARE-listed journals over the past five years. Faculty members have also contributed numerous books, chapters, and conference papers. This dedication to research is recognized through various awards, such as the Young Scientist Award received by Dr. Pushpa S. Shah and the Zoonoses Ambassador Award for Dr. Rajesh C. Senma. The institute actively engages in societal impact and community service, receiving appreciation from local gram panchayats for various awareness programs. Collaboration is integral to the institute's strategy, with functional MoUs and linkages with various institutions facilitating faculty exchange and collaborative research and knowledge, thereby enhancing academic excellence and societal development. The institute's comprehensive approach to education, research, and community service fosters innovation, cultural appreciation, environmental stewardship, and public health awareness, significantly impacting both academic and local communities.

Infrastructure and Learning Resources

The institute's approach to infrastructure and learning resources emphasizes the balanced development of new infrastructure, effective maintenance of existing facilities, and provision of adequate learning resources. A significant portion of the institute's efforts is dedicated to developing new infrastructure, including constructing new buildings, expanding existing facilities, and acquiring modern equipment. These initiatives aim to enhance the educational environment and meet the growing needs of students and staff, demonstrating the institute's commitment to providing up-to-date and adequate physical facilities.

The library is a pivotal learning resource, offering a wide range of academic materials such as books, journals/magazines, digital databases, and e-resources. The institute ensures the library is well-stocked and regularly updated to meet the evolving needs of students and faculty, supporting research and learning activities, and creating a conducive environment for academic excellence. The library's digital resources, including access to e-books and online journals, provide invaluable support for the research needs of both students and faculty.

The higher student-computer ratio indicates the institute's efforts to provide sufficient access to digital resources essential for modern education, research, and skill development. The institute continually upgrades its IT infrastructure to keep pace with technological advancements, ensuring that students and faculty have access to the latest technology and digital tools.

A considerable portion of resources is dedicated to maintaining existing physical and academic facilities, including regular upkeep of classrooms, laboratories, libraries, and other educational spaces. Effective maintenance ensures that the infrastructure remains functional, safe, and conducive to learning, highlighting the

importance of providing a consistent and high-quality learning environment. The institute also invests in sustainability initiatives, ensuring that the infrastructure is not only functional but also environmentally friendly.

The institute's emphasis on infrastructure development, maintenance, and resource provision ensures that both physical and academic environments support the institution's educational mission, with the library and IT infrastructure playing vital roles in fostering an enriching educational experience. The continuous improvement in these areas demonstrates the institute's commitment to excellence and innovation in education, enhancing the overall learning and research experience for all stakeholders.

Student Support and Progression

The institute has demonstrated an unwavering commitment to student support and progression, is evident through the extensive scholarship programs. Most of the reserved category students at the institute benefited from government-provided scholarships. Additionally, students were encouraged through Merit Scholarships based on their academic performance and satisfactory progress in their studies. Over the past five years, 78.82% of students have benefited from scholarships provided by the government. This financial aid has significantly reduced the financial burdens on students, allowing them to concentrate on their academic achievements.

To enhance skills and capacities, the college has implemented impactful programs such as Finishing School for professional preparation, SCOPE (Society for Creation of Opportunity through Proficiency in English) for language enhancement, International Yoga Day for well-being, and UDISHA (Universal Development of Integrated Employability Skills through Higher Education Agencies) for employability skills. Final-year students also receive guidance for competitive exams and career counseling. The college maintains a supportive and safe environment through committees like the Anti-Ragging Committee, Student Grievance Redressal Committee, and Anti-Sexual Harassment Cell, ensuring timely resolution of grievances and fostering an inclusive campus atmosphere.

Student progression to higher education is a key strength, with many qualifying for competitive exams such as NET, SLET, GATE, JAM, TOFEL, and State Government Exams. Students from tribal areas have achieved significant milestones, reflecting the institution's dedication to inclusive education. Extracurricular excellence is another hallmark of the college. In the past five years, students have won numerous awards in sports and cultural activities at various levels. The college's well-equipped sports facilities and diverse cultural programs, including Mehndi, Aarti thali, Patriotic songs, Tribal-related activities, Quiz, and Drama, contribute to a vibrant student life. Participation in the VNSGU youth festival is highly encouraged, with extra classes provided for involved students. The Alumni Association, though unregistered, plays a crucial role in the institute's development. It actively participates in college activities and has donated items such as wall clocks, books, and water jugs. These comprehensive efforts highlight the college's commitment to holistic student development, ensuring students are well-prepared for higher education and professional success through skill enhancement programs, a supportive environment, and opportunities for extracurricular excellence.

Governance, Leadership and Management

The governance and operational framework of the college is meticulously designed to support its vision of academic excellence and comprehensive student development. At the core of this structure is the College Standing Committee, which is responsible for policy formulation, procurement, and strategic decision-making.

This committee's main objective is to enhance educational experiences through substantial infrastructure improvements and a variety of activities, such as sports, cultural events, and conferences. The college has adopted e-governance to maintain digital records, promoting transparency and efficiency. Specialized committees handle distinct functions autonomously within this decentralized model, allowing Heads of Departments and the timetable committee to collaboratively develop annual plans that are responsive and well-coordinated.

In alignment with the National Education Policy (NEP) 2020, the college has established an implementation committee to incorporate new guidelines, including the generation of student ABC IDs and curriculum modifications. The governance structure, supported by various specialized committees, fosters a dynamic and inclusive educational environment aimed at holistic student development. Policies related to admissions, examinations, and administration are comprehensive and accessible via the college website. The Education Department manages the institution, with oversight from the Commissioner of Higher Education, ensuring adherence to a structured authority hierarchy for appointments and service rules. Recruitment processes for staff are regulated by the Gujarat Public Service Commission and other relevant bodies.

The strategic plan of the college highlights the integration of modern technology in education, such as smart classrooms, seminars, and skill development programs. The college is also focused on expanding add-on courses and fostering collaborations through MoUs with educational institutions and NGOs. E-governance plays a crucial role in enhancing operational efficiency and transparency, with digital tools streamlining management processes, budgeting, accounting, and various academic operations, including student admissions and examinations.

Faculty members demonstrate a strong commitment to professional development, engaging in specialized training programs and courses that contribute to maintaining high educational standards. This dedication supports the college's academic goals and enriches the learning environment. Additionally, the college offers extensive welfare measures for both teaching and non-teaching staff, including financial support, professional development opportunities, and essential infrastructure. These measures reflect the institution's commitment to the well-being and growth of its staff.

Financially, the college is supported by student fees, government grants, and funding from various agencies. Expenditures include salaries, infrastructure, student services, and extracurricular activities. The college adheres to rigorous accounting practices, with regular audits and transparent financial management through systems like IFMS and PMFS. Annual budgets and utilization certificates are submitted to authorities such as KCG, and procurement and library acquisitions are managed via the GeM portal.

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in enhancing educational quality, evidenced by the high performance of the Third Year B.Sc. program, which achieved a peak pass percentage of 94.42% and won University Gold Medals in Zoology for three consecutive years. IQAC's initiatives, including innovative teaching methods and regular internal audits, bolster the institution's commitment to high academic standards. By supporting faculty development and student orientation, IQAC ensures that the college remains a leader in science education, continuously striving for excellence and quality enhancement.

In summary, the college's comprehensive governance and management framework, combined with its focus on professional development and financial transparency, underpins its commitment to academic excellence and holistic student development.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities

The institute upholds institutional values and social responsibilities through various initiatives. To promote gender equity, it ensures equal opportunities in academics and extracurriculars, implements safety measures like security guards and CCTV cameras, and maintains a grievance redressal cell. Additionally, the institute provides self-defense training, counseling services, and hygiene facilities for female students. Inclusivity is promoted through the celebration of cultural festivals, multilingual resources, and scholarships for socioeconomically disadvantaged students. Anti-discrimination efforts include committees addressing discrimination and harassment and cultural programs like 'EK BHARAT SHRESTH BHARAT' to enhance communal understanding. The college also engages with the community through National Service Scheme (NSS) camps, promoting values of respect and teamwork. These initiatives create a safe, inclusive, and supportive environment for all students and staff, fostering a community built on mutual respect and understanding.

Best Practices

The "GSBTM Sponsored Twelve Days UG-CBC Crash Workshop" provides rigorous training for students preparing for national-level competitive exams in Life Sciences. This workshop includes expert-led sessions, simulated mock tests, and personalized guidance, significantly improving participants' performance and achievements in these exams.

The college also extends its library facilities to residents of surrounding tribal areas, enhancing educational opportunities and promoting lifelong learning within the community through the open access provided to institute's Savitribai Phule Library. This practice fosters an environment of inclusivity and intellectual growth, supporting literacy programs and community engagement. The initiative provides tailored resources to meet the unique needs of the tribal population, resulting in marked improvements in personal and professional development.

Institutional Distinctiveness

The institute prioritizes preserving tribal culture through initiatives such as ethnic food, dance, dress, Warli painting, and religious practices. The celebration of World Tribal Day every year inculcates cultural understanding and appreciation among students. These activities help preserve traditional knowledge and practices, support local economies. The college's efforts contribute to the continuity of cultural heritage, ecological sustainability, and the holistic well-being of tribal communities, ensuring these traditions are cherished and passed down to future generations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT SCIENCE COLLEGE, VANKAL
Address	Government Science College, Vankal. At and Po. Vankal, Ta. Mangrol, Dist. Surat - 394430, Gujarat, India
City	Vankal
State	Gujarat
Pin	394430
Website	www.gscvankal.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Parthiv K. Chaudhari	02629-243444	7990205836	-	prin-gscvankal@gujgov.edu.in
IQAC / CIQA coordinator	Anil Kumar Singh	-	9825574989	-	anilkumar.singh@gujgov.edu.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Gujarat	Veer Narmad South Gujarat University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-05-2013	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCl,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government Science College, Vankal. At and Po. Vankal, Ta. Mangrol, Dist. Surat - 394430, Gujarat, India	Tribal	8	9180.29

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc, Microbiology,	48	Higher Secondary or Equivalent with Biology as one of the subjects	English	55	41
UG	BSc, Physics,	48	Higher Secondary or Equivalent	English	20	3
UG	BSc, Chemistry,	48	Higher Secondary or Equivalent	Gujarati	115	49
UG	BSc, Mathematics,	48	Higher Secondary or Equivalent with mathematics as one of the subjects	Gujarati	20	7
UG	BSc, Zoology ,	48	Higher Secondary or Equivalent with Biology as one of the subjects	Gujarati	45	11
UG	BSc, Botany,	48	Higher Secondary or Equivalent with Biology as one of the subjects	Gujarati	45	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				18			
Recruited	0	0	0	0	0	0	0	0	10	1	0	11
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						4
Recruited	1		3		0	4
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	10	1	0	11
Ph.D.	0	0	0	0	0	0	7	0	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3		10		13

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	57	0	0	0	57
	Female	61	0	0	0	61
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	1	2
	Female	0	3	1	1
	Others	0	0	0	0
ST	Male	92	136	117	97
	Female	68	155	88	124
	Others	0	0	0	0
OBC	Male	4	11	8	11
	Female	7	22	18	21
	Others	0	0	0	0
General	Male	0	8	11	8
	Female	8	13	8	9
	Others	0	0	0	0
Others	Male	1	2	1	1
	Female	3	4	1	2
	Others	0	0	0	0
Total		185	355	254	276

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 emphasizes a holistic, multidisciplinary, and interdisciplinary approach to higher education, aiming to foster critical thinking, creativity, and a
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broad-based understanding of various disciplines. As a science college offering six core subjects—chemistry, mathematics, physics, botany, zoology, and microbiology—there are several strategic preparations underway to align with NEP 2020 guidelines.

