



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

R.R.LALAN COLLEG,BHUJ

R. R. LALAN COLLEGE OPPOSITE RANJIT VILLA PALACE COLLEGE ROAD

BHUJ

370001

www.rrlalancollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1953, Shri Ramji Ravji Lalan College of Arts and Science in Kachchh district has a rich history of providing higher education. Initially located in "Pragmahal" in Bhuj, the college has since expanded and now accommodates over 2500 students on a modern campus spanning 26 acres. Affiliated with Krantiguru Shyamji Krishna Verma Kachchh University since 2004, the college is committed to inclusivity, admitting students regardless of caste or creed, and prioritizing the needs of economically disadvantaged individuals.

Despite facing challenges such as the collapse of its original building in the 2001 earthquake, the college received support from the UGC to rebuild. Today, it offers a wide array of subjects and programs, including UGC-sponsored Career Oriented Programmes and remedial courses, ensuring comprehensive support for students.

Emphasizing holistic development, the college aims to nurture talents and abilities, producing enlightened leaders capable of excelling in diverse fields. With a focus on quality education, career opportunities, and value-based learning, it strives for excellence.

The college attributes its success to its dedicated faculty, efficient administrative staff, and student-centric approach. It actively seeks 100% placement for eligible students, fostering connections with industries and organizations. Additionally, it encourages participation in extracurricular activities to promote all-round development.

In summary, Shri Ramji Ravji Lalan College of Arts and Science is a beacon of educational excellence, innovation, and empowerment in Kachchh district. Guided by principles of hard work, dedication, and positivity, it continues to shape the future of its students and the community at large.

Vision

Our Vision:

Making education an acculturating force in local, regional and national contexts.

Mission

Our Mission:

Refining sensitivities and perception that contribute to national cohesion, scientific temper, independence of mind and spirit - thus furthering the goals of socialism, secularism and democracy enshrined in our constitution

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Distinct area and situatedness with ecological and economically important region
- Efficient curriculum delivery & aided facilities. 70% staff in Board of Studies
- Largest college in the district
- Well qualified and more than 90% sanctioned positions full with 100% staff NET/SLET/Ph.D qualified recruited by State Public Service Commission.
- Good infrastructure and facilities
- Ecofriendly and Community friendly campus.
- Working freedom

Institutional Weakness

- High student mass with majority from rural and border area.
- Kutch is largest district of India, 60% students commute from distinct places thus transportation becomes the challenge.
- Being a Govt. college, staff transfer is usual which hinders stability and flow of the institute.
- More students from economic weaker section thus are hindered by socio-economic issues and job priorities.
- 'Kutchi' language is vernacular in this area thus staff from other areas face mild level of communication issues.
- Funding criteria fixed from Govt. and long technical & administrative process to be followed at every level.

Institutional Opportunity

- Largest academic institute/college of the district attracting large student mass
- Good fund flow from Govt. schemes
- Integrated and PG programmes as per NEP for long future
- 26 Acer area has high chances of upgradation and infrastructure
- Chances of being declared as Autonomous College
- Extension and expansion possible

Institutional Challenge

- Being a Govt. college, staff transfer is usual which hinders stability and flow of the institute.
- Competition from Private colleges and universities
- Timely funding Vs. complex processes takes stake for betterment
- Students transportation and socio-economic conditions.
- Need of better upgradation of experimental and curriculum learning to meet with industrial demands of skilled employability.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Furthermore, the college offers value-added courses and content, enriching students' educational experiences beyond the standard curriculum. These additional resources may include workshops, seminars, guest lectures, and other extracurricular activities that broaden students' horizons and cultivate their interests. We have also implemented NEP from year 2023 and added needed systems like SEC, IKS and VAC.

An efficient feedback mechanism is integral to the college's commitment to continuous improvement. Students are encouraged to provide feedback on various aspects of their learning experience, including teaching methods, course materials, and facilities. This feedback is carefully reviewed and used to make informed decisions about curriculum updates, teaching strategies, and resource allocation, ensuring that the college remains responsive to the needs and preferences of its student body.

Overall, Shri Ramji Ravji Lalan College of Arts and Science offers a comprehensive and dynamic educational environment. Through its diverse course offerings, practical learning opportunities, value-added initiatives, and robust feedback mechanisms, the college equips students with the knowledge, skills, and experiences they need to thrive academically and professionally in an ever-changing world.

Teaching-learning and Evaluation

At R. R. Lalan College of Arts and Science, the teaching-learning process is designed to cater to the diverse needs of its average 2500 students enrolled in BA and B.Sc. programs. With the modernization of admissions through online platforms and adherence to government-mandated reservation policies, the college ensures accessibility and inclusivity in its educational offerings.

The college implements a mentor-mentee system in various forms to provide personalized guidance and support to students throughout their academic journey. This system fosters a conducive learning environment where students receive individualized attention and mentorship from qualified faculty members.

Speaking of faculty, the college boasts a team of 50 highly qualified educators selected through the State Public Service Commission (GPSC). All faculty members adhere to recruitment rules, with 100% possessing NET/SLET/PhD qualifications, ensuring a high standard of teaching and academic excellence. Additionally, an impressive 70% of the staff hold PhD degrees, demonstrating their expertise and commitment to advancing knowledge in their respective fields. Most of them are involved in University duties with Many Chairman and members of Board of studies.

