



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**TOLANI COMMERCE COLLEGE**

NR. POST OFFICE, POST BOX NO. 27, ADIPUR (370205)

370205

[www.tcc.ac.in](http://www.tcc.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

For the past 50 years, Tolani Commerce College has been regarded as one of the greatest and most distinctive establishments for providing top-notch education in the field of commerce. Founded in 1973 by the renowned visionary and philanthropist Late Kaka Pribhdas Tolani, the college aims to offer top-notch education to all deserving youth without any form of discrimination. The college is celebrating its golden jubilee year with the help and support of the management, staff and the alumni. It facilitates higher education by providing a Bachelor's Degree in Commerce. The institution's management founded this college to teach young people for academic achievement in business, trade, and industry, with the goal of providing high-quality education in the Kachchh region, which is vulnerable to earthquakes and droughts. It has consistently worked to guarantee quality improvement by concentrating on all pertinent benchmarking factors. Along with updating the physical buildings, it has expanded the curriculum to include numerous value-based activities. In 1988, it established a postgraduate division to offer M.Com. programmes on campus in response to societal demands. We offer Master's Degree in two major subjects: Advanced Accounting and Auditing and Accounting and Finance. Furthermore, it has offered UGC-sponsored certificate and diploma programmes in foreign trade, keeping in mind the major ports of Kachchh, fulfilling the industry demand of such professionals. The college is affiliated with Krantiguru Shyamji Krishna Verma Kachchh University. Earlier upto 2003, it was affiliated to Gujarat University, Ahmedabad. The university act was passed in the year 2003 by the Gujarat Government and we were the part of Kachchh University. In 1976, UGC recognized the college under categories of 2f and 12b and the college received financial assistance under many schemes. The Gujarat government and the central Government sanctioned the grants of Rs. 2 crore under RUSA scheme under the title "Infrastructure Grants to Colleges" out of which the college has already received Rs. 1.5 cr. The college is under the 4th cycle of NAAC accreditation process and it has completed all the cycles, i.e. 2008, 2013, 2018 consequently in due date with B grade.

### **Vision**

**VISION:** We envision the total transformation of this Drought prone area Kachchh through promotion of Trade, Industry and Business by way of imparting education in the field of Commerce.

### **Mission**

### **Mission**

**MISSION :** We dedicate ourselves to the mission of training young; adults for academic excellence, development of skills and character formation based on co-education system related to commerce learning; with a view to upgrade their lifestyles.

## **OBJECTIVES:**

- Encouraging students to solve problems creatively and unconventionally in order to come up with optimum solutions.
- Converting the concepts with creativity which helps the students that meet industry needs and societal demands.
- Teachers assist students in completing the project successfully by offering the necessary technical direction.
- To foster the creative ideas among the students through different innovative approaches. To carry out studies and research in the area of trade, commerce and industry.
- To give students the professional skills they need to compete in a global market.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- **Premier institute of the region having highest number of students in commerce**
- **Renowned management with principles for running higher education institute**
- **Sprawling green campus with all required teaching facilities.**
- **ICT enabled class rooms, latest computer lab and enriched library with all facilities**
- **Only institute running PG in regular mode except university PG center.**
- **Qualified, proficient and dynamic teaching staff.**
- **Focus on holistic development of the students through co-curricular and extracurricular activities.**
- **Government recommended fee which is lowest in the town.**
- **Supportive alumni association helping the institution for modern facilities for student support**
- **Cluster college for university examination and assessment center for east Kachchh region.**

### **Institutional Weakness**

- Overcrowded strengths of the students in the class due to government policy ( having six divisions of 172 students in each division)
- Heterogeneous classes
- Lack of regular / full time staff as a result of government recruitment policy
- Limited land in the same campus for further expansion
- Limitations of university for offering subjects to the students

### **Institutional Opportunity**

- Ability to become the cluster of the colleges as per NEP – 2020. Strengthening research activities for the teachers and the students
- Scope for inter / Multi-disciplinary courses due to many sister concern institutions in the same campus. Generating revenue through starting courses of high demand in commerce
- Collaboration with reputed institutions for faculty exchange program Scope for integrated courses like B.Com and MBA, BBA and MBA Expansion of sports facilities as a group of colleges
- To develop more linkages with the industries for skill development and incubation center Scope for starting new subjects in commerce
- Enhancing placement through structured process

### **Institutional Challenge**

- Over size of class in terms of students in the B.Com program Regular faculty recruitment from the government
- Improving teacher – student ratio through permanent staff
- Appointing qualified staff on self financed basis due to financial constraints
- Maintaining quality which is a benchmark of the institution due to overcrowded population in the class encouraging students to enroll in extra courses for skill development in addition to their normal coursework
- Non autonomy restricts the institution for better performance in many fields

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institute has made its goals, mission, and vision clear to its constituents. The institute adheres to the academic principles and curriculum set forth by the University's Board of Studies (BOS) and provides one undergraduate programme and two postgraduate programmes. It is associated with KSKV Kachchh University. By actively participating in the structuring and authoring of the curriculum, College Faculty Members at the university level play a variety of roles in the curriculum design process, helping to ensure that our goals and objectives are realized. The Institute's approach to developing and executing the programme is well-thought-out. The curriculum is carefully implemented in accordance with the academic calendar and timetable of the Institute. At the Institute, preparing teachers and students for the successful execution of the teaching-learning process is a regular practise.

Academic rules established by the associated university bind the institute. Nonetheless, the college provides elective courses in addition to adhering to the required curriculum. Additionally, the institute provides students with value-added courses that assist shape their talents, like Tally and Accounting. The institute places a strong emphasis on student-centered academic and extracurricular programmes where learning is the main objective of each activity. Facilities for efficient curriculum delivery are provided by supportive management, which also supports the teachers. At the Institute, instructional techniques are taught using ICT tools. The institute carefully develops and guarantees that discussions of subject beyond the curriculum, expert lectures, and exposure to industry through industrial visits and study trips, in addition to providing all the necessary resources for effective delivery. The Institute hosts a variety of courses, seminars, workshops, and conferences to fill in curriculum gaps, prepare students for the workforce, and increase their understanding of the newest technologies. The college encourages students to provide input on a range of college-related topics by using an online feedback portal. Every faculty member has a mentor who helps students with any issues they may have. In order to address the concerns raised by the kids, the Principal and, if needed, the management are notified.

### **Teaching-learning and Evaluation**

Admission of students to the Institute is handled centrally by KSKV Kachchh University, Bhuj, the affiliated university. Merit lists are created, documentation is verified before admittance to the course, and administrative support for the online admissions process is provided by the institute. All prospective students who want to be admitted to the institute are given counselling regarding programme options, financial aid, scholarships, and career opportunities. Since the Institute scrupulously abides by the laws and guidelines established by the University and the government, its admission process is open and transparent. The institute complies with the governments and the higher education office's reservation policies. The college deliberately designs its programmes, including care for students from rural, economically disadvantaged, and differently abled backgrounds. Students in that group receive extra financial help, library resources, and infrastructure support. During the first-year orientation programme, students are told about the many support cells, such as Women's (CWDC) redressal, Grievance redressal, and Anti-ragging. The cell coordinators raise awareness and offer assistance to the students as needed.

The Institute uses a combination of traditional and contemporary teaching techniques in its instruction. The institute offers all the tools and assistance required to apply both ICT and non-ICT instructional approaches. The academic calendar is carefully thought out and arranged ahead of time. The faculty at the institute is a mix of youthful, skilled, knowledgeable, and competent. Teachers are inspired to conduct study and are encourages to publish their research papers. At both the undergraduate and post graduate levels, eighty percent of the faculty members have either a Ph.D. or NET/SLET as their highest degree. With their extensive teaching experience, they are prepared to take on any obstacles that may arise when they are given non-academic tasks. During academic programmes, faculty members of the college are invited to serve as resource persons, training fellow faculty members.

The University's policies and procedures for administering, assessing, and reforming exams are adopted by the Institute. The Institute has an examination committee in place to make sure that exams are conducted there efficiently. The Institute's academic calendar allows for internal evaluation in accordance with the university calendar. It is common practice to continuously evaluate students internally. By making it easier for faculty

members to evaluate exam papers at the Central Assessment Centre, the Institute supports the university's examination review process during the Central Assessment for Papers.

The institute's student-centric approach has produced positive outcomes. Since its founding, the institute has a history of winning gold medals and placing highly in universities. Students at the Institute level have left their imprint on a variety of courses. Each programme and course's learning objectives are specified by the university and the organization.

### **Research, Innovations and Extension**

To encourage activities connected to research, the Institute maintains a Research and Development Cell (R & D). The current computer lab has been updated with new hardware, software, and experimental setups. Five teachers have applied for major research projects during the past five years, and one English department teacher has been successful in receiving funding from ICSSR for her study. The grant that was approved was Rs. 5 lakh. Our faculty members' pursuit of research in their various professions has been bolstered by the award. With the money they are awarded, researchers are free to buy the equipment they require.

There has been a notable increase in publications as a result of funding grants that have spurred research activities. In an attempt to promote internal publication, the institute has also published. Two teachers (English and Commerce) have registered patents approved by the authority and many teachers have written books and chapters in the book as a part of the curricula. Books written by the faculty of commerce are taught in the syllabus of Tamilnadu State Government model syllabus for Tamilnadu, Savitribai Phule, Pune University, Delhi University, Periyar University, Selam, Tamilnadu, Rani Durgavati University, Indore, Jammu Central University, Punjab Central University, Sardar Patel University etc. Two teachers completed Minor Research Projects from UGC and ICSSR. Many teachers are Ph.D guides having students registered under them.

A unique one-day session has always been planned for those hoping to pursue postgraduate studies as NET/SLET students. Average three to four students got cleared this exam. To support the daily operations of the Mcom centre, one of our alumni has kindly donated Rs. 1 crore. Students' learning levels have grown as a result, and over the past five years, the PG Centre has conducted numerous research and extension projects.

Committees arrange extension and outreach initiatives, such as blood donation drives, village adoptions, community learning, community development, and year-round campaigns to raise awareness of environmental protection and hygiene. During its residential camp and other yearly camps, the National Social Service (NSS) and National Cadet Corps (NCC) play a significant part in carrying out the aforementioned activities.

### **Infrastructure and Learning Resources**

The institute features four buildings, each with two floors that house eighteen classrooms, a computer lab, a skill development centre with the most recent 25 computers, a seminar hall, and other facilities that provide space for the needs of the academic programme and other institute activities. The well-designed infrastructure of the institute facilitates the needs of higher education. Every lab and classroom is roomy, ergonomically planned, and has an attractive perspective. Highlights of the Institute's facilities include two smart classrooms, an ultramodern gym, well-equipped laboratories, ICT-enabled classrooms, and a well-kept playground. There

are wheelchairs, restrooms, and ramps available for students with disabilities.

The Institute also offers spaces for playing indoor games. There are more than 150 seats available at the Institute's central library for both male and female students. It is kept up to date by knowledgeable and skilled personnel and rich in material. The Institute's Library Committee arranges for the upkeep and occasional upgrading of books, journals, magazines, and other periodicals. There are around 22,000 books and magazines in the library. There is a high-bandwidth internet facility with PCs specifically designated for the digital library. The University Grants Commission's (UGC) independent inter-university centre, Information and Library Network (INFLIBNET), supplied SOUL 3.0 software, which was used to digitise every book. Students, researchers, and college teachers have access to e-resources through N-List, an initiative of the Ministry of Human Resource Development ("National Library and Information services Infrastructure for Scholarly Content").

Students and faculty members can access Wi-Fi at the Institute's classrooms and laboratories. There is dedicated internet access accessible with a 50 Mbps speed. The college maintains its own website, [www.tcc.ac.in](http://www.tcc.ac.in), which makes it easier for students to apply online, enrol, and pay for tuition. The administrative office of the college uses IT infrastructure to manage student Telegram groups. When needed, pupils at different levels can access the 102 computers that are available to them.