- 1. Curriculum Integration:** Besides offering interdisciplinary courses proposed by the parent university the college, has started several The college is revising its curriculum to include interdisciplinary modules that integrate concepts from multiple subjects. For instance, a course on environmental science might combine principles from chemistry, botany, and zoology, providing students with a comprehensive understanding of ecological issues.
- 2. Interdepartmental collaborative activities:** To promote interdisciplinary learning, the college encourages collaborative activities among different departments so that they could imbibe knowledge form diverse disciplines. College also collaborates with nearby Government Arts and Commerce College, Vankal for further diversifying the learning experience.
- 3. Research Opportunities:** The college is expanding its research opportunities to include multidisciplinary projects. By leveraging the strengths of various departments, students can engage in research that addresses complex, real-world problems. This approach not only enhances learning but also prepares students for careers in emerging fields that require a broad skill set.
- 4. Integration with Arts and Commerce:** Collaboration with the nearby arts and commerce college further enriches the educational experience. Joint seminars, workshops, and courses allow science students to gain insights into economics, management, and social sciences. For example, a course on bio-entrepreneurship might include lectures from both science and commerce faculties, covering scientific innovation and business acumen.
- 5. Use of ICT Tools:** The college is investing in ICT tools to facilitate interdisciplinary learning. Smart classrooms and online platforms enable interactive and collaborative learning experiences, making it easier for students to engage with content from different disciplines.
- 6. Faculty Development:** Recognizing the need for faculty to be well-versed in multidisciplinary teaching, the college is organizing training programs and workshops for its staff. These programs focus on innovative teaching methods, curriculum development, and the

	<p>integration of interdisciplinary content. 7. Extracurricular Activities: Extracurricular activities and clubs are being designed to foster a multidisciplinary culture. Clubs focusing on environmental conservation, innovation, and social entrepreneurship provide a platform for students to apply their knowledge in diverse fields. 8. Internship and Placement: The college is strengthening its internship and placement programs to include opportunities in multidisciplinary fields. Collaborations with industries and research institutions offer students practical experience in areas like biotechnology, environmental management, and data science.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credit is a forward-thinking initiative aimed at making higher education more flexible, inclusive, and student-centric. By allowing students to accumulate, store, and transfer credits, the ABC system supports a lifelong learning model and enhances academic mobility, ultimately contributing to a more dynamic and adaptable education system. Soon after the implementation of NEP 2020, our college seamlessly integrated the ABC system into our programs as per Veer Narmad South Gujarat University (VNSGU) guidelines. The adoption of the ABC system in the curriculum offers students the freedom to tailor their educational pathways according to their interests and career aspirations. This flexibility not only enhances the learning experience but also enables students to pursue interdisciplinary studies, thereby broadening their academic horizons and fostering a holistic understanding of their chosen fields. The ABC IDs of all students are created and linked to their digilockers soon after their admission at the college. Awareness program for newly admitted students about the importance and benefits of ABC system is also organized every year. The successful implementation of the Academic Bank of Credits (ABC) at Government Science College marks a significant milestone in the realm of higher education, transforming the academic landscape to become more flexible and student-centric. The college has been meticulously following the credit system designed by the parent university to ensure compatibility with the ABC framework. Faculty members have been extensively trained to adapt to this new system,</p>

	<p>focusing on competency-based education and continuous assessment. The implementation process also involved upgrading the college's IT infrastructure to facilitate smooth credit transactions and maintain a transparent and secure record of students' academic progress. Moreover, the ABC has significantly enhanced student engagement and motivation by recognizing and rewarding their efforts across different learning environments. Whether through traditional classroom settings, online courses, or experiential learning opportunities, students at Government Science College, Vankal can now seamlessly integrate diverse learning experiences into their academic portfolios.</p>
<p>3. Skill development:</p>	<p>Government Science College, Vankal, places a strong emphasis on holistic skill development to ensure students are well-prepared for professional demands. The college prioritizes practicals, where students gain hands-on experience and deepen their understanding of theoretical concepts through laboratory work and field studies. Hands-on workshops are regularly organized, allowing students to work with advanced equipment and techniques under expert guidance. Additionally, project work is integrated into the curriculum, enabling students to apply their knowledge to real-world challenges and develop problem-solving skills. To further enhance industry readiness, the college arranges industrial and field visits, exposing students to practical applications of their studies and current industry practices. Soft skills and life skills training are provided through finishing schools, ensuring students are well-equipped with essential interpersonal and professional skills. Vocational training is offered through the Rashtriya Uchchar Shiksha Abhiyan (RUSA) Component 12, preparing students for specific trades and professions. The college also supports competitive exam preparations through initiatives like the Under Graduate-Career Building Course (UG-CBC), UDISHA, and RUSA schemes. These programs offer tailored guidance, resources, and training to help students excel in various competitive examinations. The Student Startup and Innovation Policy (SSIP) encourages students to develop innovative solutions to real-world problems, providing mentorship, funding, and resources to transform ideas into viable projects. The Innovation Club fosters creativity and</p>

	<p>entrepreneurship, offering a platform for collaboration on innovative projects, participation in hackathons, and engagement in design thinking exercises. Through these comprehensive initiatives, Government Science College, Vankal, ensures that students acquire academic knowledge, practical skills, critical thinking, and entrepreneurial abilities, along with essential soft and vocational skills, making them well-equipped for future careers and contributions to society.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Government Science College, Vankal, is actively integrating the Indian Knowledge System (IKS) into its curriculum, ensuring students gain a comprehensive understanding of traditional Indian wisdom alongside modern education. Four out of six courses are offered in Gujarati, making the content more accessible and relatable to students. The IKS syllabus, prescribed by the parent university, has been seamlessly incorporated into the college's curriculum, enriching the academic experience with indigenous knowledge. To enhance the delivery of IKS courses, the college invites external experts to teach these subjects, either online or offline. These experts bring specialized knowledge and perspectives, ensuring that students receive high-quality education in IKS. Additionally, the college regularly organizes guest talks on IKS, highlighting its importance and relevance in today's academic and professional landscapes. The college also celebrates Tribal Day with events such as tribal dance performances, exhibitions of tribal attire, tastings of tribal food, displays of tribal medicine, showcases of tribal handicrafts, and demonstrations of tribal rituals and practices. These events immerse students in the rich cultural heritage of India's tribal communities, fostering an appreciation for indigenous knowledge and traditions. Through these initiatives, Government Science College, Vankal, demonstrates its commitment to preserving and promoting India's rich heritage while providing a holistic education. By integrating IKS into the curriculum and celebrating tribal culture, the college broadens students' knowledge base and instills a deep appreciation for the cultural and intellectual traditions of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Government Science College, Vankal, is dedicated and focussed on implementing Outcome-Based Education (OBE) to ensure that students achieve</p>

	<p>specific learning outcomes. As an affiliated college, it adheres to the syllabus prescribed by its parent university, which has clearly defined the Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) for various science programs. The college employs several approaches to achieve these outcomes effectively. Firstly, the college emphasizes active learning techniques, such as group discussions, case studies, and problem-solving sessions, which engage students and foster a deeper understanding of the subject matter. Additionally, regular assessments, including quizzes, assignments, and projects, are designed to measure students' progress towards the specified outcomes and provide timely feedback. Secondly, practical exposure through laboratory experiments and field visits is integral to the curriculum, ensuring that students apply theoretical knowledge in real-world scenarios. The college also invites industry experts and organizes workshops and seminars to bridge the gap between academic knowledge and industry requirements. Furthermore, the institution promotes the use of digital tools and online resources, facilitating a blended learning environment that caters to diverse learning preferences. By integrating these varied approaches, Government Science College, Vankal, strives to fulfill the prescribed PO, PSO, and CO, ensuring a comprehensive and outcome-focused education for its students.</p>
6. Distance education/online education:	<p>Government Science College, Vankal, has adeptly embraced the potential of distance and online education, a practice that was significantly amplified during the COVID-19 pandemic. During this unprecedented period, the college swiftly transitioned to online platforms, ensuring that students' education remained uninterrupted despite the global crisis. This adaptation not only facilitated continuous learning but also set a precedent for integrating digital tools into the academic framework. In the current scenario, the flexibility of online education continues to be a boon for the institution. When faculty members are engaged in Faculty Improvement Programs (FIP), Refresher Courses (RC), or other training sessions, they seamlessly switch to online teaching. This approach ensures that their absence from the physical classroom does not hinder the academic progress of their students. Many faculties have their youtube</p>

channels with recorded lectures which students can access at their convenience. Additionally, the college frequently arranges online lectures by distant experts, providing students with access to a broader range of knowledge and insights that might otherwise be unavailable locally. Moreover, the administrative and research-related activities at Government Science College, Vankal, have also seen a significant shift to online modes. Meetings with the education department, Knowledge Consortium of Gujarat (KCG), and the parent university are predominantly conducted online. This method enhances efficiency and accessibility, allowing for more frequent and flexible interactions. Ph.D. work reviews and discussions, which are critical for the progression of doctoral candidates, are also conducted online, facilitating timely feedback and guidance from supervisors and experts. The integration of online education and digital communication tools has, therefore, become an intrinsic part of the operational and academic strategies at Government Science College, Vankal. This hybrid approach not only caters to the immediate needs of the institution but also aligns with the evolving educational landscape, ensuring that the college remains at the forefront of academic excellence and innovation. The continued use of these tools underscores the institution's commitment to providing a versatile and resilient educational environment for its students and faculty.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Government Science College, Vankal, has been making significant strides in promoting electoral literacy among its students. Although there is no formal Electoral Literacy Club, but by every year student ambassadors are appointed to spread electoral literacy among fellow students and society at large. The NSS unit of the college and faculty members actively participate in spreading electoral literacy and in the election process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, every year, the college appoints a student ambassador whose primary role is to spread electoral awareness and assist new students in obtaining their voter ID cards.</p>