Continuous internal evaluation is a cornerstone of the college's assessment practices, encompassing various methods such as internal exams, assignments, seminars, projects, and fieldwork. This holistic approach to evaluation not only measures students' academic progress but also fosters critical thinking, creativity, and practical skills development.

The college maintains an overall passing percentage of 72%, with performance exceeding 80% in B.Sc.

programs. This highlights the effectiveness of the college's teaching methodologies, faculty expertise, and student support systems in facilitating academic success.

Overall, college is dedicated to providing quality education through innovative teaching practices, personalized mentorship, and rigorous evaluation methods. By nurturing a conducive learning environment and empowering students with the necessary knowledge and skills, the college prepares them to excel academically and contribute meaningfully to society.

Research, Innovations and Extension

Our institute thrives on fostering a research-driven culture, promoting academic freedom and innovation. Supported by a dedicated Research and Development (R&D) cell, the college has successfully completed about 8 research projects, securing grants exceeding 45 lakh rupees. Over the last 5 years, the college has published 82 scholarly works with an impressive impact factor of approximately 11.9. Many of these publications are recognized by prestigious databases like SCOPUS, Web of Science, and UGC listings, reflecting their quality and significance.

The faculties actively participated in over 250 conferences, contributing to scholarly discussions and knowledge dissemination. Faculty members, who also serve as PhD guides, play a crucial role in mentoring students and fostering a culture of inquiry and intellectual growth.

Through well-established collaborations and linkages with other institutes, the college facilitates student-faculty exchanges and joint research ventures. These partnerships enrich the research landscape and provide students with valuable interdisciplinary learning opportunities.

In essence, Shri Ramji Ravji Lalan College of Arts and Science is committed to nurturing a dynamic research environment. With its R&D initiatives, prolific publications, extensive conference participation, and robust collaborations, the college continues to make significant contributions to advancing knowledge and academic discourse.

Infrastructure and Learning Resources

College boasts an expansive campus spread across 26 acres, providing a conducive environment for learning and growth. The infrastructure is designed with resilience in mind, featuring earthquake-resistant buildings and lush gardens with scenic walkways, fostering a serene atmosphere for academic pursuits.

With over 31 classrooms and 15 state-of-the-art laboratories, the college offers modern learning spaces equipped with ICT-enabled teaching facilities. Additionally, ICT-equipped seminar halls facilitate interactive and engaging academic sessions, enhancing the learning experience for students and faculty alike. Free Wi-Fi, supported by the government, ensures seamless connectivity across the campus, promoting digital learning and research activities.

The college prioritizes holistic development, offering a comprehensive sports complex that includes facilities for cricket, tennis, football, running track, long jump, high jump, and a fully-equipped gymnasium. These

facilities encourage students to pursue physical fitness and sportsmanship, complementing their academic endeavors.

Beyond academic and recreational amenities, the campus features essential facilities to support the needs of its community. These include the principal's quarters, staff quarters, a girls' hostel, a tractor house, a college pond, and a biology museum. The presence of these facilities contributes to the overall well-being and functionality of the campus, ensuring a comfortable and enriching experience for students, faculty, and staff.

Moreover, the college demonstrates its commitment to sustainability through initiatives such as water harvesting systems, which help conserve natural resources and reduce environmental impact. Government funding allocated for maintenance ensures that the campus remains well-maintained and conducive to learning and research activities.

In summary, R. R. Lalan College offers a robust infrastructure and learning resources to support the academic, extracurricular, and residential needs of its community. From modern classrooms and laboratories to sports facilities, residential quarters, and sustainability initiatives, the college provides a holistic educational experience within a well-equipped and environmentally conscious campus environment.

Student Support and Progression

Institute is deeply rooted in its commitment to inclusivity and support for students from rural backgrounds, with approximately 60% of its student body hailing from rural areas, many with an agricultural background. Recognizing the financial constraints many students face, the college ensures accessibility through scholarships, with around 40% of students benefiting from these opportunities, facilitated through an efficient online application process.

The college prioritizes student welfare and grievance redressal, boasting a robust framework that includes various committees dedicated to addressing student concerns. These include the anti-ragging cell, Women Development and Internal Complaint Cell, SC-ST Cell, OBC Cell, and Minority Cell. These bodies provide a supportive environment and avenues for students to voice their grievances, ensuring a safe and inclusive campus for all. Additionally, the Internal Quality Assurance Cell (IQAC) and Core Committee provide major advisory roles, contributing to the college's continuous improvement and academic excellence.

Demonstrating its commitment to student success, the college boasts impressive student progression and placement rates. **Recognized by the State Government with awards such as "Best Node" and "Most Active College,"** the college serves as a nodal place for district placement fairs, facilitating both on-campus and off-campus interviews. Remarkable, student involvement in activities such as sports and cultural programs, culminating in the college's recent achievement of winning the **General Championship at the University Youth Festival**. More than 8000 students have participated/benefitted in various activities in last 5 years.