Professionals perform electrical maintenance on the entire structure. Electronic devices such as computers, biometric sensors, security cameras, and lab equipments are all serviced by the companies from whom they were originally acquired.

### **Student Support and Progression**

The institute offers a robust mentorship programme in which a single faculty member serves as a mentor for a student each semester, providing academic and personal support. Various public and commercial organisations offer guidance and assistance to students from economically disadvantaged homes in order to help them apply

for scholarships. Through CSR funding from our alumni's companies, the institute offers financial support to students from economically disadvantaged backgrounds. When needed, specific faculty members also help students financially. The institute has a history of producing outstanding university students every year. In terms of overall achievement in university exams, the Institute does exceptionally well. Students who have competed in national-level sporting and cultural events have also brought honours. Many PG students have cleared NET/SLET examination after attending our workshops along with their regular classes. Few of them are now the part of our staff as they are the fully qualified teachers for the post. Many student centric activities are done with the help of social organizations and government agencies.

The Institute plans extracurricular and cocurricular events to help students develop their diverse abilities and to inspire and mentor them in taking part in events at different levels. The academic calendar is set up to allow for the aforementioned events. Students are encouraged to take part in the following activities under the Saptadhara scheme: Yog, Vyayam and Khelkud Dhara (Yog and Sports activities), Rang kala and Kaushakya Dhara (Fine Arts activities), Natya Dhara (Theatre activities), Geet Snageet and Nrutya Dhara (Music and Dance activities), and Samudayik Sewa Dhara (Community/Social Activities). A variety of events are held under the Saptdhara programme, including essay competitions, elocution contests, workshops and creative activities, and

competitions for mehndi and rangoli. In addition, students take part in National Service Scheme (NSS), NCC, and Cleanliness Campaign activities. Many NCC cadets of the college participated in 26th January republic day parade at New Delhi and won awards for cultural and other activities.

### **Governance, Leadership and Management**

The mission and vision of the institute are futuristic in nature. By using cutting-edge technology to deliver high-quality education, they meet the requirements of society. The Institute's vision, mission, and goals centre on meeting societal demands through high-quality education. When making decisions at the Institute, the Principal is supported by the Coordinators of different cells, the Heads of Departments, and the Administrative Staff. The roles and responsibilities of faculty and staff are to operate in a transparent and peaceful atmosphere. To guarantee that academic and administrative activities meet quality standards, IQAC has a well-established procedure.

The framework for deployment policy includes the provision of first-rate academic facilities, a supportive learning atmosphere, and a positive workplace culture. In order to formulate policy, input from all stakeholders, including student surveys, is essential. In order to ensure that the institution's strategy is implemented throughout the year, IQAC is essential.

The Institute recognises that a committed faculty is essential to achieving its goals. Their expertise and commitment are highlighted by the fact that several public events, such as festivals and national day celebrations, are hosted under their direction. Women are fairly represented at all organisational levels, and their safety and security are given first consideration.

For the purpose of conducting statutory audits and keeping an eye on financial activities, the management has hired internal auditors and financial consultants. All of the Institute's financial planning efforts are handled by the account section. A budget is developed institution-by-institution in accordance with the management policy, and it is authorised after taking into account all of the year's planning. A registered alumni association contributes financially to the institution's development initiatives.

The Institute's IQAC was established in 2008. The IQAC is operational, and it supports quality initiatives in areas pertaining to academics, incentives, research, and administration for all of the Institute's constituent units.

### **Institutional Values and Best Practices**

It is challenging for students who attended secondary and upper secondary school in rural areas and learned in vernacular to understand the fundamentals of the subject. Occasionally, this mismatch burdens them, leaving them unsure of how to fully prepare for the subject. All second semester students are required to take the SCOPE exam, which is an English language proficiency test administered by Cambridge University, through the college. Cambridge University awards certificates that benefit students not only in their language and skill competency but also in their employment prospects, since the government awards five distinct points for this exam in the job interview.

As part of its efforts to support the university both intellectually and financially, the alumni association has been participating in the institution's regular academic calendar and alumni activities. Because of this, the school has launched a number of creative programmes and initiatives to support students, which have aided in



their development over the past five years. The Gujarat government's charity commissioner has a separate trust registered, and the alumni have made significant contributions to the institution's development. The Alumni Executive Programme is a set of lectures wherein prominent urban businessmen engage with students to inspire them to become better entrepreneurs. The institution is commemorating its fiftieth anniversary and, with the assistance of various alumni batches organised annually, it has events scheduled for each month.

Additionally, the kids lack awareness about their professional options, thus studying for exams like these gives them more confidence in those areas. In order to translate theory into useful abilities, students are also encouraged to plan original experiments in the computer lab and to take part in their completion. In addition to providing guidance on future job prospects, expert lectures keep students informed about current trends in their professions. Taking part in national day celebrations and other associated events contributes to the dissemination of ideas about the value of brotherhood and fraternity in people's everyday lives.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TOLANI COMMERCE COLLEGE
Address	Nr. Post Office, Post Box No. 27, Adipur (370205)
City	Adipur - Kachchh
State	Gujarat
Pin	370205
Website	<a href="http://www.tcc.ac.in">www.tcc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Manish K. Pandya	02836-260623	9426999192	02836-263429	tcctolani@gmail.com
IQAC / CIQA coordinator	K. H. Kharecha	02836-9974368017	9427267117	02836-263429	kamalkharecha@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Proof Tolani Commerce College Final compressed.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic Minority SINDHI
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Gujarat	Krantiguru Shyamji Krishna Verma Kachchh University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	26-04-1976	<a href="#">View Document</a>		
12B of UGC	26-04-1976	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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?	Yes
If yes, name of the agency	Knowledge Consortium of Gujarat Education Department
Date of recognition	28-02-2023

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Nr. Post Office, Post Box No. 27, Adipur (370205)	Semi-urban	1.9	4127.69

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Bachelor Of Commerce	36	HSC	Hindi,English + Hindi	1032	1032
PG	MCom,Master Of Commerce Advance Accounting And Auditing	24	Graduate	Hindi,English + Hindi	75	75
PG	MCom,Master Of Commerce Accounting And Finance	24	Graduate	English + Hindi	75	75

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				5				14			
Recruited	1	0	0	1	3	2	0	5	6	1	0	7
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	5	6	0	11
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						13
Recruited	3		1		0	4
Yet to Recruit						9
Sanctioned by the Management/Society or Other Authorized Bodies						9
Recruited	6		3		0	9
Yet to Recruit						0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	2	0	5	1	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	1	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	3	4	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0		2		2

**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	1233	0	0	0	1233
	Female	1452	0	0	0	1452
	Others	0	0	0	0	0
PG	Male	59	0	0	0	59
	Female	247	0	0	0	247
	Others	0	0	0	0	0
Diploma	Male	14	0	0	0	14
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	34	0	0	0	34
	Female	13	0	0	0	13
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	186	187	236	259
	Female	212	212	233	258
	Others	0	0	0	0
ST	Male	17	16	18	12
	Female	11	11	11	5
	Others	0	0	0	0
OBC	Male	506	538	515	509
	Female	608	578	576	601
	Others	0	0	0	0
General	Male	471	472	595	506
	Female	846	842	950	834
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>2857</b>	<b>2856</b>	<b>3134</b>	<b>2984</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our management Gandhidham Collegiate Board, known as Tolani Vidya Mandir, has 7 institutions, including Arts, Science, Commerce, Pharmacy, Diploma Engineering, MBA, law, etc., with one eye and dental hospital and research center. The management also runs a vivekanada center known as Shri Ram Krishna Seva Kendara Adipur for the holistic development of the 9000+ students on campus. So we have ample opportunity to offer multidisciplinary and interdisciplinary courses to the students. As per NEP 2020, we will become the cluster of the area due to the variety of subjects and faculties under one umbrella. Our affiliating university has also implemented NEP-2020 this year</p>
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for the first-year students, and all the syllabuses are prepared according to the guidelines of the UGC and the state government. Tolani Commerce College offers its students a comprehensive multidisciplinary and interdisciplinary curriculum from the affiliating university with the intention of giving them a general understanding of related fields in addition to their primary studies. The university has offered multidisciplinary and interdisciplinary subjects like microeconomics, export-import management, and business environment, which give the students of commerce the opportunity to opt for their choice. The university has also offered ability enhancement courses in English, Gujarati, Hindi, and Sanskrit for first-year students. We have also introduced skill enhancement courses like Team Building, Life skills, and communication subjects. These baskets of subjects give enough range for commerce students to develop their multidisciplinary and interdisciplinary skills as per NEP 2020 regulations. A credit-based course on environmental education is included in the curriculum. Students participate in community engagement and social service projects each semester through NCC and NSS. For example, distribution of necessary accessories to orphanages and old age homes, blood donation camps, teaching women about health and cleanliness, and so on. The completion of the projects is recognized with two additional internal marks for the students who joined the activities. According to the current curricular structure, B.COM Students begin in the first year and finish the course at the end of the third year. The TCC Innovation Club is a research cell at the institute where B.Com. and M.Com. students can conduct research. Students participate in research and innovation under the guidance of faculty members. Every year, the Institute organizes a number of interdisciplinary conferences to promote the mixing of different disciplines, resulting in the interchange of research ideas and expertise in overlapping fields. The International Conference on Interdisciplinary Research in Commerce, Economics, and Intellectual Property Rights is one of the conferences. University syllabus link for NEP - 2020  
[https://kskvku.ac.in/NEP\\_Based\\_Syllabus.php](https://kskvku.ac.in/NEP_Based_Syllabus.php)

2. Academic bank of credits (ABC):

As per NEP norms, we are fortunate enough to have clusters of institutions that offer multiple subjects

from all the fields and disciplines like arts, Commerce, Science, Pharmacy, Engineering, Management, law, etc. Our affiliating university has also initiated the implementation of NEP 2020 as per government instructions. The university has made it mandatory to register for the Academic Bank of Credit for all the students who take admission to the first year in the academic year 2023–24. The college has also implemented the same for first-year students, and around 1000 students have already registered for the same and secured admission to our college. Around 1,000 students have already registered for the course. The college has signed a Memorandum of Understanding with the USA-based institution for commerce students to encourage the internationalization of teaching and learning. For the benefit of the students, the institution has also signed an MOU with a reputable national institution. The college also intends to provide collaborative degree programs with other state universities, such as Gujarat Technological University, Ahmedabad, and KSKV Kachchh University. As a part of Corporate Social Responsibility funds (CSR), the Gandhidham Chamber of Commerce and Industries has signed an MoU with the college and established a skill development center at a cost of Rs 25 lakhs for the students of the region to implement the national education policy effectively and give them the opportunity to have firsthand experience of the required skills in the job market. This will also enable them to be employable in the market as far as commerce is concerned. One of our alumni has donated one crore rupees to run our post-graduation center regularly and to fill the gap in teaching staff. The government of Gujarat has also announced to introduce NCC and NSS as subjects as a part of the implementation of NEP 2020, and our affiliating university has also implemented the same in all its affiliating colleges, which will give our students the opportunity to acquire knowledge in a domain that was previously not part of their regular curriculum. The university has also given all its affiliated institutions the freedom to introduce short-term courses as per their requirements. All these will help the students acquire the required skills and credits through the Academic Bank of Credit (ABC) to finish their degree. As an associated college, TCC constantly works to update the curriculum across a