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

The student ambassadors along with faculties and NSS unit of the college takes several initiatives that ensures that the incoming students, who may not have their election cards, can participate in the democratic process. The student ambassador works diligently to inform peers about the importance of voting and the procedures involved in registering as a voter. In addition to the efforts of the student ambassador, Government Science College organizes various special events aimed at fostering electoral awareness. Awareness campaigns are a regular feature, where students are educated about their voting rights and the significance of their vote in the democratic setup. These campaigns often include informative sessions, interactive discussions, and dissemination of educational materials related to the electoral process. A notable event in the college's calendar is the pledge to vote ceremony. During this event, students and faculty come together to take a solemn pledge to exercise their right to vote responsibly. This event not only reinforces the importance of voting but also encourages a sense of civic duty and responsibility among the participants. Moreover, students are encouraged to volunteer during elections, gaining firsthand experience of the electoral process. These volunteer opportunities provide them with practical insights into the functioning of elections and the various roles involved, from managing polling stations to assisting voters. Such involvement not only enhances their understanding of the electoral system but also instills a sense of civic engagement and community service. The faculty members of Government Science College Vankal also play a crucial role in supporting the electoral process. Many of them actively participate in election duties, serving as presiding officers and zonal officers. Their involvement ensures that the elections are conducted smoothly and fairly, reflecting the college's commitment to upholding democratic values. The dedication of the faculty members to their electoral duties underscores the institution's ethos of promoting civic responsibility and active citizenship. One exemplary faculty member is Dr. Rajesh Senma, who has been recognized for his outstanding contributions to election duties. Dr. Senma's dedication and hard work have earned him accolades at both the taluka and district levels, awarded by the district collector of

	<p>Surat. His recognition serves as an inspiration to both students and faculty, highlighting the impact of individual commitment to the democratic process. Moreover, being a government college, we host many of the election-related meetings and training sessions organized by the Mamlatdar (Mangrol) and deputy collector office (Mandvi). These sessions include training for election personnel such as polling officers, presiding officers, and zonal officers. In the recently concluded parliamentary elections, the college served as an polling station for the postal ballot poll, further underscoring its integral role in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No, not yet.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All the students who attain the age of 18 gets enrolled as voters. Voter registration camps are organized at the college itself for the eligible students. Student volunteers and faculties actively participate the such activities.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
716	846	826	934	933
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 20

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	13	13	13

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
102.12	28.23	33.28	93.64	90.91

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum Integration and Implementation at Government Science College, Vankal

As an affiliated institution of Veer Narmad South Gujarat University (VNSGU), Government Science College, Vankal adheres to the university's prescribed curriculum and does not design its own. Few senior faculties are active members of BoS of their respective subjects and play active role in designing of curriculum at University level. However, we meticulously follow VNSGU's curriculum framework and develop an annual roadmap for its effective implementation.

Academic Calendar

Each year, the principal convenes a staff meeting at the beginning of the semester to develop the academic calendar, which aligns with VNSGU's schedule. Roles and committee assignments are discussed and distributed among faculty members. The comprehensive academic calendar, including sports and co-curricular activities, is shared on the notice board, via student WhatsApp groups, and on the college website. Additionally, the Principal also emphasize and strategize for the implementation of the academic calendar and other activities for the year. The IQAC provides insights from previous years and offers guidance on best practices.

Teaching Plan Development

The Head of Departments (HODs) allocate lecture and practical responsibilities among teachers and create detailed teaching plans to ensure the syllabus is completed on time. The Time Table Committee then compiles these into a general timetable. The HODs monitor syllabus coverage monthly and arrange extra classes if needed. Faculty members are encouraged to use ICT tools to enhance curriculum delivery, preparing their teaching plans at the semester's outset. Regular monitoring of teaching activities and student attendance ensures any issues are promptly addressed by the HODs and the Principal.

Evaluation and Assessment

Our evaluation methods include internal and external examinations following VNSGU guidelines. Students are briefed on internal and external assessments during orientation. Faculty discuss previous years' question papers in regular and remedial classes. Periodically, seminars, group discussions, presentations, unit tests, and MCQ tests are conducted. Internal theory exam timetable is prepared, displayed on notice boards and circulated to students via whatsapp. Internal practical exams are scheduled in line with institutional calendars, while annual practical exams adhere to university

guidelines. Internal evaluations involve a combination of exams, assignments, seminars, group discussions and attendance with a 30:70 weightage between internal assessments and university exams. End-semester exams are managed by VNSGU, with internal exam results posted on notice boards, submitted to the university, and shared with students via documents and online platforms. Each department conducts supplementary exams for students who miss internal tests, ensuring genuine circumstances do not hinder their academic progress. Students can raise queries or grievances about Internal Exam marks with their HODs, ensuring fair and transparent resolution processes.

Practical and Experiential Learning

The college prioritizes experiential learning through expert lectures, seminars, workshops, field projects, student-led seminars, tutorials, research projects, practical demonstrations, and industrial tours. Students also receive analytical training that aids in competitive exam preparation. Practical evaluations are conducted by departments, with assessments based on practical exams, laboratory attendance, and journal submissions.

In conclusion, Government Science College, Vankal integrates a structured approach to curriculum implementation and evaluation, aligning closely with VNSGU guidelines. Our focus on experiential learning and comprehensive student support prepares students effectively for academic and professional success.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 21

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 68.32

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
688	803	0	728	688

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The Institute is affiliated with Veer Narmad South Gujarat University (VNSGU) in Surat and rigorously adheres to the curriculum prescribed by the university. This curriculum thoughtfully integrates significant cross-cutting issues such as gender, environment, sustainability, human values, and professional ethics. To further enhance students' understanding and sensitivity towards these critical topics, the Institute organizes a range of programs, including invited talks, seminars, and awareness initiatives.

Professional Ethics: The Institute has established a comprehensive code of conduct for students, which is available on its website and strictly enforced in practice. This code addresses crucial topics like human behavior, plagiarism policies, prevention of sexual harassment, and anti-ragging measures. These issues are regularly discussed in various forums to ensure students are well-informed and adhere to ethical standards.

Gender and Human Values: The Institute actively promotes gender equality and human values through seminars and invited talks organized under the National Service Scheme (NSS). We have courses in Curriculum such as Language through Literature which inculcate amongst the students a deep understanding of Human values through the study of Literary texts.

Environmental Studies: In the first and second semesters of the B.Sc. program, students undertake compulsory courses in environmental studies. These courses aim to raise awareness about current environmental challenges and educate students on sustainable practices essential for protecting and preserving the environment. Students also learn to develop solutions for these pressing issues, which are vital for the continued existence of life on Earth.

Non-renewable Energy Sources: During the third semester, B.Sc. students delve into the study of non-renewable energy sources such as coal and oil, which are fundamental to human progress. The curriculum covers the limitations and environmental impacts of these resources, emphasizing the need for their judicious use to prevent the exacerbation of the greenhouse effect.

Renewable Energy Sources: In the fourth semester, students focus on renewable energy sources and the importance of their increased utilization to counteract the greenhouse effect. The curriculum also explores the challenges associated with harnessing these resources, preparing students to contribute to sustainable energy solutions.

Marine Science: B.Sc. Zoology students in the fourth semester study marine science, gaining insights into the underwater world and the importance of conserving and protecting marine environments.

Horticulture: Fourth-semester Botany students learn about horticulture, including the cultivation of flowers, fruits, vegetables, herbs, and ornamental plants. This knowledge not only enriches homes and communities but also promotes a sense of well-being and provides nutritious produce and recreational opportunities.

Catalysis and Green Chemistry: In the sixth semester of the B.Sc. program in Chemistry, students receive training in catalysis and green chemistry. This includes the efficient use of renewable raw materials, waste minimization, and the avoidance of toxic and hazardous reagents, preparing students for responsible and innovative scientific practices.

By integrating these vital issues into the curriculum and providing a variety of experiential learning opportunities, the Institute ensures that students are well-prepared to meet contemporary challenges with a strong ethical foundation and a commitment to sustainability.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 1.68

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.22

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
185	355	254	276	338

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	450	300	300	450

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 62.89

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
62	170	131	153	123

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
177	265	177	177	220

File Description	Document
Institutional data in the prescribed format	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 59.67

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

We at Government Science College, Vankal, employ various student-centric methods and ICT-enabled tools to enhance the teaching and learning experience, ensuring students are well-prepared for academic and professional success.

Student-Centric Methods

1. Experiential Learning:

- **Laboratory Sessions:** Students gain hands-on experience in well-equipped laboratories across various departments, including Chemistry, Botany, Microbiology, Zoology, and Physics, using sophisticated instruments essential for experiments and research.
- **Field Trips and Excursions:** Organized visits to research labs and natural reserves provide practical insights. For instance, students visited Uka Tarsadia University's, Wildlife-Sanctuary, Botanical-Garden, and Devmogra Forest offer firsthand experiences in biodiversity and conservation.
- **Two-Day Nature Education Camp:** Held at Mahal Eco Tourism Center, this camp enhances awareness about forest conservation through activities like forest exploration, tree planting, pollution control discussions, and wildlife conservation dramas.
- **Educational Study Tours:** Tours to places like the Food Testing Laboratory at Junagadh Agriculture University expose students to advanced techniques in food safety and quality control.

2. Participative Learning:

- **Group Discussions and Seminars:** These activities foster collaborative learning and enhance communication skills, encouraging students to delve deeper into their subjects and share insights with peers.
- **Hands-On Training Sessions:** Facilitated by the Innovation Club, these sessions nurture innovation and practical skills, with students tackling challenges like repairing door cracks and malfunctioning electric boards using innovation kits.

3. Problem-Solving Methodologies:

- **Projects and Case Studies:** Students undertake projects involving problem identification, research, and solution proposals. Physics students, for example, completed projects on fire alarms and automatic street lights.
- **Industrial Exposure Visits:** Visits to industrial labs like Lilaba Analytical Laboratories help students understand the practical applications of their studies through exposure to mechanical, analytical, and microbiological tests.

4. Special Programs:

- **Sky Gazing Program:** Part of National Science Day, this program allows students to observe celestial bodies through telescopes and learn from astronomy experts, inspiring curiosity about the universe.
- **G20 Events:** The college organized activities like essay writing and debates on the theme "One Earth, One Family, One Future" to raise awareness about India's role in the global economy and foster critical thinking.

1. ICT-Enabled Tools for Effective Teaching and Learning

ICT Facilities:

- **Classrooms and Multipurpose Hall:** The college has five well-equipped classrooms, including the Birsa Munda Multipurpose Assembly Hall, with projectors, interactive smart boards, digital visualizers, televisions, and internet facilities to create an engaging educational environment.
- **Online Resources:** Leveraging resources like the National Science Digital Library, e-PG Pathshala, SWAYAM etc. provides students with access to a vast repository of high-quality educational content.
- **Webinars and Online Workshops:** Participation in webinars and online workshops keeps teachers and students updated with the latest developments in their fields, acquiring new skills and knowledge.

Over the past five years, Government Science College, Vankal, has integrated student-centric methods and ICT-enabled tools to provide a comprehensive and engaging educational experience. These approaches not only enhance learning but also equip students with essential skills for academic and professional success. Through hands-on activities, collaborative projects, and advanced technological tools, the college fosters a dynamic learning environment that promotes intellectual growth and practical skill development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 82.05

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	15	15	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 100

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	13	13	13

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The assessment and evaluation systems at Government Science College, Vankal, are designed to be transparent and objective, adhering to the guidelines of Veer Narmad South Gujarat University

(VNSGU). The institution ensures that the processes related to student assessments are fair, transparent, and efficiently managed.