College exemplifies a holistic approach to education, prioritizing student support, inclusivity, and success. Through its dedication to providing financial assistance, fostering a supportive campus environment, and facilitating opportunities for personal and professional growth, the college empowers students to excel academically, socially, and professionally.

Governance, Leadership and Management

The institution adopts various means of decentralization to ensure smooth functioning and effective decision-making. Work decentralization is evident through the distribution of responsibilities among different authorities. The principal serves as the higher authority, overseeing the overall operations. The core committee plays a crucial role in discussing and making decisions regarding the institution, while departmental heads are responsible for managing department-specific activities. Additionally, college committees are established to handle cultural, sports, NCC, and NSS-related work, while the account office takes care of administrative tasks.

To further facilitate efficient working, the institution follows stratigraphic plans that outline a hierarchical structure. The Commissionaire of Higher Education, Government of Gujarat, serves a head office for all government colleges. The principal, core committee, department heads, IQAC (Internal Quality Assurance Cell), administration, teaching faculties, and non-teaching staff are all part of the hierarchical structure, ensuring a streamlined flow of communication and decision-making processes.

E-governance plays a vital role in the institution's operations. As a state government-run college, various state and central government portals are utilized. These include the use of e-office systems such as State Govt, GSWAN, UDAYAM COGENT, E-Sarkar, Integrated Financial Management System (IFMS), PFMS, digitalgujarat.gov.in, and N-List. In addition, the college has its own working platforms to enhance governance such as www.rrlalancollege.edu.in and www.rrlalancollege.in, for admission and student fees payments.

Welfare schemes are implemented for both teaching and non-teaching staff. Senior faculties benefit from the Old Pension Scheme, while new faculties are covered under the National Pension Scheme (NPS). A group insurance scheme is in place, and house rent and dearness allowance are provided in accordance with government rules. Medical leave, leave travel concessions (LTC), earned leave encashment, and transfer allowances are also provided. Maternity/paternity leaves are granted, recognizing the importance of work-life balance.

The institution emphasizes the professional development of its faculties. They are encouraged to participate in Faculty and Professional Development Programs organized by various HRDCs (Human Resource Development Centers) and universities. Duty leave is granted to faculties attending these programs. The college also conducts its own training programs, including NAAC data documentation training for department heads, internal exam MCQ preparation and submission training, and the "Advances in Knowledge Series" for faculty development.

Overall, quality initiatives are given priority by the institution, with regular IQAC meetings held to ensure quality assurance. Environmental audits, energy audits, and water audit case studies are conducted to promote sustainability. The institution has published books on the birds and trees found within its premises. It actively participates in national-level initiatives such as the GIRF/NIRF (Graded/ National Institutional Ranking Framework) and also in the "4th National Water Conservation Award" program, demonstrating its commitment to excellence and social responsibility.

Institutional Values and Best Practices

College is deeply committed to societal development and responsibility, with a vision and mission that

prioritize community engagement and environmental stewardship. The college actively promotes various initiatives aimed at contributing to the well-being of society and the environment.

One of the college's notable initiatives is its commitment to environmental conservation and sustainability. Through its Green Campaign and Social Connect approach, the college engages students and staff in activities aimed at raising awareness and promoting environmental responsibility. The college has made significant strides in digitization and paperless operations, saving over 100,000 papers annually. From admission processes to result declaration, the college has simplified procedures, embracing digital platforms for efficiency and sustainability.

Environmental consciousness is ingrained in the college's culture, evident through initiatives such as Green Audit, Water Audit, Energy checks, and Biodiversity reporting. We have more than 45 bird species and more than 70 species of plants in the campus. The college has implemented sustainable practices such as rainwater harvesting systems and solar installations to minimize its ecological footprint.

Moreover, the college's campus is designed to be citizen-friendly, welcoming around 300 citizens who benefit from its facilities for various activities such as running, exercise, training, and walking. The sport complexes and other amenities are accessible to citizens, fostering community engagement and well-being.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R.R.LALAN COLLEG,BHUJ
Address	R. R. Lalan College Opposite Ranjit villa palace College road Bhuj
City	Bhuj
State	Gujarat
Pin	370001
Website	www.rrlalancollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	C. S. Jhala	02832-250117	9099125033	-	prinrrlc@gmail.com
IQAC / CIQA coordinator	Pranav Pandya	-	9099952548	-	pranavpandya1@yahoo.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Gujarat	Krantiguru Shyamji Krishna Verma Kachchh University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	30-10-2014	View Document
12B of UGC	30-11-2014	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	R. R. Lalan College Opposite Ranjit villa palace College road Bhuj	Semi-urban	26	14660