	<p>wide range of courses with the help of its BOS members in order to prepare students for employment in line with demands from business and higher education institutions. Thus, the institution is fully prepared to implement the process of an academic bank of Credit and intends to start benefiting the students this year only. University Link for ABC ID <a href="https://www.kskvku.ac.in/QuickLink_ABC.php">https://www.kskvku.ac.in/QuickLink_ABC.php</a></p>
<p>3. Skill development:</p>	<p>As per the new education policy, skill-based courses are an integral part of the curricula, and the same is constituted and implemented by the institution with the help of the affiliating university. We have implemented courses in different languages like Hindi, English, Gujarati, and Sanskrit as part of the ability enhancement courses for the first-year students. We have also offered Skill Enhancement courses like Team building, life skills, communication, and value-added courses like Introduction to the Indian Knowledge System, Bhagvad Gita, and Life Management as part of the Indian Knowledge System. These different skill-based and value-added courses will definitely help the students get the required skills and become employable in the market once they finish their graduation. The institution's efforts to enhance students' skill sets align with the National Skill Development Corporation's, as seen by the courses it offers as electives, supplemental courses, and other offerings. The Institute routinely hosts workshops, live projects for students, and a range of model-making competitions and exhibitions to support vocational education. The students receive instruction on the same from outside experts during mentoring sessions. The college has also established a skill development center with the financial help of the Gandhidham Chamber of Commerce and Management for the skill development programs. Different programs like Tally with GST, Basic Computer Course, Course for CCC and CCC+, etc. are part of the center. The college also runs the centers for distance education of universities like Indira Gandhi National Open University (IGNOU) and Dr. Baba Saheb Ambedkar Open University (BAOU), which offer multiple skill-based courses that help regular students acquire the dual degree as per the provision of the new education policy. The soft skill development course is a crucial part of any</p>

	<p>student's education. In addition to teaching E-Taxation as a basic subject to students, the Institute has hosted multiple conferences and presentations, which a significant number of students attend each year. Certain courses, such as E-Taxation Parts 1 and 2 for third and fourth semester students and SCOPE-A Cambridge University English Language Test for second semester students, are mandated and must be completed by all students in order to pass the exam. To inculcate ethical ideals, a values and ethics course is required of all students. Through partnerships with many charitable organizations and NSS activities, the college organizes several social initiatives aimed at instilling the human values necessary for an individual's total character development. Yoga and sports programs are offered to all students in an effort to help them develop the principles needed to lead peaceful lives. The Alumni Association hosts a monthly Executive Alumni Lecture Series that is open to all students. In light of the NEP-2020, the Institute and a US-based institution have signed a memorandum of understanding (MoU) to ensure that all students receive a thorough education in business and management.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Knowledge System is a part of the New Education Policy, and stress is put on acquiring the knowledge that is essential to understanding the value of education in today's world. We, as an institution, offer the option of writing answers in the college and university exams in vernacular languages such as Hindi, Gujarati, and English and offer English as a medium as far as teaching and learning are concerned. We keep in mind the Indic Indian Knowledge System while organizing programs like Yoga Day, the Celebration of Navratri Festival, a one-week program of traditional talent hunts, Fireless cooking, etc. that integrate our culture and traditions described in the IKS. Our Collegiate Women Development Cell also arranges lectures for women's health and hygiene to make the girls students aware of our traditional beliefs and realities, or the scientific reason behind them. During COVID-19 pandemic situations, our students of NCC and NSS have served the people by providing them with necessary things for those who were not supposed to come out due to infection. The college opened a hospital with the help of the alumni association for three months and served</p>

the patients. This service to humanity reminded the people of the Indian tradition of helping each other and serving humanity and the nation. "???? ?? ??????????? (Tamaso ma Jyotir Gamay)" is the college logo, which indicates that the Indian Knowledge System is an essential component of the system. The majority of the population is made up of Sindhis, who fled the Punjab province of Sindh following the partition and landed in India penniless. It is well known for promoting Sindhi because it is a college for linguistic minorities. Since its founding, the institution has worked to promote Indian culture by providing students with multiple avenues to demonstrate their proficiency with our Indian knowledge systems and by supporting Lok Vidya, or traditional arts. The university's annual youth festival is one of them. Having organized this youth festival three times already, the college has actively promoted Indian culture each time. Sindhi and Gujarati are the two Indian languages that can be studied online at our recently established vocational school. All of the students at the institution have access to university-level certificate and diploma programs in spoken Sanskrit and astrology science. The university has introduced IKS as one of the subjects in value-added courses. The title of the course is "Introduction to the Indian Knowledge The title of the course is "Introduction to the Indian Knowledge System," which covers the overall Indian knowledge system.

5. Focus on Outcome based education (OBE):

Our university took great care to specify the goals of every course when creating the new curriculum for the commerce bachelor's and master's degrees. The underlying principle of the approach is that OBE concentrates on "what the students are capable of doing," whereas the standard educational paradigm emphasizes teachers' contributions and presumes that learning has occurred. The goals that have to be achieved are clear, and the end result of the goals, or outcomes, is predetermined. Outstanding behavior Exceeds the standard "structured duties." Through more difficult tasks and higher-order thinking, it requires pupils to actively participate in the learning process and showcase their talents. Outcomes (POs) in undergraduate and graduate programs refer to the traits, aptitudes, abilities, and comprehensions that students ought to acquire as a consequence of their engagement with the academic program of the

university. POs specify the knowledge and skills that students must possess in order to be eligible to graduate from the school. In order to define outcome-based education, the institution has provided connections to university syllabuses and clearly specified the course outcomes on its website. Course Outcomes (CO) are the quantitative standards used to assess each student's performance in every course they enroll in each semester, in accordance with the levels of Bloom's taxonomy. Students are assessed at several points during the curriculum through mid- and final-semester exams, assignments, projects, lab work, presentations, employer and alumni feedback, and other methods. A student-centered approach to teaching and learning, outcome-based education (OBE) plans course delivery and assessment to meet predetermined goals and results. Its main objective is to measure student performance, or outcomes, at various levels. Aspects of outcome-based education:

- Courses are described as semester-long studies of theory, practical, or theories combined with practical. Statistics, for instance.
- Course outcomes, often known as COs, are assertions that, at the conclusion of a course, learners can consistently demonstrate have been learned in a meaningful and fundamental way. According to each course's weight, three or more course outcomes may typically be listed.
- A programme is a degree's area of specialisation or discipline. It is the coordinated design of coursework, co-curricular activities, and extracurricular activity to achieve preset goals that culminate in the granting of a degree. B.Com with Accounting and Finance, for instance
- Results of the Programme (POs) more specific statements describing what students should be able to perform by graduation are called programme outcomes. POs and Graduate Attributes are supposed to be tightly connected.
- Programme Educational Objectives (PEOs) The statements that outline the expected accomplishments of graduates in their careers, particularly what they should do in the initial years following graduation, are known as the program's educational objectives.
- Programme Specific Outcomes: (PSO) Programme Specific Outcomes are what the students should be able to do at the time of graduation with reference to a specific discipline. Usually there are two to four PSOs for a programme.

## 6. Distance education/online education:

One of the driving forces of NEP 2020 is to have the option of education through open and distance learning courses. There are provisions for UGC-sponsored MOOCs and SWAYAM courses where students may get the option of studying the subject of their choice. Our college has had open and distance learning centers for a long time, and thousands of students have benefited from this center. Nay, many students who are not part of our regular study complete their wish to study further by attending these centers. The more beneficial students are the housewives and serving students who wish to get an upper-level degree working from home or from their workplace. Many of them got promotions in their government jobs after completing the courses in our centers. For the girls who are unable to attend college regularly due to their social or financial conditions, these centers proved to be a great help in finishing their studies. Thanks to two distance learning university centers—Dr. Baba Saheb Ambedkar Open University (BAOU) and Indira Gandhi National University, New Delhi—students can easily choose between open and distance learning courses. In the academic years 2022–2023, many students have registered for the various courses at the college center. The Dr. Baba Saheb Ambedkar Open University and the Indira Gandhi National Open University (IGNOU) have long had study centers affiliated with the university (BAOU). For the past 20 years, the institution's study centers have operated without a hitch. More than 350 distinct certificate, diploma, and degree programs are affiliated with us, especially for our students who are residents of Kutch. Anytime they have questions about the course, students can get in touch with the organizers. Students do not need to travel because the admissions procedure for both distance learning degrees is conducted fully online. There are 850 students enrolled in the IGNOU study center, and 2200 students use the BAOU online learning resources. The college has provided all of its courses online during the pandemic. We are therefore ready for the virtual classes. The college has established a "School of Vocational Studies" with online courses covering topics like computers, Tally, GST, and other topics. In addition, the college provides students in their third and fourth semesters with a single, skill-based course called "E-Taxation" to teach them the



foundations of online taxation. All of these will undoubtedly enable our college's pupils to fulfill NEP-2020 standards.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club (ELC) has been established in the institution in 2018–19 as per the government of Gujarat and the affiliated university's directions. This club has been established under the leadership of NSS program officer Dr. Kalpesh Machhar. The government has given clear instructions on how to run the established electoral literacy program under the NSS. The NSS department of the Gujarat government has also insisted on having this club in every institute of higher education. Accordingly, the club has started working with the help of NSS volunteers. With the assistance of its students, the club has carried out numerous electoral awareness initiatives. activities like celebrating National Voter's Day Each year on January 25, the Government of India declares it "National Voters' Day" in an effort to inspire more young people to participate in national politics. Commencing on January 25, 2011, it commemorates the day the Election Commission of India was founded. Different departments of government organize programs in collaboration with the college NCC and NSS units. A signature campaign for taking oaths for voting is a regular drive that NSS and NCC units of the college run for the students who have just reached the age of 18. It is also a campaign activity of the ELC to motivate the students to get electoral cards for voting. Every year, the institute runs a drive for a week for the same and tries to reach the maximum for getting an election card.</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>The Electoral Literacy Club has been established under the direct supervision and guidance of the Election Commission of India and the Revenue Department of the Government of Gujarat. So every year we have to appoint one coordinator and one student as campus ambassadors for the students. The collector of the district appoints the campus ambassador after consulting the two names from the college authority. Accordingly, the campus</p>

	<p>ambassador students work under the supervision and guidance of the coordinator. Normally, the campus ambassador motivates the students to enroll themselves to get an election card for voting. The club has created a video for the election campaign for casting a vote. The collector and the returning officer of the election commission appreciated the efforts of the institution and honored the institution with flowers in an election meeting at Anjar constituency. All the staff members of the college are appointed as the zonal officer, presiding officer, first and second polling, Sakhi booth incharge, etc. at the time of the election. Every time the work of the institution is praised by all the officials of the election commission, The college is also one of the training centers for the election staff, and our staff members, including the principal, are the master trainers of the same. It is also noteworthy here that no malicious incident was reported in this constituency due to our awareness campaign.</p>
<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.</p>	<p>The college, which is an ELC and where we receive direct guidance from government officials, has taken many innovative initiatives. Before the election of any assembly in Gujarat in Kachchh, our college, the teachers, and students play a very important role in helping the commission for the campaign of the election among the common public. The district's returning officer suggested that our students create a video for the election after Corona, which the electorate found to be very helpful. The institution's major initiatives include a street play, a rally for voting, and exercising the right to vote. The campus ambassador and the NSS unit organize a special drive for election cards every year in the month of January. It works in alignment with the election commission to give voter ID cards to those students who have reached the age of 18. Our students work with different government agencies for the election.</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>The college has undertaken many projects related to the election awareness campaign. We have arranged and organized an election campaign rally, a street play, a video act, and a voter ID card campaign with the help of local governance. To make the people aware of democratic values, the college students have always helped the local government drive for the same. At the same time, the college also conducts many election awareness programs within the college</p>