At the start of each academic year, the assessment process is explained to students during the orientation program. The schedule for internal tests is announced well in advance, displayed on the institute's website and notice boards, and communicated by faculty during classes. The syllabus for each test is provided at least a week before the exam to ensure students are well-prepared. Students are required to write internal exams in standardized answer books provided by the institute. The Heads of Departments (HODs) review and approve question papers and evaluation schemes prepared by faculty, ensuring they meet academic standards. Strict confidentiality is maintained throughout the preparation, submission, and evaluation processes to uphold the integrity of the exams.

Internal assessments include theory exams, practical, assignments, and attendance. Marks are based on performance across these components. The evaluation process is followed by timely feedback, with results displayed on notice boards and the institute's website within two weeks. Faculty members discuss overall performance and provide insights to help students improve. The Local Examination Committee (LEC) addresses grievances related to internal assessments. Students submit grievances in writing to the HOD, who consults the concerned faculty and discusses the issue with the student. If unresolved, the matter is escalated to the LEC, whose decision is final. This process ensures fair and timely resolution of complaints.

External assessments are conducted by VNSGU, ensuring a standardized and objective evaluation process. Examination schedules are communicated well in advance, and strict invigilation protocols are followed to prevent malpractice. Grievances related to external examinations, such as errors in admit cards, subject allotments, withheld results, undervalued answer scripts, and out-of-syllabus questions, are forwarded to the university by the college office. The LEC reviews cases involving unfair means and recommends actions to the university. This ensures grievances are addressed promptly and effectively.

The effectiveness of the assessment and grievance redressal mechanisms is reinforced by regular meetings of the Internal Exam Committee. The minutes of these meetings document key decisions and actions, demonstrating the institution's commitment to maintaining high academic standards and continuous improvement.

The mechanisms for internal and external assessments at Government Science College, Vankal, are designed to ensure transparency, objectivity, and efficiency. The structured grievance redressal system further strengthens this framework, addressing student concerns promptly and fairly. These practices uphold the institution's commitment to academic excellence and student satisfaction, fostering a supportive and equitable learning environment. The detailed documentation and adherence to university guidelines demonstrate the college's dedication to maintaining high academic standards and continuous improvement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Government Science College, Vankal, emphasizes outcome-based education to instill critical thinking, problem-solving abilities, in-depth knowledge, experiential learning, and lifelong learning in its students. Recognizing the importance of learning outcomes (Programme Outcomes - POs, Programme Specific Outcomes - PSOs, and Course Outcomes - COs), the Institute adheres to the affiliating university's syllabus, teaching, learning, and assessment mechanisms to define learning goals for its undergraduate programme. The Institute constructs relevant and learner-centric outcomes through a collaborative process involving Heads of Departments (HODs) and faculty. At the start of each session, HODs and faculty review the prescribed syllabi in department-wide meetings to finalize learning outcomes, incorporating alumni feedback to ensure relevance. Any changes to the syllabi by the affiliating university are promptly reflected in the learning outcomes.

These outcomes are disseminated widely through the college website and communicated during orientation events for first-year students by the principal and staff. Faculty members also share these outcomes through various other channels as needed. The intended learning outcomes guide curriculum planning, development, implementation, and evaluation throughout the academic year. They provide direction for making teaching and learning more learner-centric and for assessing student learning using diverse methodologies.

This outcome-based approach has significantly contributed to instilling desired skills, values, aptitudes, and competencies in learners, thereby enhancing the academic standards of the college. By adhering to university standards and focusing on relevant, learner-centric learning outcomes, Government Science College, Vankal, ensures that students acquire essential skills and knowledge. The collaborative development, regular updates, and inclusion of alumni feedback help maintain high academic standards and foster continuous improvement in teaching and learning practices.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluating and analyzing the attainment of Program Outcomes (POs) and Course Outcomes (COs) at the end of each academic year is crucial for identifying strengths and areas for improvement. Government Science College, Vankal, affiliated with Veer Narmad South Gujarat University, Surat, follows a comprehensive mechanism under the guidance of the Internal Quality Assurance Cell (IQAC). This involves regular assessments through internal and external examinations, assignments, practical performance evaluations, attendance monitoring, and participation in co-curricular and extra-curricular activities. Remedial classes for slow learners and special classes for advanced learners further support diverse student needs.

The impressive outcomes of the institution reflect both strong academic performance and success in competitive exams, supported by a robust educational framework. The T.Y. B.Sc. students have maintained consistently high pass rates, peaking at 94.42% in the academic year 2021-22. A significant number of students across various departments, including Mathematics, Chemistry, Botany, Zoology, Microbiology, and Physics, have achieved first class with distinction and first class, showcasing the academic excellence at institution. These achievements are further evidenced by the number of students clearing national and state-level competitive exams like NET, GATE, SLET, JAM, JEST, and GPSC, indicating their strong conceptual understanding and preparedness. Additionally, the higher number of female students and their notable accomplishments highlight a supportive and encouraging environment for female scholars. Notable individual achievements include university toppers and gold medalists from the Zoology department, underscoring exceptional performance. The details of the qualified students for national and state-level competitive exams, higher education enrollments, and placement of the students are shown in criteria 5.2.1 and 5.2.2. These accomplishments collectively indicate the institution's commitment to fostering academic excellence and supporting students' aspirations for higher education and competitive success.

The data from the past five years highlights the college's commitment to academic excellence. Continuous curriculum development, faculty training, and enhanced student support mechanisms are key initiatives contributing to this success. This ongoing process of evaluation and improvement ensures that Government Science College, Vankal, maintains high educational standards, supports its students in achieving their academic goals, and positions itself as a leading institution for science education in the tribal region.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 80.65**2.6.3.1 Number of final year students who passed the university examination year wise during the**

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
174	254	242	204	168

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
205	269	295	300	223

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.92

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	0.0	0.0	0.0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Student Startup & Innovation Policy (SSIP)

To support ideas and innovations of young students and provide a conducive environment for optimum harnessing of their creative pursuit, the Student Startup & Innovation Policy (SSIP) of Government of Gujarat has designed an integrated, state-wide, university-based innovation ecosystem.

The Institute has registered itself under the SSIP scheme and an MOU was signed with the Gujarat Knowledge Society (GKS) on 20th October, 2020.

As per the MoU the Institute has agreed to pursue the following interventions:

- To scout best innovation/projects annually that have potential to be taken further

- To provide and create basic IPR and prototyping support to student projects
- To allow innovative students to utilise existing laboratories and workshops to develop proof of concept
- To facilitate showcasing of innovators and student start-ups through institute level events and activities such as cultural fests, tech fests, etc.
- To advance benefits provisioned under the Start-up India plan and other available benefits for student innovators

An annual grant of Rs. 5,00,000.00 was approved which was to be solely spent on SSIP activities for the students. Even though the time of the grant disbursement overlapped with the tough times of the pandemic, the institute could identify five projects that were put up for proof of concept.

The project on “Paper Making from Mushroom” focused on exploring the possibility of using mushrooms as a sustainable and eco-friendly alternative to traditional paper production methods. The “Non-Caffeine Cafe Health Drink” project develops healthy, caffeine-free beverages for cafes, including herbal teas, adaptogen drinks, fruit/vegetable smoothies, and sparkling water with fruit infusions. The “Ayurvedic Nursery with Cactus Corner” project creates a nursery for Ayurvedic plants and features a special section for cultivating medicinal and ornamental cacti. The “Development of Organic Fertilizer by Vermicompost Method” project focuses on producing nutrient-rich compost through vermicomposting for use in the nursery and potential sale. The project “Synthesis, Characterization, and Biological Activity of Novel Heterocyclic Compounds” involves creating and analysing new heterocyclic compounds and assessing their biological properties, including antibacterial and antifungal effects.

Entrepreneurship Capacity Building Cell (ECBC)

The ECBC of a college is designed to foster entrepreneurial skills among students. It aims to cultivate a robust entrepreneurial ecosystem by providing resources, mentorship, and training. The ECBC organizes workshops and seminars focusing on various aspects of entrepreneurship, including business planning, financial management, and innovation. It also facilitates networking opportunities with industry experts and successful entrepreneurs.

Indian Knowledge System (IKS)

The "Indian Knowledge System" (IKS) has been integrated into college syllabi to enrich academic offerings with traditional Indian perspectives. These courses are often offered as value added course, aiming to provide students with a deeper understanding of India's intellectual heritage. Institutions also host workshops, seminars, and lectures to supplement the syllabus and engage students with practical applications of traditional knowledge. Study on IKS is encouraged, promoting academic exploration and documentation of these ancient systems. The integration of IKS reflects a commitment to preserving and highlighting India's cultural and scientific contributions while offering students a more holistic and diverse educational experience.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.55

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	02	00	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.55

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	04	04	01

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension Activities aim to foster social responsibility and experiential learning among students. Inspired by Gandhiji's vision, these initiatives encourage active involvement in serving rural communities. The college promotes several extension programs:

Tree Plantation Campaigns: These campaigns aim to instill environmental consciousness among students, staff, and local communities. Participants learn proper planting techniques and the importance of trees in combating climate change and enhancing air quality. The initiative emphasizes sustainability and community involvement, with students actively participating in the entire process, promoting a greener campus, and educating future leaders on environmental stewardship.

Cleanliness Campaigns: Aligned with the Swachh Bharat Abhiyan, these campaigns focus on promoting sanitation and hygiene. Activities include campus clean-up drives, waste segregation workshops, and educational sessions on cleanliness's role in public health. Efforts also target reducing plastic use and promoting recycling. Students actively maintain cleanliness standards on campus and in nearby communities, supporting the national cleanliness mission and fostering a cleaner, healthier environment.

Voter Awareness: The college organizes rallies and awareness programs to highlight the importance of voting in various elections. Students, along with Zonal officers, encourage people to exercise their voting rights, emphasizing civic responsibility and participation.

Door-to-Door Consumer Awareness Campaign: This campaign educates local residents about their rights and responsibilities as consumers. Guided by faculty, students visit households to share information on consumer protection laws, fair pricing, and product quality standards. The initiative aims to empower consumers with knowledge, enhance awareness of consumer rights, and promote fair business practices.

Promotion of Tribal Culture: The college organizes various activities to celebrate and promote tribal culture, including:

- **Tribal Dance Awareness Program:** This program showcases indigenous dances, celebrating cultural heritage and promoting tribal traditions. Performances feature intricate rituals, lively music, colorful costumes, and rhythmic movements, fostering cultural appreciation and strengthening community bonds.
- **Tribal Dress Awareness Program:** Highlighting traditional dress from various tribes, this program features participants in authentic garments, offering insights into the cultural significance of tribal attire. The event promotes cross-cultural understanding and respect for diversity.
- **Tribal Food Awareness Program:** Attendees experience a variety of traditional tribal dishes, with community members sharing the cultural significance of recipes. The event emphasizes sustainability and local ingredients, promoting cultural appreciation through gastronomy.

Panch Prakalp Program: This comprehensive outreach initiative spans several villages, focusing on holistic community development. It includes educational enhancements, providing materials to support children's learning, healthcare drives offering medical camps and health awareness sessions, and environmental sustainability efforts such as tree planting, waste management education, and promoting eco-friendly practices.