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	12	HSC	English	125	121
UG	BA,Gujarati,	12	HSC	Gujarati	130	121
UG	BA,Hindi,	12	HSC	Hindi	115	112
UG	BA,Economics,	12	HSC	English,Gujarati	175	169
UG	BA,Sanskrit,	12	HSC	Gujarati	100	74
UG	BA,Psychology,	12	HSC	English,Gujarati	200	178
UG	BA,History,	12	HSC	English,Gujarati	200	198
UG	BA,Political Science,	12	HSC	English,Gujarati	30	0
UG	BA,Statistics,	12	HSC	English,Gujarati	20	0
UG	BSc,Chemistry,	12	HSC	English	50	39
UG	BSc,Physics,	12	HSC	English	30	12
UG	BSc,Geology,	12	HSC	English	20	8
UG	BSc,Maths,	12	HSC	English	30	20
UG	BSc,Botany,	12	HSC	English	20	12
UG	BSc,Zoology,	12	HSC	English	25	24
PG Diploma recognised by statutory authority including university	PG Diploma,Pg Diploma,Diploma in Dis. Management	12	HSC	English	30	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				46			
Recruited	0	0	0	0	3	0	0	3	27	13	0	40
Yet to Recruit	0				1				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				41
Recruited	12	2	0	14
Yet to Recruit				27
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	3	0	0	3
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	3	0	0	19	6	0	28
M.Phil.	0	0	0	0	0	0	7	6	0	13
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	5	0	6	

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	613	6	0	0	619
	Female	463	7	0	0	470
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	6	0	0	0	6
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	315	375	369	361
	Female	252	212	173	168
	Others	0	0	0	0
ST	Male	17	23	11	23
	Female	5	6	4	8
	Others	0	0	0	0
OBC	Male	686	649	638	634
	Female	427	395	376	286
	Others	0	0	0	0
General	Male	598	601	628	694
	Female	511	509	462	455
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2811	2770	2661	2629

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>A multidisciplinary & interdisciplinary approach in undergraduate education can be highly beneficial, particularly when considering a combination of subject groups within the arts and science disciplines. In the arts discipline, integrating subjects such as Economics, History, English, Hindi, Gujarati, Psychology, and Political Science provides students with a diverse range of perspectives and skills. The study of Economics enables students to understand the socio-economic aspects of society, while History provides insights into the past and its influence on the present. English, Hindi, and Gujarati foster language proficiency and communication skills, essential in a globalized world. Psychology contributes to a better understanding of human behavior and cognition, while Political Science explores the dynamics of governance and societal structures. Similarly, in the science discipline, incorporating subjects like Chemistry, Geology, Zoology, Botany, Physics, and Mathematics allows students to gain comprehensive knowledge across various scientific domains. Chemistry provides a foundation for understanding matter and its interactions, Geology explores the Earth's composition and processes, Zoology and Botany delve into the study of animals and plants, respectively, while Physics and Mathematics form the basis for understanding the fundamental laws of the universe. By combining these subjects, students acquire a well-rounded education that enhances their analytical, critical thinking, and problem-solving skills, preparing them for a wide range of career paths in both arts and science disciplines.</p>
2. Academic bank of credits (ABC):	<p>In alignment with the UGC's vision, our college has embraced the Academic Bank of Credit (ABC) initiative, a cornerstone of the National Education Policy (NEP) 2020. Since 2023-24, a vast majority of our students have been enrolled in this transformative system, which provides them with a dynamic platform to accumulate and transfer academic credits seamlessly. To foster awareness and understanding of the ABC system, our college has launched a comprehensive awareness program. Through seminars, workshops, and interactive sessions, students are being educated about the benefits and mechanisms of ABC. This initiative aims to empower</p>

	<p>students by offering them greater flexibility and mobility in their academic pursuits, allowing them to craft personalized learning pathways and make the most of their educational journey. By embracing the ABC initiative, our college is not just adapting to change but leading the way in reshaping education for the better, in line with the progressive ideals of the NEP.</p>
3. Skill development:	<p>At our college, the ethos of education revolves around skill development, aligning seamlessly with the ethos of the National Education Policy (NEP) 2020. Recognizing the pivotal role of skills in shaping careers, we offer a diverse range of skill courses and career-oriented programs, spanning from certificate to PG diploma levels. Moreover, our commitment to experiential learning is manifested through innovative pedagogical methods across various subjects. Since the inception of NEP 2020, our Skill Enhancement Courses have been instrumental in nurturing students' holistic development and preparing them for real-world challenges. Furthermore, our Innovation Club and SSIP Cell serve as catalysts for fostering creativity and entrepreneurship among students. Complementing these initiatives is our state-of-the-art Innovation Laboratory equipped with a myriad of toolkits, providing a conducive environment for hands-on learning and experimentation. By prioritizing skill development and fostering innovation, our college endeavors to equip students with the capabilities to thrive in an ever-evolving landscape, ensuring their readiness for the challenges of tomorrow.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Since the launch of the National Education Policy (NEP), our curriculum has embraced the rich tapestry of the Indian Knowledge System (IKS). In the inaugural year, courses such as Yoga, Bhagavad Gita, and Personality Development from the Gita have been integrated. Additionally, Indian Heritage courses are in the pipeline. These offerings reflect our commitment to instilling a profound understanding and appreciation of India's cultural and philosophical heritage. As we progress, more IKS courses will enrich our syllabus, ensuring a holistic and culturally rooted educational experience for our students.</p>
5. Focus on Outcome based education (OBE):	<p>At Lalan College, Under the umbrella of the National</p>