	<p>for its students to start charities from home. All the staff members of the college, including the principal, are the designated officers of the election duty at the time of the election. Our college is a training center for election officers at the time of elections. The teachers are the master trainers at that time to train the other staff for the election.</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>The students of the college are given facilities to apply for their election cards from the college. At the time of the election voter ID card drive, the ELC, with the help of local management, runs a special drive for the students to get the election card from the college itself. Every year, many students get their first election card from the college authority, and sometimes the local management arranges a program to distribute these cards to the students at a function at a college to motivate the other students to get it done. We are happy to share that 90% of the students at the college will have the election card once they reach the age of 18.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2982	2972	2799	2673	2592

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 19

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
19	19	18	12	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
60.61	54.79	48.52	46.43	52.01

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

The affiliated university, Krantiguru Shyamji Krishna Verma Kachchh University in Bhuj, Gujarat, created one graduate-level (UG) and two postgraduate-level (GIA) programs that the college offers. We adhere to the curriculum that the university's Board of Studies (BoS) has approved. Many college teachers serve on the University Board of Studies (BOS), which enables us to adapt as needed to the needs of various stakeholders throughout time. Following the completion of the online admissions procedure, the program as a whole begins, with workload distribution to all professors based on their areas of competence and university policies. The distribution of teaching responsibilities by department heads is 16 hours per teacher. If there is an increased workload, the department's available teacher takes a few more lectures. In certain cases, the management has kindly hired regular contractual teachers in places where the government has not appointed any regular employees. For example, the management appoints contract teachers for accounting, commerce, English, and statistics. IQAC plans the academic year's schedule and also informs the functional bodies. To accomplish the goals, co-curricular and extracurricular activities are scheduled during the academic year. The IQAC makes sure that the programs that each department schedules go well. The timetable creates the schedule for each program in accordance with university regulations by considering the available infrastructure, such as the number of classrooms, LCD projectors, smart boards, and other devices, as well as the students' aptitude for a given subject. The class schedule is available on the college website, via our Telegram group, and on the notice board. The majority of teachers use ICT resources in addition to traditional chalk-and-talk teaching techniques. The students and faculty members drafted and discussed the preliminary action plan. Through academic review, the principal regularly observes and assesses the activities of the teachers. Our college has benefited from these efforts in the form of student, faculty, and college accomplishments since these action plans are planned annually. The institution also offers a number of certificate programs and value-added courses taught by faculty members with an emphasis on entrepreneurship development and employability. With the assistance of the local Institute of Chartered Accountants branch, skill-based training allowed the students to gain direct experience with online tax payments. The outcomes of a methodical evaluation process are used to divide students into two groups: advanced and slow learners. Slow learners can benefit from remedial classes taught by teachers, while advanced learners can improve their academic and career prospects through specialized coaching and intercultural interaction sessions. Peer teaching is another way that the top achievers help. Continuous Internal Evaluation (CIE) is conducted using both subjective and objective assessment methods. Assignments, project work, quizzes, tutorials, seminars, case studies, and other approaches are used in the CIE. Students evaluate the methods of instruction by providing feedback, which is gathered and examined online.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 67.29

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
1227	2383	2119	1862	1842

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 university curriculum successfully incorporates topics that cut beyond gender, the environment and sustainability, human values, and professional ethics, and it fosters a strong, comprehensive, value-based education for all of our students.

1. **Gender Sensitivity:** Many topics and courses include gender-related issues as a required component. Students are made aware of the need for gender equity and are motivated to work towards it from a multicultural standpoint. Through a counseling cell, free counseling services are offered. In the adopted villages of NSS, slums, and rural areas, gender-sensitization camps are held on topics like women's rights, human rights, child rights, gender justice, and gender equality. Exposure to real-life conditions is made possible via mandatory core courses and a variety of community outreach initiatives, such as health and hygiene camps and village adoptions. Every year, NSS and NCC cadets organized street plays, exhibitions, guest lectures, conferences, seminars, and other events that promote gender awareness.
2. **Environment and Sustainability:** The Sigma-Six Q sustainable way of life, which integrates water and air quality, education and healthcare, agricultural and dairy practices, innovation, and human values, is the foundation of TCC's strong, community-oriented work culture. By organizing programmes for UG/PG in Water, Sanitation and Waste Management, Renewable Energy, Dairy Technology, Agriculture, and Environmental and Green Technology, TCC has led the way in vocational and skill development education. All UG programmes include a required core course on environmental studies. There are organised field trips, industry visits, guest lectures, seminars, workshops, and camps to raise awareness of environmental issues. Every year, we commemorate Environment Day, Earth Day, and Water Day.

**Human Ethics and Workplace Morals:** The following basic courses are required for all UG programmes, with a strong emphasis on the advancement of professional ethics and human values:

1. Cultural education (to maintain one's anchorage by taking pride in one's national ethos) through



cultural committee by organizing different cultural events at the institute level and at villages with the help of NCC and NSS.

2. General Knowledge, Current Affairs, and Scientific Methodology by way of organizing competitive exam classes at institute.
3. Rural Development: (to promote a more comprehensive awareness of rural life in order to appropriately evaluate our nation's economics, politics, and social forces at play) through NSS and NCC.
4. Agriculture Operations (to foster a hands-on attitude and cultivate an appreciation for the value of rural living) by way of organizing annual camp of NSS at different villages.
5. Social Service: (to foster a sense of human fraternity and to aid in the creation of a society devoid of caste and class) through NSS and Sports students.
6. Studying Religions comparatively: (to foster a spirit of tolerance and awaken the Fatherhood of God and the Brotherhood of Man) by way of introducing courses like Bhagvad Geeta and Life Management and Indian Knowledge System which are the part of sem – 1 syllabus.
7. Extracurricular Activities (for broadening one's personality development)
8. Environmental Studies (to understand how environmental awareness affects day-to-day living)

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 32.93

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

Response: 982

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 99.92

##### 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
958	960	958	972	900

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
960	960	960	972	900

#### 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:** 100

##### 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
641	639	606	607	581

### 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
641	639	606	607	581

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 156.95

## 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:**

The college adopts a teaching system that emphasizes using a student-centric approach to transfer knowledge. Along with fostering independence and strengthening students' confidence, this practice helps students move from being relegated to the role of passive recipients to active and participating stakeholders. In a teacher-centric classroom, it is impossible to meet every student's needs and expectations while still expecting a consistent level of learning from them all since kids differ in their comprehension and absorption capacities. By letting each student understand at their own level, the teacher helps the class learn by making sure they participate in class activities, which allows them to learn and process material at their own rate.

The affiliating university defines its courses with emphasis on the goals of each course as well as the precise objectives and outcomes of each programme. This gives the learner a thorough idea of what should be the main focus from the very beginning of the course. At the end of the course, it aids them in self-evaluating their performance. Students' feedback on the course and professors at the conclusion of each semester offers a chance to find any gaps that may subsequently be filled.

Teachers try to make their classes as participatory as they can, promoting creative thinking and fresh perspectives. Utilising audio-visual techniques, smart class rooms, Microsoft Teams Classroom, industrial visits, field work, projects, and field work are some of the ways the college offers hands-on, interactive learning.

The design of internal exams encourages students to work on their own. Students must turn in written assignments, which they must complete independently by conducting studies on the assigned topic. This will help them become more confident writers, improve their style, and cultivate an interest in research projects. As the second part of the internal assessment process, a written exam gives them confidence in writing, which shows their confidence in the subject knowledge.

Apart from this, field work, internships, projects, and other activities are included in the subjects and courses in B.Com., M.Com., CA, CS, CMA, COC, and other courses in addition to the PhD research programmes. These activities aid students in developing their problem-solving skills and experiential learning.

Students are encouraged to participate in debates and discussions on current issues in order to reflect and analyze by eliciting answers to the topic being discussed. Courses in Ability Enhancement, Generic, and Skill Enhancement are available to help students get ready for life. Sports and culture programs are offered as non-CGPA courses to help pupils develop their aesthetics. Students can engage, integrate, and learn thanks to the establishment of the NSS Cell and NCC unit.

One significant step the college has taken is to increase student representation in administration. In addition to fostering a sense of responsibility in them, student representatives sit on committees such as the Internal Complaints Committee, the Grievance Cell, and the Internal Quality Assurance Cell to keep them informed and involved in the decision-making process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 81

#### 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
20	20	20	20	20

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 88.89

#### 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
18	18	17	9	10

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 college has an effective internal and external assessment system that is open and honest in both its handling of complaints and its resolution process. The complaints are resolved as quickly as possible and with the highest priority. The institution conducts end-of-semester exams and internal assessments in accordance with the affiliated university's stringent criteria.

In general, there are two types of assessments: (1) continuous internal assessment (CIA) and (2) comprehensive external examination (CEE). Control of the CEE rests with the associated university. The institution's job is to carry out the university's directives. The university handles all of the CEE test-related tasks, including question paper preparation, exam supervision, answer sheet evaluation, result declaration, etc. Every piece of material pertaining to CEE is shared ahead of time and is afterwards shared with the students.

The ratio of CEE to CIA was 75:25 during the first four years of the assessment period. It has since been changed to 50:50. The Exam Cell is in charge of the CIA, while the Controller of Examinations will oversee the entire operation. The associated university provides the components. The Controller of Examinations provides instructions for the preparation of the question paper, the efficient administration of the exam, and the evaluation.

#### **GRIEVANCE REDRESSAL MECHANISM**

The institution is eager to resolve complaints about assessments (both CIA and CEE). Students can file complaints with the course teacher, instructor, head of department, controller of examinations, principal, and online portal, among other people. In order to take the proper action, the issues are categorized into college and university levels.

**COLLEGE LEVEL**

The relevant faculty give students their internal exam response sheets and gather any complaints they may have. Within seven days of the results being announced, students have the option to request a reevaluation through letter if they feel that the grades they received on any given paper do not meet their expectations. The suggestion box and online portal are also available to the students. Every step of the internal assessment process is closely monitored by the principal, IQAC, and Examination Committee head, who also make necessary corrections. Students will be informed of the grievances' resolution within a predetermined timeframe.

**UNIVERSITY LEVEL**

The university has an online complaint portal operated by the university website. Any student who is dissatisfied with the marks may apply for reassessment and recheck with a required fees. The university accordingly takes steps and gives a final decision on the results within the stipulated time.

The following actions have been taken by the institution to ensure that the internal assessment procedure is transparent:

- The College Calendar with the scheduled exam schedule is prepared in advance and communicated to the students
- Students were given an explanation of CIA computation and consolidation in orientation program.
- The students are given an internal exam mark sheet in print as well as on the Telegram group.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

2015 saw the introduction of outcome-based education (OBE) at Tolani Commerce College. The Dean of the university called a meeting of the Curriculum Development Cell (CDC), and during that meeting, the adoption of OBE for both UG and PG curricula was suggested. The OBE pattern was first implemented for UG programmes, and it was later expanded to PG programmes the following year. The faculty was instructed to design curricula in accordance with the attributes of OBE as part of the introduction. The faculty members were trained with an emphasis on helping students achieve higher-order learning



objectives in order to build a variety of abilities, most notably cognitive thinking. Programme Outcomes (PO) were developed in accordance with the UGC's Graduate Attributes requirements as well as the College's vision, mission, and strategies. Academic excellence, research potency, the range of extension activities, human values, livelihood generation, and current employment market trends were all taken into account by the college when creating POs. Other stakeholders' and alumni's suggestions were also considered. Expert input led to a restructuring of the entire curriculum and a modification of the assessment pattern. Through the college website, the digital board, handouts, and orientation by the relevant course instructors, the students were educated about the PO pattern. The involved departments create the Programme Specific Outcomes (PSO) based on their individual program scope, vision, and mission. The department develops the course outcomes (CO) after consulting with the course instructors and taking into account the anticipated levels of cognitive, emotional, and psychomotor learning. The OBE module includes four units of topics, the number of hours required to complete those units, study and reference books, instructional strategies, course outcomes, and a mapping of COs with PSOs and POs. The programme measures the attainment of COs and POs at different points: the course outcomes are evaluated at the end of each course, and the programme outcomes are measured when the programme is finished. The college uses the Choice-Based Credit System (CBCS) to expand its instructional offerings and give students the freedom to select the courses they want to take. With the addition of OBE and the reinforcement of desired objectives, the curricula under CBCS have been improved. The assessment methodology has been adjusted to assess the courses in light of the intended results. OBE assists students in mastering the material, gaining new abilities that are required for each course, and reaching higher-order learning levels based on Revised Bloom's Taxonomy. Additionally, it imparts in the students entrepreneurial and employability abilities. OBE enhances the courses that are offered in each programme, gives teachers new information and abilities, and gives students access to programme outcomes that they can actually achieve. It helps students acquire a positive outlook on vertical growth in their future activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Under the Faculty of Commerce, we provide postgraduate and undergraduate programmes and courses. The institute adhered to the curriculum created by our affiliated university for these programmes and courses. Students are informed of the programme outcomes and course outcomes through our website, formal classroom discussions, and departmental notice boards, which are assessed by the institution.