These extension activities collectively aim to develop socially responsible students while enhancing community welfare and cultural appreciation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Government Science College, Vankal (GSCV) has been actively involved in various extension activities, earning numerous awards and recognitions from government and government-recognized bodies. The awards highlight the institution's commitment to community service, environmental conservation, health awareness, and scientific innovation.

During the academic years 2018-19 and 2019-20, GSCV received appreciation certificates from both Vankal Gram Panchayat and Lavet Group Gram Panchayat for its Alcohol Intoxication Awareness Program. These certificates reflect the college's efforts in educating the local community about the dangers of alcohol abuse and promoting healthier lifestyle choices.

Dr. Pushpa S. Shah, a distinguished member of GSCV, was honored with the Young Scientist Award by the Society for Agriculture Innovation & Development in 2018-19. This prestigious award recognizes her significant contributions to agricultural science and her innovative approaches in the field.

In the academic years 2019-20, GSCV continued its community service with a Tree Plantation Drive, which also earned appreciation certificates from Vankal Gram Panchayat and Lavet Group Gram Panchayat. This initiative aimed to enhance the local environment by increasing green cover, promoting ecological balance, and raising awareness about the importance of tree planting.

The college's dedication to maintaining cleanliness and promoting hygiene was acknowledged in 2021-22 with appreciation certificates from both Vankal Gram Panchayat and Lavet Group Gram Panchayat for its Cleanliness Campaign. This campaign was part of the broader Swachh Bharat Abhiyan (Clean India Mission) and focused on improving sanitation, reducing litter, and encouraging community

participation in cleanliness drives.

In the following year, 2022-23, GSCV's Environment Awareness Program was again recognized with appreciation certificates from Vankal Gram Panchayat and Lavet Group Gram Panchayat. These recognitions underscore the college's ongoing efforts to educate the community about environmental conservation, sustainable practices, and the need to protect natural resources.

Dr. Rajesh C. Senma, another esteemed faculty member of GSCV, played a pivotal role in raising awareness about zoonotic diseases, which are diseases transmitted from animals to humans. His efforts in the Zoonoses Awareness Program earned him several accolades in 2022-23. Dr. Senma was honored with the Zoonoses Ambassador Award by the Vigyan Setu Foundation, recognizing his leadership and dedication to this critical public health issue.

Additionally, Dr. Senma received multiple appreciation certificates for his work in zoonoses awareness from various institutions, including Shree Atal Bihari Vajpayee Government Arts & Commerce College, Government Arts, Commerce & Science College in Limbayat – Surat, and Shantiniketan High School in Zankhavav. These recognitions highlight the widespread impact of his awareness programs and his commitment to educating diverse audiences about the prevention and control of zoonotic diseases.

To summarize the awards and recognitions received by GSCV and its faculty members for their extension activities reflect a strong commitment to community engagement, environmental stewardship, public health, and scientific excellence. These accolades not only honor the individuals and the institution but also serve as an inspiration for continued efforts in these vital areas. The consistent recognition from local gram panchayats and educational institutions indicates a positive and collaborative relationship between GSCV and the broader community, reinforcing the college's role as a leader in societal development and outreach.

4

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums

including NSS/NCC with involvement of community during the last five years.

Response: 20

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	02	01	00

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 05

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution in South Gujarat is dedicated to providing holistic and quality education, operating on an 8-acre campus that has seen continuous infrastructure upgrades since the inauguration of its main building in 2017. The campus includes the main building, RUSA Bhavan, Jaipal Singh Munda Sports Ground, and Diwaliben Bhil Multiactivity Dome, all supporting a range of curricular and co-curricular activities.

Classrooms: The college has 13 well-furnished classrooms equipped with CCTV cameras and Wi-Fi. Classrooms 2 and 13 are smart classrooms with smart boards, projectors, and digital visualizers, while the remaining classrooms have portable projectors.

Laboratories: The laboratories are spacious, well-ventilated, and well-lit, with necessary instruments and safety equipment. The Chemistry department has five laboratories, the Botany department has four, and the Physics, Zoology, and Microbiology departments each have three. Each lab is equipped with a preparation room, dark room, and biological specimen room.

Library: The library features a separate stack area and a reading room that accommodates 100 students. The reading area has six computers with Wi-Fi and a newspaper section. The library is well-stocked with books, journals, and magazines and uses SOUL 2.0 ILMS, with an N-LIST subscription since 2024.

Birsa Munda Multipurpose Activity Hall: This hall, with a capacity of 500 students, is equipped with advanced audio-visual technology, including a JBL sound system, Yamaha mixer, microphones, a high-definition projector and screen, and a large touch panel TV. It is ideal for lectures, presentations, and events.

Jaipal Singh Munda Sports Ground: Covering 20,320 square meters, this sports ground accommodates various athletic events like tug of war, archery, and shot put. It also includes specialized grounds for volleyball, kho-kho, kabaddi, and a well-maintained cricket pitch, promoting physical fitness and teamwork.

Diwaliben Bhil Multipurpose Dome: This 48x37 feet dome is a versatile venue for extracurricular activities. It has a durable tin shade, electricity connections, portable sound systems, lighting, and storage, making it suitable for cultural events, sports, and other activities.

Computer Lab: The lab has 50 Acer desktop computers, split between older models with Windows 7 and newer ones with Windows 11. It is well-equipped with air conditioning, LAN, Wi-Fi, and fire safety equipment, providing a comfortable and secure environment for teaching, examinations, and paper evaluations.

Innovation, Entrepreneurship, and SSIP Cell: This cell is equipped with furniture and various kits, including Advanced Electronic Kits, Agri-Tech Kits, Energy Conservation Kits, and more, fostering creativity and entrepreneurship among students.

Staff Room and Common Areas: The college has a common staff room with adequate computers and printers for each department.

The **girls' common rooms** on each floor are spacious, well-ventilated, and well-lit.

Overall, the institution's infrastructure supports its mission to nurture innovative, creative, and successful careers for its students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 54.58

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
61.994305	10.03015	7.61223	44.87834	65.50952

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Government Science College Library is a cornerstone of knowledge and learning, serving as a vital resource for students and faculty. Located on the ground floor of the college's left wing, this expansive library spans 2,178 square feet and accommodates approximately 100 students. Its primary functions include storing and disseminating valuable information, supporting academic teaching and learning, and providing updated knowledge essential for academic and professional growth.

Facilities: The library is designed to provide a conducive learning environment, equipped with proper ventilation, ample lighting, and fans for comfort. It features six computers with internet access, facilitating efficient engagement with online resources. The library has been fully automated with SOUL 2.0 Integrated Library Management Software since 2019, ensuring seamless book circulation. A subscription to E-Resources, including the N-List for the academic year 2024–25, enhances the library's offerings by providing access to a wide range of digital materials.

Collection: The library boasts a comprehensive collection supporting diverse academic disciplines. It houses 4,560 books, 262 e-books, six journals/magazines, and three newspapers. The collection is organized using the Dewey Decimal Classification system, with books arranged subject-wise in cupboards and tagged by barcode for efficient management.

Department-wise Book Collection:

1. Botany: 406 books
2. Chemistry: 1,062 books
3. Mathematics: 209 books
4. Microbiology: 204 books
5. Physics: 302 books

- 6.Zoology: 428 books
- 7.Biology (Environmental Science): 146 books
- 8.English: 26 books
- 9.General Knowledge/General Studies: 918 books
- 10.Swami Vivekanand Books: 528 books

These resources are crucial for the academic development of students across different fields of study.

Membership: All students admitted to the college are automatically granted membership to the library, ensuring access to its resources and services, promoting continuous learning and research.

Library Infrastructure: The library is thoughtfully designed to support a range of activities. It features 61 cupboards for efficient storage, six library tables, and 50 chairs to accommodate users comfortably. The library also includes five newspaper stands, 10 three-seated benches, and six computer tables, creating an inviting and functional space for study, reading, and research.

Special Celebrations and Events: The library is a hub for celebrating significant individuals and events related to education and intellectual development. It dedicates various days to recognizing influential figures such as Swami Vivekanand and A.P.J. Abdul Kalam, organizing events like book displays, articles, speeches, posters, quizzes, and presentations. These activities introduce students to the works and contributions of these eminent personalities, fostering a deeper appreciation for their ideas and legacies.

Overall, the Government Science College Library is more than just a repository of books; it is an active educational resource that plays a critical role in the academic life of the college. Its well-curated collection, modern facilities, and commitment to celebrating influential figures underscore its importance as a center of learning and intellectual engagement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Facilities and Technological Infrastructure:

Government Science College Vankal is committed to using cutting edge technology to improve administrative and instructional processes. This is a thorough rundown of the facilities and technology available at the college:

Networking and Wi-Fi amenities:

The Government of Gujarat manages and updates the NAMO Wi-Fi service, which offers the college safe, dependable internet access across the campus. The college also uses the Gujarat State Wide Area Network (GSWAN) for its Integrated Financial Management System (IFMS), which is updated by the Gujarat finance department and manages salary and emergency expenses.

Computer Resources: The college has a strong IT infrastructure, with PCs that are protected by antivirus software and come with Microsoft Office 2019. To accommodate modern teaching methods, the institution has two smart classrooms and two classrooms with overhead projectors. The Computer Lab has 50 PCs that are linked together via a Local Area Network (LAN) and has access to a 100 Mbps high-speed fibre optic internet connection. The college offers fourteen NAMO Wi-Fi hotspots for campus-wide connectivity, guaranteeing internet access for both staff and students.

Online Instruction and Learning: The college has purchased a variety of instructional technology tools to support digital education. Teachers and administrative staff use the Microsoft Office 2019 suite for work. Additionally, antivirus software is offered to guarantee the security and seamless functioning of every employee's computer.

Internet and Networking Facilities: For administrative purposes, the college provides dedicated 50 Mbps internet access with a static IP address for reliable connectivity. All aspects of admissions, enrolment, exam administration, and fee collection are computerised.

Website and Additional Resources: The college's website is managed and regularly updated by a private firm to ensure it provides up-to-date information and necessary announcements. The institution is equipped with smart TVs, large screens, and standard TVs for effective communication and information dissemination. To enhance campus security, CCTV cameras are installed and frequently updated. The college uses various software, including IFMS, PFMS, and COGENT, for administrative tasks. The Gem portal streamlines procurement processes, while New Genlib software is used for library automation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)**

Response: 13.26

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 54

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 9.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.52	6.56	7.44	6.5253	6.68

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 78.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
464	689	686	702	813

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 5.48

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
132	101	00	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation 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**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 47.6

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
51	103	118	102	122

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
174	254	242	204	168

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 2.93

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	3	1	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	01	10	05

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institute has an unregistered Alumni Association that contributes significantly to the development of the institution. College alumni maintain close ties with the institution, frequently visiting and offering help and support in many ways. It donates books to the Institute library

The Alumni Association of Government Science College, Vankal, through its generous donations of books, a clock, and a water jugs, has demonstrated its unwavering commitment to supporting educational excellence and student welfare. These contributions not only enrich the college's academic resources but also strengthen the bond between past and present students. The association looks forward to continuing its support and contributing further to the growth and success of the institution. It also helps to arrange seminars, workshops, symposiums and lectures to enlighten and promote the field of Science and Technology. They achieve this by providing financial assistance and taking care of other logistical needs. It provides a platform for interaction among the past students. Many past students of the college as appointed in reputed institution in government and private sector jobs.