	<p>Education Policy (NEP), outcome-based education has emerged as a cornerstone, revolutionizing our approach to curriculum design and pedagogy. Our syllabus emphasizes hands-on, experiential learning, prioritizing direct skill enhancement and application-based education. Field visits (in Geology, Botany, Zoology), industrial tours (in chemistry), and projects are integral components, seamlessly integrated into our continuous internal evaluation system. Moreover, collaboration with other institutes further enhances the quality and output of our educational endeavors. By fostering partnerships and leveraging collective expertise, we enrich the learning experience and broaden opportunities for students to engage with real-world challenges and scenarios. This holistic approach not only cultivates practical skills but also nurtures critical thinking, problem-solving abilities, and adaptability. As a result, our students emerge not just with knowledge but with the competencies and confidence to thrive in diverse professional settings, driving innovation and progress in society.</p>
6. Distance education/online education:	<p>The college has taken significant steps to adapt to the changing educational landscape by providing online learning opportunities through various platforms. Although distance education is not offered, the utilization of uploaded YouTube videos, online exams, and online assignment submission showcases the college's commitment to leveraging digital resources for effective learning. The dedicated webpage for online admission and fees payment streamlines administrative processes, offering convenience to students. Notably, during the COVID-19 pandemic, the college's initiative to create MS Teams IDs for students and teachers demonstrates its proactive approach in ensuring uninterrupted education. This effort has not only benefited the college's students and faculty but has also played a vital role in supporting other colleges within the district, fostering an environment of collaboration and shared resources for hassle-free remote learning. These endeavors reflect the college's commitment to providing accessible and quality education, even during challenging times.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral club is functional since years. Under the instruction of the election commission of India and Gujarat the College Electoral Club of the college is formed as under. They will have to work for the election process in the college like filling up forms 6, 7 & 8 and arrange programmes for the awareness for more and more voting.
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?	Faculty and Student CO-ordinators are appointed yearly; Faculty Coordinator - Dr. Mehul Shah Student Ambassadors: Sharma Sneha and Ashish Thakker (Year 2022-23) Siju Kanti and Epshitta Mukharjee (Year 2021-22) Devanshi Joshi and Vishal AHir (2019-20) Bhaveshwari Siju & Piyush Shah (2018-19)
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.	ELX's are working actively with following programmes organized regularly; 1. Voter awareness programme 2. Voter card enrollment helpdesk 3. Voter Awareness campaign Many of similar activities are being done for college students in collobration with Collectorate Office -Kutch. The details of these activities are available in NSS reports.
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.	Voter awareness competition Drawing and film making competition for Election Drives by student to enroll new elidgible students for election by application of election card. Visit of team " Doordarshan" for campus election awareness The details of these activities are available in NSS reports.
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.	ELC members try hard to create awareness among college students and their family members. The upcoming voters are awared through different kind of activities like drawing competition, FY students are identified and their list are prepared with the help of Collectorate office. New voter drives are organised at college doorsteps where new voters can fill their application forms. The details of these activities are available in NSS reports.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2811	2770	2661	2629	2517

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

2 Teachers

2.1

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

Response: 62

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	45	45	45

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
85.4	45.27	93.24	60.68	48.00

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Shri R. R. Lalan College is Govt. owned college affiliated with KSKV Kachchh University.

The curriculum: Syllabus is designed by the Board of Studies at the University level wherein most teachers of the college are involved. The content is delivered in classroom teaching using classical and hybrid ICT based methods. We also adopt field surveys, practical, and small voluntary and curricular projects. Practical teaching in science depends on laboratories and practical methods.

Evaluation: The Institute follows a continuous evaluation pattern as guided by the CBCS system. The students need to submit Assignments, Seminar, theory tests, and Practical tests as part of the internal evaluation process which is of 40% weightage. We have online test center and mechanism of retest in genuine case as well option for reassessment.

Documentation: The decentralized mechanism of evaluation having 'different departments', documentation of the online exam through the dedicated college web portal.

Digital documentation: Using online portal, the student details and marks are uploaded online. Also the assignments are to be uploaded online in pdf form thus can be deposited for longer time.

Enrichment of curriculum: Students are encouraged to participate in various activities, field work and field surveys, visit to related agencies/institutes etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 7

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

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: 4.46

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
106	110	145	113	123

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Being a central academic arena in the area, we are credited to havemaximum courses in BA and BSc and even more number of students thanother colleges. Many of these courses like Geology, Botany and Zoology are unique and are only served in this college in entire district. Quality updates are possible due to 60 percent of staff is part of Board of Studies and above 80 percent staff is enrolled in duties of paper setting and assessment. Much of our curriculum includes courses which inculcate values and ethics in students and also promote universal skills and understanding. These may be achieved directlyby Career Oriented Courses or by different papers they study like Indian history, Vedas, Gita values, literature and ethics, Environment and disastermanagement etc. We have more than 30 topics in the syllabus of BA and B.Sc wherein student are offered valueeducation. Practically , these is also done by demonstrative methods like programmes of Ethics, Gender, Values etc by NCC, NSS andEcoclub. Foundation course like Environment Science and Disaster Management are offered to inculcate values.We offer facilities like reassessment, retest and late submissions owing to the circumstances.