Following the assessment of POs and COs achievement, it has been noted that both the student body's strength and the passing rate are gradually rising. In addition, it appears that for the past five years, students' advancement from undergraduate to postgraduate studies has been steadily and quickly rising. Likewise, there is an increase in the placement ratio of students. We measured the PO and CO levels of attainment with great care, adhering to both official and informal mechanisms for outcome attainment measurement. In this regard, we also considered the input from all parties involved and attempted to take the appropriate action.

The College then handled the measurement of Pos and Cos by attainment and put the following process into place:

- The institute adhered to our affiliated university's academic calendar.
- Throughout the entire academic year, every subject teacher kept up their attendance.
- Each topic teacher produced semester-based evaluation reports.
- The internal examination committee reviewed the outcome evaluation reports.
- The institute took into account stakeholder feedback in order to achieve PO, PSO, and CO.
- The placement committee reviewed the students' placement and progression to higher education.

### **Results of the Programme (POs)**

PO 1: Point out the foundations of commerce, including accounting, commerce, Economics, management, finance, and business studies.

PO 2: Identify the different accounting and managerial abilities required for more favourable career prospects.

PO 3: Assess the capacities in a range of domains while honing communication skills in order to promote the overall development of students.

PO 4: Foster entrepreneurial skills and enhance decision-making abilities on both a personal and professional level.

PO 5: Combine expertise to meet obstacles in a cutthroat, international setting. Results specific to a programme (PSOs)

PSO 1: Determine and manage costs, revenue, pricing, and budgetary techniques by applying management accounting concepts.

PSO 2: Make proactive choices about business solutions involving the macro- and microeconomic application of economic theories and methods.

The results of university exams are used to compute CO attainments. Finalized at the college level, attainment levels are communicated to IQAC via the Internal Examination Committee. Each CO's accomplishment level is calculated by establishing weights in the following manner:

#### **Weight Reference**

1. The number of pupils who receive less than 35%

2. Quantity of pupils achieving between 36 and 45 percent
3. The proportion of pupils who scored between 46 and 60% 4
4. The percentage of pupils that scored 61% or higher

Each course's average CO achievement is translated to POs and PSOs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 83

##### 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
803	721	706	621	577

##### 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
970	823	780	769	788

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

#### Response:

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 7.8

**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	2.55	5	0.25

#### 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:**

#### Innovation Ecosystem

Innovation is the cornerstone of progress and development in the modern world. Recognizing this, our institution has made significant strides in fostering an ecosystem for innovation known as the Indian Knowledge System (IKS). This report delves into the various events and outcomes that exemplify our institution's commitment to innovation and knowledge dissemination.

#### Intellectual Property Rights (IPR) Initiatives

One of the pivotal elements of our institution's innovation ecosystem is the emphasis on intellectual property rights (IPR). The following events and outcomes reflect our commitment to IPR:

#### SAHAS: Student Competition of Start-up Ideas (2022)

- In 2022, as part of our Memorandum of Understanding (MoU) with the Gujarat Knowledge Society, we organized "SAHAS," a students' competition aimed at generating innovative start-up ideas.
- The competition received an overwhelming response, with 22 unique ideas submitted by our students. This initiative is a reflection of our commitment to nurturing entrepreneurial talent within our institution.

#### Patent Publication (2022)

- In 2022, our institution achieved another milestone with the publication of a patent attributed to Dr. Jagdish R. Raiyani. This publication is a testament to the institution's dedication to knowledge creation and sharing.

#### Two-day IPR Workshop (2021)

- In response to the challenges posed by the COVID-19 pandemic, our institution organized a two-day IPR workshop in collaboration with L. M. College of Pharmacy, Ahmedabad. The workshop was conducted online via Zoom and reached a broad audience, with 190 participants from all over India.
- This workshop played a pivotal role in educating and raising awareness about IPR, ensuring that the knowledge was not hindered by the limitations of physical interaction.

#### MoU with Gujarat Knowledge Society for SSIP Centre (2020)

- In 2020, our institution signed a Memorandum of Understanding with the Gujarat Knowledge Society to establish the SSIP (Student Start-up and Innovation Policy) Center.
- As a result of this collaboration, our institution received grants amounting to Rs. 4,75,000, providing financial support for further innovation and entrepreneurial activities.

#### Orientation program for College students (2020)

- Even amidst the challenges of the COVID-19 pandemic, our institution adapted and organized an online orientation program on SSIP for college students affiliated with Kachchh University.
- A remarkable total of 352 students participated in this orientation, underscoring our institution's commitment to spreading knowledge and nurturing innovation during difficult times.

#### Patent Granted (2023)

- In 2023, our institution proudly celebrated the granting of two design patents by the UK Patent Office. These patents were attributed to the brilliant work of Dr. Jagdish R. Raiyani.
- Additionally, one design patent was granted by the Indian Patent Office to Dr. Jagdish R. Raiyani in the same year.

These patents are a testament to the innovation and creativity fostered within our institution.

In conclusion, the events and outcomes detailed in this report are clear indicators of our institution's

robust innovation ecosystem, the Indian Knowledge System (IKS). It is evident that our institution is not only fostering a culture of innovation but also actively facilitating the creation and transfer of knowledge and technology. With a commitment to IPR, entrepreneurial support, and the dedication to reaching a broader audience, we are truly making strides in the world of innovation and knowledge dissemination.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 15

**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
4	7	1	2	1

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 2.05

**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
07	11	04	14	03

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 0.74

##### 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
02	05	00	01	06

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



### 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:**

The college has participated in efforts to strengthen the college-neighborhood-Community network, making a significant contribution to society and the environment through NCC and NSS units. At present, the college has two NCC units (Army and Navy) and one NSS unit functional at the college. A strong focus is placed on student involvement, a service-oriented curriculum, and the holistic growth of students as factors that promote good citizenship. Students are involved in community development initiatives through the NSS unit and a group of dedicated faculty members. It is observed that the villagers are unaware of issues related to illnesses, hygiene, and health. Our NSS unit strives to address these kinds of societal issues. An issue with unhygienic habits can lead to pollution and a number of communicable diseases in rural areas. The NSS unit and the college have decided to do programs related to this at the adopted village in order to address this issue. Volunteers from the NSS assist with the successful conduct of the program. Teachers, students, and our college administration contributed the necessary funds to help the orphanage students. Students learn about sanitization as a result of these exercises. To mitigate the issue of deforestation and pollution, the NSS unit concentrated on encouraging communities to grow trees. Our NSS volunteers give knowledgeable lectures to students on HIV and female feticide issues in addition to actively participating in AIDS awareness rallies and the Pulse polio program hosted by the government civil hospital. Other activities include giving out sweets to children who are orphans and physically and cognitively challenged. Every year, the NSS & NCC units work with both governmental and non-governmental organizations to host blood donation, health, thallemia, and hemoglobin screening camps. Doctors are also invited to speak on topics pertaining to girls' health, nutrition, and concerns related to these areas. These activities have a positive impact on students' personal cleanliness and health awareness. Through collaborative work, students acquire skills in negotiation, communication, dispute resolution, management, and leadership. Through these programs, student volunteers become more aware of social issues and take on the challenges faced by the less fortunate segments of society. Students who participate in these outreach and extension initiatives learn time management and critical thinking techniques. Working with a variety of social groups and away from college campuses enables students to develop their sense of self-worth, independence, and empathy. Through these activities, they learn how to be polite citizens and capable leaders. The NCC unit of the college plans many programs related to national integration that indirectly influence the neighboring community. It also participates in different competitions and programs at the New Delhi Parade on January 26th every year. The NCC unit also volunteers for programs like blood donation, traffic awareness programs, sanitation, and hygiene-related programs organized by the government and NGOs like the Lions Club and Rotary Club. This makes the students aware of their sense of fraternity and integrity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Over the past five years, Tolani Commerce College, Adipur, has consistently received awards and recognitions for its outstanding contributions to various social and educational initiatives. These accolades serve as a testament to the institution's commitment to community service and its exceptional efforts in promoting social welfare.

The institution's noteworthy initiatives in organizing blood donation camps in collaboration with Rajabhai Blood Bank have garnered significant recognition. These events, conducted in 2018, 2019, 2021, and 2022, showcase the institution's unwavering dedication to this noble cause. Through these camps, lives were saved, and the spirit of blood donation was promoted among individuals. The institution's remarkable execution of these events has set a shining example of social responsibility and community service.

In addition to these commendable efforts, the institution has actively contributed to raising legal awareness. The Legal Awareness Programs organized on August 30, 2021, and September 4, 2021, in partnership with the Taluka Kanunu Seva Samiti, have proven to be highly informative and enlightening. These programs have offered valuable insights into legal rights and responsibilities, further demonstrating the institution's commitment to community education and empowerment.

Moreover, the institution has consistently participated in public health campaigns, particularly the Polio Campaign, Covid Vaccination Camp, and Pulse Polio Vaccination Drive. The Public Health Centre, MeghparBorichi, Gandhidham, and Urban Health Office have recognized these initiatives, demonstrating the institution's outstanding commitment to community health and well-being.

The institution's NCC cadets have also received awards at various NCC events, highlighting their dedication and excellence in military and social service activities. Additionally, NARAIN College in Shikohabad and the Global Research Foundation in Delhi presented Dr. Manish Pandya, the principal of Tolani Commerce College, with the Best Educators Award in 2020. The institution received a certificate of appreciation from the Director of Higher Education and CEO of SCOPE Examination for its continuous efforts in conducting SCOPE examinations. Tolani Commerce College was recognized for its dedication and support during a "free medical check-up" by Marwadi, YuvaManch, and Uday Shakha.

Furthermore, Dr. Manish Pandya received an award from the Institute of Youth Development-Bhuj for motivating youth to participate in the "BhavakMilyankan" program in 2022–23. In 2020, the college was acknowledged as the Best Institute in Gujarat for Industry Interface during the 13th RashtriyaShikshan Gaurav Puraskar Ceremony 2020, conducted by the Centre for Education Growth and Research. The

institution has also received an award from the Indian Red Cross Society for its invaluable contribution to thalassemia checkups.

Finally, Tolani Commerce College received recognition from Lions Clubs International for its active engagement in programs such as blood donation and thalassemia checkups, demonstrating the institution's consistent dedication to community service and welfare from 2018 to 2023.

These awards and recognitions not only honor the institution but also inspire and motivate the entire community to continue working towards the betterment of society and the promotion of education, health, and social welfare.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 130

**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
58	24	8	7	33

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 22

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

## 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:**

Tolani Vidya Mandir is known for its academic, co-curricular, and extracurricular activities, cultural and sports activities, yoga, and games activities. All seven colleges have separate facilities for all these activities. Tolani Commerce College is one of the premier institutes in the area, having the latest facilities for all these activities. The college has helped students develop by being proactive and encouraging them in different activities. The students have access to designated areas that are meant for extracurricular activities.