The Alumni Association offers several benefits to the college:

- **Career guidance:** They provide guidance to current students to help them navigate their career paths.
- **Sports events:** They contribute to organizing sporting events within the institute, fostering a vibrant athletic atmosphere.
- **Student support:** The association offers guidance and support to first year newly admitted students during the crucial phases of induction and subject selection.
- **Visiting faculty:** Many alumni members leverage their experience by serving as visiting faculty in the institution, enriching the learning experience for current students.

Other Activities: To establish a cultural program like "Tribal Culture," the Alumni Association promotes a good rapport with the tribal community. They achieve this by organizing social gatherings and events occasionally.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The College's Standing Committee is crucial to the institution's governance, overseeing purchases, policy matters, and decision-making. The committee ensures actions and policies align with the college's vision and mission, steering the institution towards academic excellence. To achieve this goal, the Standing Committee emphasizes adequate physical infrastructure and organizes activities like sports, cultural events, seminars, webinars, and conferences, all designed to enhance the educational experience and support students' academic growth and overall development.

The college has implemented a **comprehensive e-governance system** to streamline administrative processes and enhance communication. Key components of this digital transformation include **digitally maintaining and regularly updating information, records, reports, and documents, and uploading these documents periodically to the college website and social media platforms to ensure transparency and accessibility**. This approach improves efficiency and aligns with the institution's commitment to modernization and transparency.

Several specialized committees, including those for Admission, Examination, Discipline, Purchase, Saptadhara, Finishing School and NSS, SCOPE etc. have been established and empowered to perform their specific duties autonomously. This delegation of authority is a critical component of the college's governance model, promoting a responsive and adaptive administrative structure.

The college adopts a decentralized approach to academic planning and execution. Heads of Departments (HODs), in consultation with the timetable committee, prepare annual academic activity plans. At the beginning of each term, a staff meeting is organized under the Principal's chairpersonship to finalize these plans. This decentralized model empowers HODs to plan and execute departmental activities independently and involves preparing the college budget for planned and non-planned expenditures in September/October for submission to the education department. This ensures academic activities meet departmental needs while aligning with overall institutional goals.

In response to the new National Education Policy (NEP) 2020, the college has formed an NEP 2020 implementation committee. This committee follows guidelines from the University Grants Commission (UGC), state government, and education department. Key responsibilities include ensuring **100% student ABC ID generation and implementing the credit and curriculum structure provided by the government of Gujarat**. Additionally, the committee arranges an orientation programme for all the newly enrolled students to enlighten them about various aspects of NEP. The committee also facilitates allotment of seats to the students in their preferred choice subject groups with desired combination of Major and Minor disciplines. This ensures the college stays compliant with the latest educational

standards and reforms, enhancing the quality of education provided.

Overall, the college's governance and leadership, as overseen by the Governing Council and various specialized committees, are meticulously aligned with its vision and mission. Through e-governance, decentralized academic activities, active student participation, and adherence to NEP 2020 guidelines, the institution is committed to fostering academic excellence and holistic development. This alignment ensures the college remains dedicated to its core values and goals, continually striving to provide a dynamic and inclusive educational environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institutional perspective plan is effectively deployed, and the functioning of institutional bodies is both effective and efficient, as evidenced by policies, administrative setup, appointments, service rules, and procedures.

Policy Documents

To ensure smooth functioning and efficient operation, the college has developed comprehensive policies regarding admission, examination, administration, purchase, library, finance, and student welfare. The institute also has a Green Policy, engaging all stakeholders in maintaining and developing a green campus. These policy documents are available on the college website, ensuring transparency and accessibility.

Administrative Setup

The college is a government institution managed by the Education Department and overseen by the Commissioner of Higher Education (CHE) in Gandhinagar. The CHE supervises all college activities, following a structured authority hierarchy:

- Principal Secretary - Education Department
- Secretary - Education Department
- Director/Commissioner - Higher Education

- Deputy Directors - Higher Education
- Principal and Teaching Staff
- Administrative Staff
- Students

Appointment, Service Rules, and Procedures

As a government college, appointments for Class 1 and Class 2 Gazetted officers are done by the Education Department/Commissioner of Higher Education through the Gujarat Public Service Commission (GPSC) selection process. Class 3 staff are appointed by the Commissionerate of Schools after examinations conducted by the Gujarat Subordinate Service Selection Board (GSSSB), and Class 4 staff are appointed by the District Education Office per Gujarat State rules and provisions.

The service rules applicable to all employees include the Gujarat Civil Service Rules 2002 and the Service and Discipline Rules of 1971, governing aspects such as service, salary, leave, pension, and other government benefits.

Procedures

The college has several committees to ensure transparent, fair, and efficient administrative procedures and practices, including the Admission Committee, Examination Committee, and Saptadhara Committee. The college adheres to all government rules, regulations, guidelines, and policies regarding recruitment, promotion, and transfer. Employees are recruited according to norms set by the Gujarat Public Service Commission and the Gujarat Subordinate Service Selection Board. Additionally, the Gujarat Civil Service Rules 2002, Gujarat Civil Service Behavioural Rules 1971, and other relevant government regulations and notifications apply to all employees.

Strategic Plan

The college has a strategic plan that focuses on various initiatives to enhance the quality of education and institutional growth:

- Use of Modern Technology and ICT in Teaching and Learning: Implementation of smart classrooms.
- Organizing Seminars, Workshops, and Conferences foster new developments and changes in higher education..
- Organizing Faculty Development Programs (FDP) to improve teachers' professional competencies.
- Encouraging Teacher Participation in Professional Development: Supporting attendance at national and international seminars and conferences.
- Student-Centric, Outcome-Based Teaching and Learning Activities: Implementing strategies that focus on student outcomes.
- Skill Development Classes: Offering programs such as the Finishing School training program.
- Expanding Add-On Courses tailored to local needs.
- Establishing More MoUs with educational institutions and NGOs to enhance quality education.

Through these initiatives, the college ensures that its governance and leadership are effectively aligned with its vision and mission, fostering an environment of academic excellence and holistic development.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Various welfare measures and development opportunities are provided to both teaching and non-teaching staff at an institute to support them both financially and socially.

Welfare Measures for Teaching Staff:

- **Professional Development:**

- Participation in Orientation, Refresher courses, Faculty Development Programs, and ARPIT.
- Encouragement for higher studies and research.
- **Leave Facilities:**
 - On duty leave for attending conferences, workshops, seminars, and professional development training programmes.
 - Casual Leave, Earned Leave, Paternity Leave, Maternity Leave, Medical leave as per Government, UGC, and University rules.
- **Infrastructure and Support:**
 - Personal Computer and Wi-Fi Connection, Printer.
 - Provision of Laptop, Wi-Fi connector, Anti-Virus software, Research books.
- **Career Advancement:**
 - Career advancement schemes (CAS) with benefits like higher scale and grade pay.
 - Promotion opportunities (e.g., Assistant Professor to Associate Professor with specific grade pay after 14 years).
- **Other Benefits:**
 - Incentives for participating in board of studies and as resource persons.
 - Support for Ph.D. guidance and research.
- **Financial Benefits:**
 - GPF, NPS, CPF, Group Insurance benefits.
 - Transport Allowance, Medical Allowance, Gratuity, and Medical Reimbursement for self and dependents.

Welfare Measures for Non-Teaching (Administrative) Staff:

1. **Leave and Training:**
 - Various leave entitlements as per Government rules.
 - In-service training leave for development.
2. **Infrastructure and Support:**
 - Personal Computer with high-speed Internet.
 - Automatic Xerox Machine facilities.
3. **Financial Benefits:**
 - GPF, NPS, CPF, Group Insurance benefits.
 - Transport Allowance, Medical Allowance, Gratuity, Medical Reimbursement for self and dependents.
4. **Career Development:**
 - Opportunities for promotion to higher scales.

Overall, these measures indicate a comprehensive approach by the institute to support the growth, development, and well-being of both teaching and non-teaching staff through a mix of monetary and non-monetary benefits, professional development opportunities, and infrastructure support.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 1.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 41.67

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
06	10	14	03	02

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

1. **Sources of Income:** The institution derives income from various sources including term fees from students, grants from the government, financial support from different agencies, and grants for student welfare and initiatives.
2. **Expenditure:** The expenditure areas include salaries and allowances for employees, purchases of books and magazines, infrastructure development and facilities augmentation, student welfare services, sports and cultural activities, organizing conferences, seminars, workshops, and training programs, NSS activities, and maintenance of the college campus.
3. **Objectives:** The institution aims to develop good accounting practices, promote accountability through regular auditing, and ensure transparency in financial transactions.
4. **Government Regulations:** As a government institute, your institution adheres strictly to the rules and regulations laid down by the government regarding income and expenditure. Transactions are conducted through cheques, IFMS (Integrated Financial Management System), and PMFS (Public Finance Management System).

5. **Budgeting and Financial Reporting:** Annually, the institution prepares budget data and submits utilization certificates to relevant authorities such as KCG (Knowledge Consortium of Gujarat) and other government agencies. It also follows a structured process for depositing fees and other payments to the treasury office and the university.

6. **Committees and Procurement:** The institution has specialized committees such as the purchase committee for procurement and the library committee for book and magazine acquisitions. Purchases are made through the GeM (Government e-Marketplace) portal in accordance with rules and guidelines from the Industries and Mines Department of Gujarat.

Overall, these strategies and practices indicate a proactive approach to financial management, ensuring efficiency, compliance with regulations, and transparency in operations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

With the efforts and initiatives promoting **Quality Education** taken up by the **IQAC** at the college level, various positive effects are visible in the Third Year B. Sc. Result in the past five years (as shown in the table below) demonstrating its commitment to academic excellence.

Academic Year	Total No. of Students Appeared	Passed with Distinction	Passed with First Class	Passed with Second Class	Total No. of Students Passed	Pass Percentage (%)	Remarks
2018-19	223	35	82	51	168	75.34	University Gold Medal in Zoology
2019-20	300	33	95	76	204	68.00	University Gold Medal in Zoology
2020-21	295	49	105	88	242	82.03	University Gold Medal in Zoology

2021-22	269	76	124	54	254	94.42	Outstanding Passing Percentage
2022-23	205	37	74	63	174	84.88	Excellent Passing Percentage

Our pass percentages have been impressively high, peaking at 94.42 % in 2021-22, highlighting our ability to maintain and enhance educational standards. The significant number of distinctions and first-class passes each year underscores the quality of our student body and the effectiveness of our teaching methods. We are particularly proud of our students' achievements, especially the University Gold Medals in Zoology won in three consecutive years (2018-19, 2019-20, and 2020-21), showcasing our strength in this field. The year 2021-22 stands out as exceptional, with the highest pass rate and the largest number of distinctions and first-class honors. Moreover, we have consistently had a higher number of female students compared to male students in most academic years, demonstrating our appeal and supportive environment for female scholars. These results reflect our robust academic environment, dedicated faculty, and the hard work of our students. They position Government Science College Vankal as a leading institution for science education in the region. We are committed to continuing this tradition of excellence and supporting our students in achieving their academic goals.