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

1.3.2

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

Response: 9.68

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

Response: 272

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

1.4 Feedback System**1.4.1**

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.26

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
1051	1152	1185	1143	1139

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1103	1253	1253	1178	1228

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: 61.96

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
423	445	391	376	385

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
604	678	678	636	664

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 56.22

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:

Practical learning: All the science subjects have practicals as part of regular curriculum. The practicals are designed supporting the theoretical phenomena which gives them a easy learning approach. The practicals are conducted in small groups (Batch) for encouraging participative learning and giving personal attention to students.

Use of ICT based technology: Visuals are always better absorbable than routine normal audible lectures. Thus faculties use ppt, videoseven in arts subjects which help student to understand subject in better way.

Field visits: Subjects like Economics, psychology, Geology, Zoology, Botany have field visits in their curriculum. This enables field learning and understanding of theoretical approaches.

Online test and Retest options: Online test options are available to students with MCQ options. The students may also appear for retest later on if the regular dates are missed. Moreover, option of reassessment is made available based on student demand.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.6

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
50	50	50	50	50

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

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	45	45	45

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Continuous Internal Evaluation process(CIE) is followed as per the CBCS semester system which carries 40 percent weightage. This includes internal practical and theory tests, surprise test, unit test, seminars, assignments and submission/projects/reports etc. The students are made aware of CIE process right at the inception and admission time.

ONLINE AND OFFLINE EXAMS: Online test options are available to students with MCQ options. The students may also appear for retest later on if the regular dates are missed. Moreover, option of reassessment is made available based on student demand.

ASSIGNMENTS: Creative report writing and assignment submission with out of box ideas are encouraged and presented to large group of students which enhances performance of students.

FIELD WORK: Inorder to foresee practical progress, student activities like field activeness,participation in study tour, other competitions. Field reports are also included as part of internal evaluation marking scheme.

SEMINARS: Student seminars are also observed by the mentors and students are promoted for such all round activities. Students are made aware of these patterns during the orientation class of admission. The marks of each category are communicated to the students via notice board as well as through watsapp groups. CIE remains open ended and students are allowed to approach teacher for any kind of grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Most of the staff members of the college are also members and chairman of Board of studies. Thus, any reforms required in the syllabus are keenly noted and revised in BoS meeting. Also the Programme outcome are discussed in the staff and departmental meetings.

The POs and COs are given in new syllabus and displayed on institutional website.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Assessing Program Outcomes (POs) and Course Outcomes (COs) in college curriculum is crucial for ensuring that students are achieving the intended learning objectives.

1. Defining POs and COs:

- **Program Outcomes (POs):** These are broad statements that describe what students are expected to know and be able to do by the time they graduate from a particular program (e.g., a degree in Computer Science).
- **Course Outcomes (COs):** These are specific, measurable statements that describe what students should know and be able to do at the end of a particular course within the program.

2. Alignment with Curriculum:

- POs are usually aligned with the overall goals of the program.
- COs are aligned with the specific goals of each course within the program.

3. Assessment Methods:

- **Direct Assessment:** This involves evaluating student performance through tangible measures such as exams, projects, presentations, and portfolios. These assessments directly measure whether students have achieved the intended outcomes.
- **Indirect Assessment:** This involves gathering feedback from students, alumni, employers, or other stakeholders to gauge perceptions of student learning and program effectiveness.

4. Data Collection:

- Faculty members collect assessment data over time, typically at the end of each course or program cycle.
- Assessment data may include exam scores, project evaluations, rubric-based assessments, surveys, and other relevant metrics.

5. Analysis and Interpretation:

- Assessment data is analyzed to determine the extent to which students are meeting the desired outcomes.
- This analysis involves comparing actual student performance against predefined criteria or benchmarks associated with each outcome.

6. Action and Improvement:

- Based on the assessment findings, faculty and administrators identify areas of strength and weakness in the curriculum.
- They then implement changes or improvements to enhance student learning and better align the curriculum with the intended outcomes.

7. Continuous Cycle:

- Assessment of POs and COs is an ongoing process that occurs throughout the academic year and across multiple years.
- Feedback from assessments informs iterative improvements to the curriculum, ensuring that it remains relevant and effective.

Overall, the evaluation of POs and COs in college curriculum involves a systematic process of defining learning objectives, assessing student performance, analyzing data, and making continuous improvements to enhance the quality of education provided.

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

2.6.3

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

Response: 72.75

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
601	493	466	440	360

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
796	663	602	619	564

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6.75

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	2.75	0	4.0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

INNOVATION CLUB AND LAB: The college is not just a place for academics; it's a hub of innovation and creativity. At its core lies the Innovation Club, a vibrant community where students exchange ideas, collaborate on projects, and turn their wildest innovations into reality. The club serves as a catalyst for budding entrepreneurs and innovators, providing them with a platform to explore their passions and drive change. Facilities; Innovation kit, working space, Innovation grant from Govt.