#### **Tolani Gopal Stadium for Sports and Culture:**

It is a playground with 10 acres of land. It is one of the biggest grounds in the city where many big sports and cultural events are being organized by our institutes and other government and non-government agencies. Students have access to these facilities throughout the day and even at night for games like the Night Cricket competition. The institute allows other students and citizens to come for a morning and evening walk and for practices of physical practical exams for the Army and Police. On our campus, there are nine thousand students who use this facility whenever required. Space for indoor games is available on college premises as well as at the stadium. Students are using these for indoor sports purposes. The student takes part in all athletic competitions and events at the university level. The college offers a range of facilities to accommodate athletes and players.

#### **Modern GYM:**

The concept of GYM at the college is a very innovative concept in our area. We are the only college having the latest equipment in our well-developed gym. It has set aside space for a health and fitness center. All the modern gym equipment is available, and students can use it either in the morning or in the evening at a specified time.

#### **Facilities for yoga:**

Yoga is a gift from Indian ancestry to a world at peace. It takes place in the conference hall or on the open ground. On campus, there are indoor and outdoor spaces where yoga days are observed. International Yoga Day is a big event for our campus, as we have more than 3000 students at a time doing yoga practice on that day. We also collaborate with the NCC and NSS units of the district and the

police department to provide better facilities for the students.

### **Auditorium:**

Tolani Campus has six different auditoriums available for our students. The college also has an air-conditioned conference hall, which is used as a center for cultural and literary activities. The college is known for its cultural and literary activities in the area. The college participates in a variety of university intercollegiate, state, and national events, including plays, mimes, folk dance, one-act plays, street plays, etc. The institution also observes an annual gathering celebration to commemorate the birth anniversary of Mahatma Gandhi, Sardar Vallabhbhai Patel, Kaka Pribhdas Tolani, our founder president, etc. College students can receive on-site coaching from experienced trainers in order to participate in this program. The college forms a distinct committee dedicated to culture, which keeps track of the same.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **4.1.2**

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

**Response:** 19.87

**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
14.91	8.69	5.66	21.5	1.38

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## **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:**

In the year 2019, the institute constructed a separate library building of three stories, with the entire stake on the ground floor and the reading and common room for the girls on the first floor and the same for the boys on the second floor. The reading room has newly made chairs and tables for comfortable sitting. The alumni batch of 1993–94 sponsored all the tables and chairs for the reading room facilities. Each reading room has a computer resource available for the online library and other resources. More than 21,000 books, 7 national and international journals, 26 periodicals, and various regional magazines are included in the collection. In the previous five years, 140 books were purchased. The library contains books on a variety of topics, such as English, Business Communication, accounting, Commerce, Taxation, etc. The automated library contains a large reading room and reference area. At any given time, 100 people can use the reading space. The integrated library management system SOUL 3.0 (Software for Libraries) of INFLIBNET automates the library. The programme is used for the library's many housekeeping tasks, including data input, book issue, return and renewal, member logins, etc. There are computers and the internet available in the reading and reference section. The books are organized using the Dewey decimal system. Users can also search the book collection via the OPAC (Online Public Access Catalogue) service, which allows them to search by book title, author, publisher, etc. The books are bar tagged, and each user is assigned a special barcode ID. In addition to physical books, the library has online access to N-list's electronic resources, which are members of the INFLIBNET consortium's e-shodhsindhu consortium and allow users to browse and download electronic books, e-journals, databases, etc. On the display stand, the new books have been up for two weeks. Fire safety equipment and CCTV cameras were installed. The connected skill development center with the internet has 25 of the latest computers, which allow the students to access all the online teaching resources. The new books are on display in the display stand for a period of two weeks. At the start of the year, a user orientation is given, explaining the many services, facilities, and resources that are available in the library. The library offers reprographic services and the internet. There are three closed-circuit cameras placed to increase security. There are also fire safety devices installed. There is Wi-Fi available at the library. Many students are using their mobiles for online learning resources, and the college allows those students, even in the reading room, to use their mobiles for academic purposes only.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

Information and communication technology is an integral part of any educational institution. The institution frequently updates its IT facilities and provides sufficient bandwidth for internet connections. The college has increased the number of computers in the lab as per the requirements and updated the internet facilities from time to time. As per the requirement of the NEP-2020 syllabus, the college has established a skill development center with 25 latest computers of the i9 series with the financial help of Gandhidham Chamber of Commerce and Industries. The existing computer lab was renovated with an RUSA grant, and 22 computers (total of 102) were purchased under the same grant as equipment grants. NAMO WIFI is a government of Gujarat scheme of providing internet services to the entire grant in aid and the government colleges. The college has 100 GBPS broad-band connection. In addition to this, the college has also lease-lined two more internet connections for GTPL and BSNL. The computer lab is fully furnished with branded PCs that are suitably backed by 32 Mbps leased lines for internet access. A large selection of licensed system and application software is also included. LAN Messenger connects to the entire school. Well-connected computer laboratories facilitate academic and non-academic work for instructors and students. Lab assistants are on hand to assist instructors and students with their questions. In total, the institute has 102 I3-equipped computers. RAM of 4 GB = 35 ACER 35 Lenovo Core 2 Duo from 1 core, 2 duos, and 1 GB RAM 2 GB, = 80 ACER There are two cores, two duos, 2 GB RAM, = 65, and an ACER laptop, 2 GB RAM, = 1.

LAN facility: The Core, Distributed, and Access (three-layer switching) paradigm is used. The 1.75-kilometer optical fiber ring network connects the building's core layer switches. Distributed switching for departments is an additional extension of this fundamental switching. Where gigabit switches (100/1000 Mbps) are deployed Depending on the needs of the access point, either 10/100 (gigabit switches) or 100/1000 (megabit switches) are utilized.

Wi-Fi access: Students receive full help from the IT department. It is made available by establishing and setting up Wi-Fi zones in a number of places, including the department corridors and reading halls. By registering, staff and students can use their laptops to access this feature. Modern NAMO Wi-Fi access points are currently available at the institute to enable Wi-Fi internet access through Wi-Fi zones. The institute intends to go farther and build a campus that is Wi-Fi-equipped.

The institute has a system for updating its IT facilities through a MoU with the computer experts Mr. Girish Makwana and Mr. Kishan Ramjiyani. They are assigned duties to look after all the computers and their related facilities as and when required.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 25.49**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 117

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**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:** 40.1**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
19.58	44.18	21.83	12.1	7.52

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 38.79

**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
1190	1086	1123	1093	945

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 13.38

**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
675	714	170	316	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 32.29

**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
212	236	135	361	163

**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
803	721	706	621	577

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.82

**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
3	5	4	5	2

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

## 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:** 76

**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
24	15	0	23	14

**File Description****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:** 81

**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
111	112	00	103	79

**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:**

Tolani Commerce College Alumni Association is a registered alumni association under the Societies Registration Act. It was formed on April 9, 2017 at the Registrar of Society, Kachchh Region. Registration No.: GUJ -2902/Kutch under the Societies Registration Act of 1860 The permanent account number assigned by the income tax department is AADTT0721A.

The college is celebrating its golden jubilee year this time, and the college itself and the alumni association jointly believe in connecting its alumni with the college for help and support to grow and nurture. So a great link between the alumni and the college has brought radical changes to the college. The alumni association has contributed through various means:

1. **Donation for Chairs and Tables:** A need of chairs and tables was felt when the new building, which was built with the financial help of Rs. 65 lakhs, got ready, and our alumni batch of 1993–94 contributed more than 7 lakhs to purchase the chairs and tables for the reading rooms of the boys and girls students.
2. **Alumni Executive Program:** The alumni also share their story of struggle while starting a business so that the new students may not get frustrated. They are asked to participate in panel discussions, guest lectures, and other events as resource people. Regarding abilities, current technologies and trends in the business world, the application of information, and corporate working culture, they offer their insights and experiences.
3. **Placement and Career Guidance Help:** Alumni have a variety of positions in organizations. They inform the placement officer and the faculty members about the job openings. They help and mentor the students so they can face the interview. They encourage students to pursue careers in a variety of fields by sharing their experiences with them.
4. **Campus Recruiters:** In addition to recommending and promoting the college to their employers for campus placements, alumni visit the school as recruiters for their respective businesses.
5. **Entrepreneurship Awareness Program:** Many of our alumni are first-generation business owners, and some of them have founded companies in various industries. During their academic tenure at TCC, they made the decision to launch their own business. They acquired a variety of abilities and information during their journey as entrepreneurs. They educate the students by sharing their triumphs and difficulties.
6. **Alumni Meet:** It is customary at TCC to invite former students to the annual alumni meet, known as the Alumni Gathering, which takes place every year. Alumni have the opportunity to rekindle their friendships and ties to their alma mater at this meet.
7. **Helping Institutional Activities:** Alumni participate in a variety of TCC events. An annual highlight of "TCC Annual Day" is a hallmark event that grows in popularity every year. Alumni actively participate in event planning and organization, as well as institute branding.
8. **Using CSR funds for college:** The alumni of TCC are the owners of industries, and they have the provision to use the CSR funds for society. The alumni use this fund to promote many new schemes at TCC. One alumnus gave Rs. 1 crore to run the PG center as a regular center at the college.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## 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 institutional management is very visionary, as its founder, popularly known as Kaka Tolani, founded the trust with a vision to give education to the people of Kachchh, which is a remote place from other places. He was a land lord from the Sindh province of today's Pakistan whom he left penniless at the time of partition. He was sent to jail for 100 days for not going to India after the Pakistani government's order. While in jail, he promised God to do something for society if he would be well enough to do it again. He came to India at the age of 55 and started his business again. He got his name and fame again and fulfilled his promise to God by starting an educational institute in Adipur at a very low fee in those days. The campus has 7 institutions (Diploma Engineering, Pharmacy, Law, Management, Arts, Science, and Commerce, etc.) with 9000 students but no management quota or NRI/Payment seats in all courses. The vision of the trust is to help poor students study for higher education.

TCC's governance, which incorporates all stakeholders, is an example of effective leadership in line with the institution's vision and mission. Transparency, quality, participatory leadership, and the delegation of power at different levels are values that the institution holds dear.

It is committed to a participative management culture in both academic and extracurricular settings. To guarantee the decentralization of governance and participatory management, the institution uses a committee system to carry out all of its decisions.

The college operates in accordance with the instructions issued by the affiliated KSKV Kachchh University, the Gujarat government, the UGC, and the MHRD. Tens of thousands of first-, second-, and third-generation students have graduated from the semi-urban college. The management appoints employees as officials and leverages their abilities to perform a range of administrative tasks. Committees serve as effective means of representing students, and they are involved in the institution's governance. The division of responsibilities and delegation of authority required for the effective administration of the college are ensured by this hierarchical structure.

Thanks to the support of the 26 active non-statutory committees, the IQAC, a statutory entity, runs effectively. Other forums, clubs, committees, and organizations include the NSS, the NCC, and the Eco Club. E-governance is used in the areas of administration, finance and accounting, student enrollment and support, and examination.

All relevant parties participate in the establishment, planning, and execution of policies related to academics, research, curriculum development, administration, financing, infrastructure development, extension, co-curricular activities, and extracurriculars through the IQAC. Complaints from students are

heard by the appropriate committees and handled appropriately. Suggestion boxes are still in place, providing kids with an anonymous way to voice grievances.