By identifying areas for improvement and implementing innovative teaching methods, IQAC has enhanced education delivery and student outcomes. This proactive approach has not only aligned with the institution's vision but also ensured that our students are well-prepared academically and professionally. The continuous efforts of IQAC in fostering excellence and maintaining high educational standards have undoubtedly played a crucial role in our students' achievements and recognition. Top of Form Bottom of Form

- IQAC at our college has been instrumental in promoting quality education initiatives, which have significantly contributed to **students receiving merit scholarships** over the past five years.
- It has participated in accreditation processes such as NAAC and NIRF, coordinating internal audits, collecting data, and ensuring compliance with standards.
- Aligning quality enhancement initiatives with the institution's vision and mission has been a priority.
- IQAC has recommended and implemented various initiatives to enhance education delivery and outcomes.
- It has maintained meticulous records related to quality enhancement initiatives and helped prepare the academic calendar to achieve educational goals.
- Regular meetings with stakeholders have been conducted to review progress and formulate strategies for improvement.
- Organizing seminars, workshops, and conferences to enrich the academic environment has been another key responsibility.
- Assisting with AISHE data and information has ensured accurate reporting and contributed to national-level analysis and policy formulation.
- Facilitating faculty development and student orientation programs has been a cornerstone of IQAC's efforts. Top of Form Bottom of Form

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: D. Any 1 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The establishment that esteem young ladies and young men as equivalent are more secure and better. Our college unequivocally trusts in the orientation balance, i.e., the equivalent results for both regardless of their orientation. In this unique circumstance, every one of the exercises, viz. scholarly, extra-curricular and co-curricular, are done nearby with practically no orientation inclination. To support the orientation equity, the Establishment takes extraordinary interest and persuades young ladies to join the NSS. The details can be found in the gender audit report.

(a) Safety and Security

All around our institute wants to maintain strict safety and sanitary standards. Security guards are protecting the campus round the clock. They forestall any uncontrollable way of behaving and undesirable trespassers from entering the grounds. Young ladies have a good sense of reassurance and secure nearby.

- Enough lighting has been introduced across the campus. The streets and pathways are satisfactorily illuminated during the night.
- The closed-circuit television cameras are installed in both the indoor and outdoor areas of the campus.
- Students can report their complaint to the Grievance Redressal and Anti-Sexual Harassment Cell if they face issues regarding it. No grievance has been encountered till date.
- The SC-ST Cell is effectively helping the students from backward classes.
- The Institute has separate parking for the boys and girls.
- The Institute often organizes special hygiene and safety lectures for girls.
- The female students are provided with the hygienic and useful facilities like Sanitary Pad Vending Machine and Incinerator.

(b) Counseling

Resources of the college are delegated as the tutors for guiding understudies. Assuming understudies have any inquiries concerning their subject, profession or besides some other issues they can approach their mentors for goal of the issue. Additionally, the faculties are continuously able to help and guide them in their regular examinations, permitting them not exclusively to work on their performance yet in addition to support their confidence. The NSS unit also arranges expert lectures for girls.

(C) Self Defense:

Self-defense preparing is a fundamental ability that shows female students to be more mindful of their environmental factors and to prepare them to battle against any unforeseen risk. In our organization young ladies are prepared to become sufficient mentally, intellectually and genuinely to safeguard themselves in the midst of trouble through self-defense training.

(d) Common Room

In college, girls' common room facilities typically include room with washrooms and common areas. These spaces are designed to ensure privacy, comfort, and safety for female students. Girls can use this facility whenever they need it to get refresh.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Government Science College, Vankal is dedicated to fostering an inclusive environment that promotes tolerance and harmony across various dimensions, including cultural, regional, linguistic, communal, and socioeconomic diversity. The institution undertakes a wide range of initiatives to ensure that all students and employees feel respected, valued, and included, while also sensitizing them to their constitutional obligations, such as values, rights, duties, and responsibilities as citizens.

To celebrate and respect cultural diversity, the college organizes cultural festivals, traditional dance and music performances, and art exhibitions, showcasing the rich heritage of the students and faculty. These events serve as a platform for cross-cultural exchange and understanding, allowing participants to appreciate the diversity within the college community. The institution also ensures that multilingual resources are available, making information accessible to all students and staff, regardless of their language background. To address socioeconomic disparities, our college provides scholarships to

students ensuring that financial barriers do not impede access to quality education. Our college ensures that its governance structures and policies reflect its commitment to inclusivity and equity. The college has established committees with diverse representation to address issues related to discrimination, harassment, and grievance redressal. By maintaining an open and supportive environment, the institution fosters a campus culture where all members can thrive, regardless of their background.

Our college has conducted 'EK BHARAT SHRESTH BHARAT' programme every year. College have Chhattisgarh as paired state. Every year institute organize an Educational Tour at different places for Educational, Communal, Cultural and Gender Equality purpose. College had organized 7 days Residential NSS camp for 23 Boys and Girls students in Jan 2024. It additionally shows them respectability and crew values. In January various days like Conventional Days, Gathering Day and so forth are commended to sharpen the understudies on their traditions, culture and custom.

In conclusion, Government Science College exemplifies a strong commitment to creating an inclusive environment that embraces diversity and promotes the values and responsibilities of good citizenship, preparing its students and staff to be thoughtful, responsible, and engaged members of society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title of the Practice: GSBTM Sponsored Twelve Days UG-CBC Crash Workshop

Objectives of the Practice:

The primary objective of the CRASH WORKSHOP for National Level Competitive Exams in Life Sciences is to provide intensive and focused training to undergraduate students aspiring to gain admission to prestigious postgraduate courses. The workshop aims to enhance participants' understanding of key life sciences concepts, refine their problem-solving skills, and familiarize them with the format and rigor of competitive exams such as the IIT JAM, GAT-B, CUET etc. Through expert-led sessions, mock tests, and strategic study plans, the workshop seeks to boost candidates' confidence and performance, maximizing their potential to secure top ranks in these examinations.

The Context:

Designing and implementing a crash workshop tailored for national-level competitive exams in life sciences presents several challenges. Keeping the workshop content aligned with the latest exam patterns and syllabus updates requires continuous review and adaptation. Additionally, the workshop must balance depth and breadth of material to cater to diverse student backgrounds while maintaining an intensive format. Effective teaching methods need to accommodate various learning styles, offering personalized feedback to maximize student engagement and performance. Logistical aspects, such as scheduling, resource allocation, and technology integration, also pose significant challenges. Furthermore, creating a supportive learning environment in the high-pressure setting of exam preparation is essential to maintain motivation and reduce stress. Addressing these challenges involves meticulous planning, collaboration with subject matter experts, and robust organizational strategies to ensure the workshop's success and positive impact on students' exam outcomes.

The Practice:

The "GSBTM Sponsored Twelve Days UG-CBC Crash Workshop for National Level Competitive Exams in Life Sciences" was conducted from 1st to 12th February 2023. The workshop ran daily from 8:00 a.m. to 7:15 p.m. Experienced resource persons from various departments of the host college and other institutions in Gujarat were invited to lead sessions. A total of 129 registered participants attended the workshop, with the college providing accommodation and meals (breakfast, lunch, and dinner).

The workshop integrates expert-led lectures, interactive problem-solving sessions, and comprehensive mock tests to simulate real exam conditions.

Evidence of Success:

The success of the crash workshop can be evidenced through several key indicators. Post-workshop surveys show high levels of participant satisfaction, with students reporting significant improvements in their confidence and understanding of exam content. Performance metrics indicate that students who completed the workshop scored higher on mock tests and actual exams compared to non-participants. Feedback from academic institutions and industry professionals confirms the workshop's effectiveness in preparing candidates for rigorous academic challenges. Below is a summary of the workshop's success:

Year of Establishment	Data for FY	No. of Students Registered	No. of Students Completed	No. of External Faculties Invited	No. of Students Attended Mock Test	No. of Students Passed National Exams
2023	2022-23	129	129	25	--	03 (35 students appeared for exams)
	2023-24	90	75	29	8	01 (23 students appeared for GAT B, 07 for IIT JAM)

Successful Candidates of Crash Workshop 2022-23

Sr. No.	Name	Exam	Rank

1	Vasava Megha	GAT B	37
2	Chaudhari Shreyaben	GAT B	73
3	Chaudhari Jaydeep	MSU Baroda	-
4	Chaudhari Roshni	NFSU, Gandhinagar	-

Problems Encountered and Resources Required:

Conducting the workshop involved several challenges, such as managing the intensive schedule, which may overwhelm students and hinder their comprehensive understanding of complex topics. Logistical issues like coordinating expert instructors and securing appropriate venues were demanding. Ensuring access to updated study materials and necessary technology for mock tests also added complexity. Addressing these challenges required meticulous planning, collaboration, and resource allocation to ensure the workshop's smooth execution and effectiveness.

Best Practice-2

Title of the Practice:

Providing Library Facilities of a College to Residents of the Surrounding Area

Objectives of the Practice:

Located in the tribal belt of Gujarat, our college aims to promote community engagement and lifelong learning by offering library facilities to the local residents. The initiative seeks to provide access to a wide range of academic resources, books, and digital materials to support educational enrichment and personal development. It fosters a culture of reading and knowledge-sharing within the community, offering a quiet, resourceful environment for study. This service also strengthens the connection between the college and its surrounding community, enhancing mutual benefit and contributing to the intellectual and cultural growth of the area.

The Context:

Extending library facilities for residents of local area has unique challenges. Addressing the specific cultural and educational needs of the tribal community requires culturally sensitive materials and approaches. Language barriers and varying literacy levels necessitate the provision of specialized resources and support. Making the library accessible and welcoming to all community members, including those with disabilities, is crucial. Engaging the local community in planning is important to ensure the library meets their needs and preferences. Additionally, training library staff to understand and respect local customs is vital for the long-term success of the initiative. Careful planning and collaboration with local stakeholders are essential to overcome these challenges.

The Practice:

Extending college library facilities to the surrounding tribal area is both innovative and impactful. This practice uniquely enhances educational opportunities for marginalized communities by making the college's academic resources accessible to them. By integrating local languages and cultural contexts into library resources, the practice helps bridge educational gaps and promotes lifelong learning.

The initiative also fosters cultural exchange and mutual respect by including the tribal community in library activities. Residents engage with educational materials relevant to their interests and needs, contributing to their personal and professional development.

Evidence of Success:

Success is demonstrated by increased library usage among tribal residents and positive feedback from the

readers. Community partnerships and local involvement in library activities highlight the initiative’s positive impact, suggesting that it has successfully integrated educational resources into the tribal community and promoted lifelong learning.