SSIP CELL : Working hand in hand with the Innovation Club is the SSIP (Student

Startup and Innovation Policy) Cell, which acts as a support system for students looking to transform their ideas into viable startups. Through mentorship, funding opportunities, and networking events, the SSIP Cell empowers students to navigate the entrepreneurial landscape with confidence and resilience.

The Innovation Laboratory: serves as the heart of the college's innovation ecosystem, equipped with state-of-the-art facilities and cutting-edge technology. Here, students have access to resources that enable them to experiment, prototype, and iterate their ideas until they reach perfection. It's a space where innovation knows no bounds and creativity flourishes.

EVENTS AND LECTURES: on innovation are a staple of the college experience, enriching students' minds with insights from industry leaders, renowned entrepreneurs, and visionary thinkers. From TED-style talks to hands-on workshops, these events inspire students to think outside the box, challenge the ideas, and embrace the spirit of innovation in their actions.

INNOVATION-FRIENDLY ECOSYSTEM: The college fosters an innovation-friendly ecosystem that nurtures creativity, fosters collaboration, and celebrates diversity of thought. Whether it's through hackathons, design challenges, or interdisciplinary projects, students are encouraged to explore their passions, push boundaries, and make a positive impact on the world. With a culture that values innovation at its core, the college is not just shaping future leaders but also shaping the future itself.

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

3.2.2

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

Response: 19

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
7	7	2	0	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.03

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
1	0	0	1	0

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

3.3.2

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

Response: 0.34

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
2	2	3	6	8

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

3.4 Extension Activities

3.4.1

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

Response:

Lalan College receives students from more than 50 villages of Kutch. College is always keen and active in community centric development. Many programmes are organized by the college which is useful to general civic mass apart from only students. The campus of the college is kept open for community after college hours and we try to serve best atmosphere in campus. This is responded by the large number of students and elderly walkers taking morning and evening walk, youngsters having physical training on the campus. We also have a sports academy working on the campus where in large number of neighbourhood public joins. College connects with the society in various ways. Moreover, NCC/NSS cadets of the college organized many programmes for community awareness like " HAND WASH DAY, BLOOD DONATION CAMP, VISIT TO OLD AGE HOME/helping poor and needy society etc. The detailed list of event is attached below as well as in NCC, NSS and WDC reports. The glimps of the activities are available on www.rrlalancollege.edu.in

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

3.4.2

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

Response:

College has received various awards for extension activities. Following are few of the important highlights;

1. Best Node: Best Nodal college for Placement fair in entire state. Award by Govt. of Gujarat

2. Most Active College: For outstanding work in Placemnet fair and student participation by Govt. of Gujarat
3. Swachhata Saarthi Fellowship 2021: Student Mr. Gadhvi Kanaiya received fellowship for making Diyas from paper. Award from Govt. of India
4. Best Sector Officer Duty Award: To Dr. Darshit Padia for his active and prominent duty during elections. Award by District Collectorate Kachchh
5. Outstanding Performance at RDC Parade, New Delhi: NCC Cadate Mr. Isar Langa

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

3.4.3

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

Response: 93

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
37	25	9	7	15

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

3.5 Collaboration

3.5.1

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

Response: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college building is one of its kind constructed after the collapse of original building during 2001 earthquake.

1. **CAMPUS and BUILDING:** 26 acre vast campus with building made of robust earthquake resistant design by CEPT. Fire safety installation are also made with CCTV enabled campus.
2. **CLASSROOMS:** 31 classrooms with good student capacity are present. Most classrooms are equipped with ICT facilities like projectors.
3. **LABORATORIES:** We have 15 laboratories in science for various subjects. The labs are equipped with modern instruments and necessary upgradation are done. 4 Laboratories with ICT facilities like projectors and modern instruments.
4. **SEMINAR HALL:** we have 2 seminar halls with ICT facilities and digital podium.
5. **LIBRARY:** Fully automated library with in and out digital entry, barcoded system, SOUL software and dedicated library website. Huge range of e-books and subscriptions.
6. **AV Room:** College has 2 equipped AV room for virtual meetings and discussions.
7. **ICT facilities:** 128 PC, printers in each department, PC lab, web portal , digital administration, >15 ICT enabled class/lab.
8. **COMPUTER LAB:** One of its kind we have prepared lab of 50 computers (will

be upgraded to >100 PC purchase request send) for online exams, competitive exams and student workshops.

9. STAFF QUARTERS: 24 staff quarters are present in the campus.

10. GIRLS HOSTEL: with all required amenities facilitate girls from distant areas.

11. SPORTS COMPLEX: Lawn Tennis Court, Cricket ground, Running and walking track, Badminton court, and Gym are present in the campus.

12. OPEN AIR AUDITORIUM: with capacity of 500 people is present in the campus with stage and back stage facilities.

13. RAIN WATER HARVESTING AND SOLAR ROOF TOP: facilities are also present in the campus

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

4.1.2

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

Response: 12.84

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
0	0	30	0	12.71

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Automation is almost completed. SOUL 2.0 software is used. The library is in good shape and fully digital. Library is working and adopting digital tools and interphase.