The college has implemented a multi-layered feedback system to support the assessment of social outreach initiatives, curriculum development, teaching and learning pedagogy, and staff-management interactions. Evaluative procedures help effective leadership accelerate progress and surmount challenges.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 institution's attempts to provide high-quality instruction and accomplish its vision, purpose, goals, and objectives are outlined in the institutional perspective plan. As a result, the college intended to create a five-year perspective plan in addition to a short-term strategy for the current year. Therefore, the college's IQAC has taken great effort to ensure that the needs of all stakeholders have been given appropriate attention when creating the prospective plan. It was created with the quality assurance indicators of the seven NAAC criteria in mind. In order to get the members of IQAC's approval, the perspective plan was created and discussed with them. Following the plan's completion, the stakeholders—teachers, students, parents, and alumni—discussed the perspective plan. The task of reviewing the prospective plan at the conclusion of the academic year was assigned to the IQAC.

The curriculum established by the university is closely followed, and teachers and students are encouraged to enroll in online short-term courses to advance their technical and skill sets. Promoting top-notch research, industry involvement, entrepreneurship, alumni involvement, and social outreach are all intended to benefit the local populace. Every academic year, the Academic Calendar is used to schedule the events, and faculty members are consulted for proposals. The strategic plan's key components are as follows:

- Faculty members publishing papers in reputable publications and encouraging students to follow suit; students presenting research at reputable institutes
- Paying for instructors' and students' attendance at national and international events
- Attending conferences;
- Planning faculty training sessions;

- Putting together conferences
- Association activities and guest lectures by the relevant departments
- Field and Industry Visits, Alumni Engagement
- Purchasing lab equipment, supplies, consumables, and accessories; training non-teaching personnel; providing internships and industry-based projects for students; and submitting applications for government and non-governmental organisation projects

The college has an efficient administrative and academic structure that enables it to continuously raise the bar for the quality of education it imparts and strive for greatness. We classify the corporate governance structure as "academies" under "administration" overall. The foundation has established a number of institute- and department-level committees to ensure the smooth operation of the business. The institution's leader provides directions on how the committees' goals and duties are to be carried out, i.e., the committees on discipline, student grievances, admissions, NSS, NCC, IQAC, CWDC, placement, alumni, and culture, among others.

The college's efficient operation is overseen by the principal. When the principal is not present, the vice principal assumes leadership. All college affairs are overseen by the principal, vice principal, managing trustee, secretary, IQAC coordinators, heads of departments, and heads of administrative staff, who make choices that are in the best interests of the students.

To carry out co-curricular and extracurricular activities, IQAC has a number of committees. In order to ensure that freshly hired faculty members are positioned beneath more seasoned staff members and receive information about the committees' operations, experienced staff members are designated as conveners of these committees.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

**Performance Appraisal:**

The management of the college has developed a system for the performance appraisal of all its employees every year. This is what we follow as per the guidelines given by the UGC and the state government. A performance appraisal form has to be filled out by all the employees every year, and the college IQAC checks all the forms thoroughly. A committee comprising the management members and the principal of the college reviews the appraisals of all the staff members one by one by having personas talk with them and the data available to the committee. The review of the performance is shared with the staff members with some critical notes.

**Effective Welfare Measures:**

The institution provides financial support to its employees through a variety of benefit plans. Every day, our administration tries its hardest to provide some kind of welfare for the employees. Every year, the management arranges separate informal dinner parties at the president's house for each institution in an effort to foster goodwill among all of the staff members. To inspire the college's employees and students, the management team consistently participates in all campus events. Every year on Teacher's Day, management gives special recognition to all of the faculty members who have upgraded their qualifications over the academic year. The management reduces staff members' fees by 25%, 50%, and 75% for group four employees, teachers, and clerks, respectively. In accordance with the requirements, the management also provides financial aid to students in need so they can pursue higher education in any of our institutions. Moreover, it offers safe hostel accommodations and, in legitimate circumstances, a 100% rebate.

**A list of welfare initiatives for the staff:****Availability of a Staff Quarter:**

All Tolani Vidya Mandir employees have accommodations available to them from the management. At incredibly low prices, it offers two- and three-bedroom apartments with all the necessities in the institution's immediate neighborhood.

**Eco-friendly Atmosphere:**

The college is located in an environmentally pleasant area with low air pollution. Take a deep breath of the pure air that the lush trees are providing. Clean working conditions by providing hygienic sanitation facilities for employees and students, the institution guarantees a sanitary working environment.

**Pristine personal office equipment:**

The management changes the office furniture frequently to meet evolving needs. Recently, the faculty staff room underwent a complete renovation to meet modern needs.

**Drinking R.O. water:**

All of the college's refrigerators have RO plants installed in order to supply employees and students with clean, safe drinking water. The institution has an AMC that handles routine maintenance for its seven ROs.

**Avenues for career development and progression:****Duty Leave for attending workshops, conferences, or seminars**

The management authorizes duty leave for staff members to attend national and international conferences, seminars, and workshops in order to support their scholarly pursuits of research and growth. Additionally, it reimburses 50% of the necessary transportation costs and registration fees for attending two faculty seminars annually.

**Leave for Research Work:**

By taking advantage of a two-year paid study leave that is extendable by an additional year, full-time faculty members can earn their doctorates.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 38.27

**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
11	00	00	17	03

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 51.58

**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
21	07	11	10	00

**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
00	00	00	04	10

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

**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:****Strategies for Mobilization and Optimal Utilization of Resources and Funds**

The main sources of income for the institution are students' fees, grants from the state government, financial assistance from UGC through its different schemes, and donations from alumni and well-wishers of the college. A budget is prepared every year before the commencement of the academic session, and the EC committee of the management approves it after due consideration. The budget includes recurring expenses as well as capital expenditures. The management also suggests some changes, if required, before their final approval. The management's AC and EC meetings discuss the proposed budget allocation, which is finalized after careful consideration.

**Internal and External Audit:**

The internal quarterly audit is carried out by our auditor, AMKS & Co. The auditor makes recommendations for improvements for the upcoming quarter and shares his thoughts on both excellent

and poor practices. Every principal is asked to take his instructions seriously and act in accordance with them as part of an ongoing reformation process. Since the beginning, Khimji Kunverji and Co., competent and experienced chartered accountants, have been conducting the external audit. Three times a year, the auditors and their team come to the college to conduct an external audit. Before each fiscal year ends, all of the registers and books of accounts are promptly and timely verified. Following the internal audit, the external firm conducts an audit of each of the Gandhidham Collegiate Board's institutes and creates an audit report. The annual principal meeting includes a discussion of this audit report as part of campus management's best practices. It is requested of all the principals to abide by the guidelines and recommendations provided in the audit report.

The internal auditor confirms whether or not the recommendations made are taken into account. The organization has consistently filed its completely audited report on time and in full to the income tax department and the district office of the commissioner of charities. None of those concerns in the report elicited a comment or protest from the institutional auditors. A group of certified auditors examines and confirms each voucher and transaction that is carried out in each fiscal year during these audits. As soon as the audit team finds a minor fault, it is promptly fixed, and preventative measures are implemented to ensure that the issue doesn't happen again. The institute uses external and internal financial auditing mechanisms on a regular basis.

Every three years, the government undertakes an audit in addition to internal and external audits. There are no noteworthy objections or significant concerns from the 2014 audit, which was completed. The college has been recognized by the UGC under sections 2(f) and 12(b) and has been receiving development grants since 1976. The audited reports are submitted to the university grants commission in accordance with the prescribed format and criteria.

The Knowledge Consortium of Gujarat conducted an academic and administrative audit in the name of GSIRF (Gujarat State Institutional Rating Framework). Additionally, it has an ISO certification from their authorized body.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**



**Contributed significantly to institutionalizing quality assurance strategies and processes:**

For institutionalizing quality assurance strategies and processes, the IQAC of the college plays a vital role in the overall development of the students, teachers, and institution. The creation of reports, gathering input from parents and students, updating databases, and disseminating information about quality are among the duties performed by IQAC.

In particular, the IQAC has developed relevant databases and computerized the majority of regular tasks. The IQAC has been providing support in the creation of annual reports and workshops for college instructors on innovative curricula. Every year, IQAC sends the Benchmarks and Best Practices to NAAC, along with AQARs (Annual Quality Assurance Reports), to UGC by email and the appropriate channels. The college collects "student feedback on teachers" online, which is then sent to each faculty member to help them improve their instruction and to the principal to help the teachers who received worse grades. An important part of raising the standard of instruction, research, and extension is played by IQAC. Additionally, in order to encourage principal investigators to obtain additional financial grants for funding agencies like ICSSR, IQAC is pushing for administrative procedures to be more flexible with regard to research initiatives.

**IQAC reviews teaching and learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

In the very beginning of the term, the IQAC meeting is conducted, progress is reviewed, and outlines are laid out for the new academic year. Keeping in mind the university calendar, the IQAC prepares its institutional calendar to facilitate the teaching, learning, and evaluation processes. All the important activities are discussed during the meeting. The teacher work load, allotment of lectures, and requirement of temporary staff are discussed with the principal. A list of various portfolios is allotted to different committees to facilitate the system. Accordingly, all the curricular and extracurricular activities in the charges' plan their activities properly without any clash. As a result of the IQAC initiatives, a system has been developed for administrative processes. The IQAC also establishes links with faculty members, alumni, parents and guardians, society and industries, employers and students to collect feedback on various issues related to curriculum, organization of events, etc.

The IQAC has been monitoring the quality of the teaching and learning process, the structures and methodologies of operations, and learning outcomes at periodic intervals during its quarterly meetings. In every meeting, it includes a discussion of the learning outcomes on the agenda for each semester. The IQAC takes care to maintain quality in the process of teaching, learning, and evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

#### **Gender equity and sensitization in curriculum and co-curricular activities:**

The college has created a conducive atmosphere where the girl student may feel free to express herself.

In subjects like English, economics, and commerce and management, the university's board of governors has added gender equity and sensitization topics to the current curriculum. These topics have both direct and indirect links to gender equity and sensitization issues.

**CWDC:** The Collegiate Women Development Cell organizes different activities related to gender equity. The cell invites doctors to talk on health and hygiene, Lawyers for advocating women's rights, POKSO act, legal advice available, programs related to women's empowerment, safe and strong women, etc. Any student facing any problem at college or outside college may feel free to talk to the committee members at any time, whether boys or girls.

**Anti-Sexual Harassment Committee:** The College has an active anti-sexual harassment committee. It plans a range of awareness-raising activities. Mentors assigned by the college will provide guidance and address the concerns of the students. They routinely provide them with motivation and life guidance.

**Discipline on campus:** The institution has a Discipline Committee to oversee student security and safety. It also monitors the activities of the students within the institution as well as the work of all the staff members. The Discipline Committee is in charge of the college's zero-tolerance policy with regard to eve teasing and ragging.

**Parent-teacher conferences:** To bring parents and teachers together, parent-teacher conferences are arranged on a regular basis. Information is given regarding the students' general growth and performance. Concerns from parents about their wards are also taken into consideration.

**Academic Counselor:** (Mentor-Mentee) The duty of mentoring and counseling students, both boys and girls, is entrusted to faculty advisors. Each faculty advisor is responsible for overseeing a group of students that have been allocated to them. If there is an issue, boys and girls are both given individualized counseling based on their needs.

**Anti-Ragging Committee:** This group keeps an eye on what students are up to both inside and outside of school. Additionally, it plans events to educate students about bullying and the psychological effects it has on them.

**Facilities for women on campus:**

**Safety and security:** The college campus has 24x7 security guards for the safety and security of all the students.

**CCTV Camera:** The college has installed an IP CCTV camera for direct monitoring of all the corners of the college compound.

**Female Warden Staff in the Hostel:** The hostel for girls has all the female staff except the security guard.

**Mess facility for Girls:** The girls students have the facility of messing inside the hostel

**Common Room for Girl Students:** The college has constructed common rooms for girls separately to ensure all the security.