Problems Encountered and Resources Required:

Challenges include ensuring cultural sensitivity, addressing language barriers, and building trust within the community.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institutional Distinctiveness:

Preserving tribal culture is essential for maintaining the rich heritage, traditions, and identity of indigenous communities. Educational institutions, especially those in tribal areas like Government Science College, Vankal, play a crucial role in this effort. The college has successfully created an environment that supports the preservation of tribal culture, celebrating ethnic food, dance, dress, painting, and religious practices. On Indigenous People’s Day (9th August), the college organizes events showcasing these cultural aspects, allowing students to engage with and understand the importance of their heritage. These experiences prepare them to spread tribal lore and practices, ensuring that these traditions continue in future generations.

Importance of Conserving Tribal Food

Conserving tribal food practices is crucial for preserving cultural heritage, biodiversity, and sustainable practices. Tribal food systems reflect deep-rooted traditions and agricultural methods vital for ecological balance. GSC Vankal plays a pivotal role in documenting and sharing this knowledge, providing interdisciplinary education, and supporting indigenous communities economically.

Importance of Conserving Tribal Dress

Tribal dress is a significant aspect of cultural heritage, symbolizing identity, history, and traditions passed down through generations. It reflects the unique artistry, craftsmanship, and values of tribal communities, often incorporating sustainable, locally-sourced materials. Preserving tribal dress promotes cultural diversity and fosters a deeper understanding and respect for indigenous cultures. It also supports the livelihoods of artisans and helps maintain traditional skills.

Importance of Conserving Tribal Dance

Tribal dance is a profound expression of cultural heritage, embodying the history, beliefs, and social values of indigenous communities. It serves as a medium for storytelling, religious rituals, and communal bonding, preserving and transmitting traditions through generations. The intricate movements, costumes, and music in tribal dances reflect the unique identity and artistry of each tribe. Preserving tribal dance fosters cultural diversity, enhances respect for indigenous cultures, and supports the continuity of traditional practices. In a rapidly changing world, tribal dance stands as a testament to cultural resilience, ensuring these vibrant traditions remain alive and appreciated.

Importance of Conserving Tribal Warli Painting

Tribal painting, like Warli art, is a vital cultural expression, capturing the history, spirituality, and daily life of indigenous communities. These artworks are rich with symbolism, depicting stories, rituals, and the natural world, often using sustainable, locally-sourced materials. Preserving tribal painting helps maintain cultural heritage and provides insights into the values and beliefs of tribal societies. It supports the livelihoods of indigenous artists and keeps traditional techniques alive. In an era of globalization, tribal painting fosters cultural diversity, enhances appreciation for indigenous artistry, and ensures that these unique visual languages continue to enrich the world's artistic landscape.

Importance of Conserving Religious and Spiritual Practices

Tribal religious and spiritual practices are essential for preserving the cultural heritage and identity of indigenous communities. These practices encompass rituals, ceremonies, and beliefs that connect tribes to their ancestors, nature, and the cosmos. They promote social cohesion, moral values, and a sense of belonging. Preserving these spiritual traditions fosters cultural diversity, enhances understanding and respect for indigenous worldviews, and supports the transmission of ancient wisdom and environmental stewardship. In a modernizing world, safeguarding tribal religious and spiritual practices ensures the continuity of rich cultural narratives and the holistic well-being of tribal communities.

Practice

Government Science College celebrates World Tribal Day on 9th August annually, honoring the cultural heritage and contributions of indigenous communities globally. The celebration includes various activities, such as performing the Nandarva Dev (a tribal deity) pooja ceremony, featuring local prayers and ritually significant musical instruments like dovdu, dhol, and tarpu. Cultural performances, such as traditional dances and music, showcase the rich artistry of tribal cultures, while art and craft exhibitions, including Warli paintings and bamboo crafts, highlight the intricate craftsmanship and symbolic meanings of tribal creations. Food recipe competitions and festivals offer traditional tribal dishes, giving

participants a taste of indigenous culinary heritage. Hands-on workshops on tribal art, craft, and traditional practices engage students in learning and appreciating tribal knowledge and skills. Drama and storytelling sessions educate the college community about the history, struggles, and achievements of tribal peoples. Awareness campaigns, including social media initiatives, spread the significance of World Tribal Day and the issues faced by indigenous communities. By engaging in these activities, the college creates a meaningful and respectful celebration of World Tribal Day, fostering cultural appreciation, solidarity, and support for indigenous communities.

Positive Effects of Practice

Food

Conserving tribal food activities by the college ensures the continuity of cultural heritage and traditional knowledge. By documenting and promoting these practices, the college supports the sustainability of indigenous food systems, which are often more resilient to environmental changes. This preservation helps mitigate the loss of biodiversity and encourages sustainable farming practices, contributing to global food security. Educating students about tribal food systems fosters appreciation for cultural diversity and promotes healthier eating habits. Economically, it supports local communities by preserving traditional livelihoods and promoting sustainable tourism. Ultimately, conserving tribal food activities by the college enriches societal resilience, cultural understanding, and environmental stewardship.

Dress and Dance

Conserving tribal dress and dance activities in the college can positively impact the surrounding area by boosting cultural tourism and local economies. Hosting events and exhibitions featuring tribal dress and dance can attract visitors interested in indigenous cultures, promoting local businesses and artisans. Increased cultural awareness and appreciation within the community can foster pride and solidarity among residents. Collaborations between the college and local tribal communities can strengthen community ties and promote cultural exchange. Moreover, preserving and showcasing tribal traditions in the surrounding area can enhance its reputation as a culturally vibrant region, attracting further interest and investment.

Tribal Painting

Conserving tribal painting can positively impact the economy of tribal communities by creating economic opportunities for local artists. It can increase the value of tribal art, attract buyers and collectors, and contribute to sustainable cultural tourism, enhancing income and livelihoods within the community.

Religious and Spiritual Practices

Conserving tribal religious and spiritual practices preserves traditional wisdom among tribal communities, ensuring the continuity of cultural values, ethical teachings, and spiritual beliefs. This conservation fosters intergenerational knowledge transfer, strengthens community resilience, and sustains the spiritual foundations that guide tribal life and decision-making.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Government Science College, Vankal, stands out not only for its academic excellence but also for its robust community engagement and support for innovation. The college's Entrepreneurship Capacity Building Cell (E-CBC) and its role as a nodal center for the Undergraduate Capacity Building Cell (UG-CBC) underscore its commitment to fostering entrepreneurial skills and preparing students for competitive exams. Additionally, the college's focus on preserving tribal culture through various initiatives enriches the student experience and promotes cultural heritage. The institution provides quality education through highly qualified faculties selected via the Gujarat Public Service Commission, ensuring high academic standards and effective teaching. The college's proactive approach to professional skill development, evident in programs like Finishing School and SCOPE, ensures students are well-equipped for their future careers. The college's efforts in sustainability, inclusivity, and comprehensive student support make it a model for educational institutions serving underprivileged communities.

Concluding Remarks :

Government Science College, Vankal, established in 2012, plays a crucial role in providing quality education to the tribal regions of South Gujarat. Affiliated with Veer Narmad South Gujarat University, the college has steadily grown since then, moving to its campus in 2017. The institution boasts modern facilities, well-qualified faculty, and a holistic approach to education, integrating co-curricular and extracurricular activities into its robust academic environment.

With an annual enrollment of around 900 students, predominantly coming from underprivileged tribal communities, the college offers a range of undergraduate science programs. The adoption of the Choice Based Credit System (CBCS) and active faculty involvement in curriculum planning ensures flexibility and up-to-date academic offerings. The college's meticulous planning and adherence to the university-prescribed syllabus guarantees effective curriculum delivery, supported by modern instructional methods and ICT-enabled tools.

The college excels in research and innovation, fostering an environment that encourages entrepreneurial ventures and innovative research resulting in a number of publications and various faculty awards. Extension and outreach programs, coupled with the promotion of tribal culture, enhance community engagement and cultural appreciation.

Infrastructure and learning resources are continuously developed and maintained to support the educational mission. The well-stocked library, updated IT infrastructure, and effective maintenance of facilities create a conducive environment for learning and research. The institute's emphasis on sustainability through the use of renewable energy resources further reflects its forward-thinking approach.

Student support and progression are central to the college's mission. Extensive scholarship programs, skill enhancement initiatives ensure that students are well-prepared for academic and professional success. The high pass rates and significant milestones achieved by the students underscore the institution's educational standards.

The institute's governance and management model in association with IQAC, and empowered with E-

governance practices and strategic planning promotes transparency, efficiency, professional development, quality enhancement, and effective administration.

The institute exemplifies excellence in education, research, and community engagement, providing students with the skills and knowledge needed to excel in their career and life. Its commitment to holistic education and community development makes it a pillar of support and growth in the tribal regions of South Gujarat.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :21</p> <p>Remark : The generic courses are excluded, leaving only the specialized courses uniquely offered by the HEI.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>688</td> <td>803</td> <td>0</td> <td>728</td> <td>688</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>688</td> <td>803</td> <td>0</td> <td>728</td> <td>688</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	688	803	0	728	688	2022-23	2021-22	2020-21	2019-20	2018-19	688	803	0	728	688
2022-23	2021-22	2020-21	2019-20	2018-19																	
688	803	0	728	688																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
688	803	0	728	688																	
1.4.1	<p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

2022-23	2021-22	2020-21	2019-20	2018-19
300	450	300	300	450

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	450	300	300	450

2.1.2 **Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
177	265	177	177	220

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
177	265	177	177	220

2.4.1 **Percentage of full-time teachers against sanctioned posts during the last five years**

2.4.1.1. **Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	15	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	15	15	12

2.4.2 **Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	13	13	13

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	254	242	204	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
174	254	242	204	168

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
205	269	295	300	223

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
205	269	295	300	223

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	6	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	17	11	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	02	00	01

3.3.2 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2	3	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	04	04	01

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	02	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	02	01	00

3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification :

Answer After DVV Verification :05

Remark : Revised in accordance with the available documents and corroborating clarification.

4.1.2 **Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61.994305	10.03015	7.61223	11.37834	29.00952

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61.994305	10.03015	7.61223	44.87834	65.50952

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 54

Answer after DVV Verification: 54

4.4.1 **Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

32.147456	16.76294	22.25307	42.38431	22.81562
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.52	6.56	7.44	6.5253	6.68

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
249	102	00	408	356

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
132	101	00	0	0

Remark : HEI has reclaimed one-day seminars on several topics, however, the current metric does not encompass seminars.

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	118	135	117	139

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	103	118	102	122

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	254	242	204	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
174	254	242	204	168

Remark : DVV asked for 16 students' documents. Only two out of 16 are not convincing. The names are as follows VASAVA DANİYALBHAI, and CHAUDHARI UTKARSH BABUBHAI. It was revised on a pro-rata basis.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	3	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	3	1	4

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	25	3	26	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	01	10	05

6.2.2 ***Institution implements e-governance in its operations***

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.2 **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	08	12	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	10	14	03	02

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

7.1.2 **The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 23 Answer after DVV Verification : 20</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	14	13	13	13	13	2022-23	2021-22	2020-21	2019-20	2018-19	12	13	13	13	13
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	13	13	13	13																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	13	13	13	13																	