**Separate Garden for Girl Students:** A separate garden space is made available for the girls students to discuss their studies or to spare free time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 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:**

The institute is making a concerted effort to create a welcoming atmosphere. The programmes aim to create social harmony, support improved education, and help the less fortunate financially. The institute has given talks in the villages to raise the residents' understanding of ethics and the environment. The college has long been at the forefront of educating students about the socioeconomic, linguistic, communal, regional, and cultural diversity of the state and the country. For the purpose of teaching its students tolerance and concord, the institute observes cultural and regional events such as the university youth festival and Constitution Day. The goal of the gender equality policy is to give men and women equal access to opportunities and rights. Every employee at the college is guaranteed to be aware of the care that needs to be provided to individuals with disabilities. Through the provision of necessary facilities, human and technological support, and a barrier-free environment, the college works tirelessly to ensure that individuals with disabilities feel integrated into all aspects of college life. Topics on human rights, peace, tolerance, love, compassion, and harmony, the promotion of social values, environmental preservation awareness, and ethics have all been added to the redesigned curriculum for NEP 2020.

Through different methods, the college institutionalized inclusivity by providing women and students from socially disadvantaged neighborhoods with equal access. admission preference for women and members of socially and economically marginalized groups. In order to guarantee the admission of women and members of marginalized communities, the admissions committee includes reserved-category faculty members. Students from lower-income families are given scholarships in addition to fee concessions. Underprivileged students are also given the chance to make money while they study by being hired for jobs under the “Earn while you learn” program.

Divyangjan students are given access to special facilities. To facilitate their mobility, wheelchairs and ramps are available. On the campus of the college, special lavatory facilities have been installed. They have access to resources on the ground floor of the library. Scribes are set up for the underprivileged during the examination.

The college's NSS and NCC units run several programmes under the auspices of the Unnat Bharat Abhiyan, the Ek Bharat Shrestha Bharat campaign, and other government initiatives in an effort to promote unity in diversity. The initiative aims to promote India's integrity and cohesion through fortifying relationships between its states. The college's NCC and NSS units run programmes in the nearby areas. The goal was to increase awareness among the involved parties of the need for national unity, fraternity, and intergroup harmony. Special camps in local areas are available to NSS volunteers each year. These camps focus on a range of social concerns that impact the local community, particularly the social and cultural values of the younger children. Most of the volunteers are engaged in public awareness-raising efforts for social issues. In celebration of India's rich cultural diversity, the college also holds a number of cultural events. These cultural activities take place on a number of holidays and celebrations, including Martyrs' Day, Republic Day, and Independence Day. In order to accommodate the linguistic diversity of the student body, all student-related activities, like elocution and essay writing, are offered in Gujarati, Hindi, and English.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**Title of the Best Practice - 1: Student Scholarship Through Company CSR fund**

**Objectives of the Practice:** To help the poor and needy students financially to complete their studies

**The context:** The college always tries to update itself with the feedback received from all its stakeholders. In one of the feedbacks from the students, it was found that many students leave their studies in between due to financial constraints of their parents. This point was discussed at the management level. To find the solution of this problem, it was suggested to give students scholarships other than government scholarships to those who do not get scholarships from the government. For this purpose, the college committee approached the business tycoon alumni of the college and requested financial help from their CSR funds.

**Evidence of Success:** On the request of the appeal from the college committee, one of our alumni, who is an owner of the company named “Rama Cylinders,” donated more than Rs 8 lakhs in two years at the time of Corona to help the students financially to complete their study. Due to this, many students continued their studies and got their degrees.

**Problems encountered and resources required:** Due to the heavy inflow of students into the college, we need a very large amount to justify the demand of the students. The resources that we require are money from the CSR fund of the company to use for the welfare of society. We have successfully convinced the company of the CSR, and the students have benefited.

**Title of the Best Practice: 2: Alumni Engagement for the PG Studies**

**Objectives of the Practice:** Financial help to the college to appoint regular teachers for PG studies

**The context:** As per the Gujarat government norms, we do not have PG colleges, and hence we have PG extension centers in the affiliated colleges. We have a PG center in Commerce for M.Com. The extension center was running only for two hours a day for five days with part-time teachers, which was insufficient for the students to study PG courses. Looking to this situation, we decided to approach our alumni for donations to run the center regularly for four to five hours with regular appointments of teachers.

**Evidence of Success:** We approached one of the alumni, who is a well-to-do businessman. He positively responded to our appeal and donated Rs. 1 crore to put in the fixed deposit and use its interest amount for the salary of the appointed regular teachers. Due to this financial help we have now appointed three regular teachers in the PG center as per UGC norms, and the center runs as regular center for PG studies.

**Problems Encountered and Resources Required:** Due to government policy, our students suffered a lot in PG teaching and learning. Some of the students felt this lacuna and requested that the principal find

some solution. So the principal approached the alumni and held a meeting with the well-reputed alumni. All agreed to the requirements of the college, and one of them immediately announced the amount and kept his promise.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

The TVM (Tolani Vidya Mandir) trust as a whole, a group of higher institutions, believes in holistic development of the students in terms of socio-cultural, intellectual, emotional, and academic growth. This is the area where the institute is focusing, specifically in terms of its priorities and thrust.

**Holistic development:**

Since its founding, the institute has had the distinction of providing undergraduate and postgraduate programmes in commerce. The college has maintained its relevance in the remote location of Kachchh without any marketing or advertising, even in the phase of wide variations in student choices for BBA, MBA, and higher secondary outcomes. The institution's desire to apply for fourth cycle NAAC accreditation shows how well it has fared. Students from distant locations have also been shown to choose our college for admission via the centralized admission process run by the affiliating university. Some private universities take advantage of the situation and entice students with their superior amenities. Our College is unique in that it offers education with minimal tuition fee while maintaining a focus on the welfare of students, all without sacrificing quality or responsibility.

With government funding, our institute also started offering vocational programmes (B.Voc) in a variety of sectors. Sadly, after just 3 years of operation, due to university norms, this prevented us from carrying out the programme. The college takes pride in providing Gujarati, Hindi and English as study options for its students, which features well-stocked computer and skill labs and highly skilled staff members. The college has the distinction of having withstood natural disasters like earthquake and cyclone.

Thus, when a student chooses an institution above others to pursue higher education, his/her "academic development" is guaranteed.

**Apprehensive Development**



This college's professors stand out for their high level of training and dedication to research. 80% of college's highly qualified faculty members are currently employed at the undergraduate and postgraduate levels in commerce. They are a priceless resource for the institute since they impart their knowledge, insight, and experience to help students develop their skills, personalities, and character. The faculty has helped the institute establish a solid reputation in the field of education. Many of them are also working with our institute.

Faculty members have made a substantial contribution to research across diverse programmes in addition to their academic efforts. Dr. A. V. Bharthi from the English Department got sanctioned a grant of Rs. 5 lakhs for her major research project from ICSSR. Candidates working under her have also been eligible for research fellowships, and they have been granted a Research fellowship. In order to help the institute flourish and assist the students, the institute has sponsored and promoted its academic members' research and development. In a similar vein, four faculties have been approved by their affiliated university as Ph.D. guides in commerce and English subjects and they are currently guiding students in their respective faculties.

Thus, when a student chooses a particular institute to pursue higher education, his "intellectual development" is guaranteed.

### **The Social Progress**

The college stands out for encouraging social skills in its students. The National Service Scheme (NSS) and NCC of the Institute expose the students to the different sociocultural and economic structures and their challenges, especially in rural areas. The students voluntarily participate in a one-week residential NSS camp located in a village. The students engage in social awareness-raising events regarding a range of hot-button issues, including Swatchta Abhiyan, women's health, female feticide, education and child welfare. As they accomplish this, they also become conscious of the problems facing society and consider potential solutions. During their residential camp, the students also take part in health and literacy campaigns, and they learned a lot. In addition to living in residential camps, NSS volunteers visit "Old-Age Homes" in the area to provide emotional support and teach the elderly the value of their continued presence in society. The NSS programme officer also plans visits to other villages to educate the illiterate residents about the dangers of vice addiction. Additionally, NCC cadets take part in the clean-campus and green-campus initiatives and organize campaigns to clean the campus and its surroundings. They also plan a blood donation camp, and all the cadets take part in the initiative.

Thus, when a student chooses a particular institute to pursue higher education, his "social development" is guaranteed.

### **Development of Impulses:**

Because it attends to the students' emotional well-being, the institute has emotional individuality. The mentor-mentee system makes sure that students may communicate with their mentors about both personal and academic issues and stay in touch with them. They may be sure that their privacy will be protected and that they will receive counselling as needed to help their mental health. Regarding female students, the formation of the Collegiate Women Development Council (CWDC) is significant in addressing the mental well-being of female students. The council convener also plans expert seminars on social issues and health issues pertaining to women. The ability to examine emotional health as needed gives the female pupils a sense of emotional confidence. Even the mentoring programme helps students

grow emotionally while they are enrolled in college.

Thus, when a student chooses the institution for his higher education studies, his "emotional development" is assured. Students in the college experience "integrated development" as a result of their overall uniqueness, which will enhance their capacity for thought as well as their morality, social commitment, and emotional strength.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- In spite of regular teaching and learning of commerce and accountancy, the institute also runs the classes for Chartered Accountancy (CA), Company Secretary (CS) and Cost and Management Accountancy (CMA) coaching classes approved by the respective authorities.
- The institution has the capacity to become a cluster of the region as per NEP – 2020 as the management runs programs for Arts, Science, Commerce, Law, Management, Diploma Pharmacy, Diploma Engineering etc.
- Running UGC sponsored and university affiliated Career Oriented Course “Import Export Management” in certificate and Diploma courses since more than a decade.
- Received RUSA grants of Rs. 2 crore for infrastructure to colleges scheme no 2.9 during last five years. Established ultra modern GYM under RUSA grants for the students and the staff.
- Established a skill development center with the financial help of Rs. 25 lakhs from Gandhidham Chamber of Commerce and Industries.
- Expanded well equipped computer lab with the financial assistance from the past students
- Alumni of the college generously donated money for the students’ facilities like chair and tables for reading room for boys and girls in recently constructed reading rooms.
- Alumni of the college helped financially in constructing a new building at college for the better facilities of the students
- Our students are always in the top merit list of the university so far as the results are concerned. Having many gold medalists students
- Outstanding performance in the university in the commerce faculty in terms of highest results in the overall results of the university.
- Average pass percentage in PG courses is more than 90%
- Only extension center of the university running the PG courses on regular mode with full time teachers Young and dynamic fully qualified staff keeping the legacy of studied in the same college where working right now as a full time teacher.
- Legacy of studying third generation in the same college

### Concluding Remarks :

Tolani Commerce College consistently works to guarantee the quality of education delivered at both the UG and PG levels with the goal of transforming the drought-prone Kachchh region through the promotion of trade and industry and training the youth towards excellence. The maintenance of excellence in all pertinent academic subjects requires great attention to detail.

The university has expanded its campus's infrastructure by constructing a second new wing. As a result, the campus now includes four well-equipped classrooms and one air-conditioned seminar hall. These four new classrooms permit instruction with the use of ICT. There is PAS connectivity in every room. The IQAC recommendation was followed in renovating the staff room. Every floor has access to pure drinking RO water. The recently built structure features accessible fresh room facilities for those with disabilities. Four academic staff members were officially recognised as PhD supervisors. Four of the faculty members have enrolled in doctoral programmes. The placement process is enhanced. To encourage research, the organisation has planned four sizable events. A national seminar, a workshop, and two national conferences were held in the previous

five years. University Youth Festival was held at the institution in 2016, 2019, and 2023. In 2018, it played host to the University Athletics Meet. Many of our young athletes competed at the national level on behalf of our organisation. Thus, the organisation works tirelessly to provide high-quality instruction on campus.