- 1. SOUL 2.0 software as ILMS tool**
- 2. Total digitization of library**
- 3. Barcoded books**
- 4. Digital issue of books**
- 5. E-books and computer corner**
- 6. N-list and e journal subscription**
- 7. Dedicated website:
<https://rrlalancollege.edu.in/Department/about/3/0>**

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

College is equipped with adequate IT facilities and continuously upgrading its IT facilities based on increasing teacher and student inflow.

Computer infrastructure: College is keen to provide PC to all the faculties and having more than 128 computers. Enhancement in ICT enabled classrooms, personal computers, computer laboratory for online exams are installed.

Computer lab: We have its kind computer lab equipped with 75 computers which we have proposed to enhance to 100 PC. This is used for student online exams, and other competitive exams as per the MoU.

High Bandwidth of Computers in college: ` 50MBPS speed with wired connection and wifi

WiFi Enabled Campus: Entire campus is WiFi enabled having NAMO wifi provided to all the Govt. colleges. Upgradation of data speed: Starting with 10 MBPS we have now upgraded to 50 MBPS data speed in all computers of the college. All the computers are supplied with wired connections.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 21.96**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 128

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 0**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
0	0	0	0	0

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 38.4

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
1109	1100	1068	1029	835

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 27.7

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
870	520	936	721	661

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

5.1.4

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

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 57.2

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
287	289	236	306	232

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
601	493	466	440	360

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

5.2.2

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

Response: 8.81

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
32	24	07	15	11

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

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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
3	0	0	7	10

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 9

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
19	14	3	4	5

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

5.4 Alumni Engagement

5.4.1

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

Response:

The importance of colleges as educational hubs has long been acknowledged, even prior to the establishment of universities. Since that time, the college has kept up a formal alumni association, with well-known members of the public serving as committee heads. The association is full of well-known locals despite its small size. This group includes well-known executives, legislators, industrialists, and alumni from a variety of areas. Our goal is to keep the existing alumni system going strong and thriving. The alumini association is associated with college in terms of small visits, small individual donations, gifts /books /cupboards etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In line with our vision and mission, Lalan College being a Govt. college and central education hub of the district plays responsible role in nurturing education in the distinct society of the district. Merely negligible fee structure, a student graduates in an amount of ~Rs.7000/- for entire BA/B.Sc. The college is student centric and also plays role in making the campus green and useful to the society. The college has various centres like exam centre of Tata

Consultancy, GATE exam centre, Exam centre of Allen and other Govt. exams, The campus is eco-friendly and is kept open for general public and students undergoing physical training for various exams. The college has seen continuous growth in increasing facilities and infrastructure for the students and bringing in modern technologies to reach the farthest travelling student of the college.

NEP: College has effectively introduced NEP and its policy and has tried to cater diversity of student groups with various SEC/VAC and AEC courses. Academic Bank of Credit enrollment is highly promoted.

Decentralization: The college has effective mode of decentralization by having various departments, committees and Core committee with effective implementation and work division.

Short Term Plan: Effective student admission, curriculum development at 360 degree with all round growth and student centric environment.

Long Term Plan: Being a largest college and catering since 1953, college looks forward for some integrated courses, PG courses and autonomy with due permission from Govt.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

procedures, etc

Response:

The institute's goals include community service and 360-degree growth. Therefore, ongoing initiatives and improvements are made to the result and facilitate the demands and needs with growing student power. As a government institution, we must follow the guidelines established by the Gujarati government's Education Department and follow their instructions.

Additionally, we abide with Kachchh University's regulations. However, in order to make things more realistic, the college adheres carefully to the academic calendar. The college's IQAC and core committee discuss and approve the new revisions before they are put into effect. The demands of different departments and the inclusive growth of the college are also considered in the staff meeting held at the end of each term. The heads of departments convene midterm meetings to discuss any updates or implementations of policies. We continuously work to strengthen our technology and infrastructure while simultaneously monitoring the growth of our students.

1. FORMATION OF COMMITTEES: The following layout helps us to work in more efficient and better way Principal – Core IQAC Committee – Various committees – Department Heads – Staff. Various annual committees comprising the teaching and non-teaching staff members with presidential and member roles assigned to manage specific activities and portfolios. Various committees are formed yearly starting from admission to cultural programmes take care of respective actions.

2. FORMATION OF DEPARTMENTS: Moreover, the formation of departments with a hierarchy of Principal - Core Committee/IQAC - HoDs – Faculty members facilitate easy administration and decentralization in perfect manner. The department looks after its subject, requirement, quality management and matters which are reported by head to the Principal. Regular term initiation and end meetings and IQAC/Core committee meeting are arranged to discuss various points and bring in new ideas. The committees and departments handle various tasks and report to the Principal.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Being a govt. college the schemes ruled by Govt. are applicable to the staff. The schemes like Pension for past recruit, CPF and Provident fund scheme, Group insurance, Cash leave encasement Are available for the staff as per Govt. The salary and additional benefits are as per the state Govt. rules. For

non teaching staff, salary, GPF, Pension scheme and leave encashment are available as per Government rules.

- Pension (For staff before 2001)
- CPF Central Provident Fund (For new recruits)
- Gratuity/GPF Group Insurance (paid by state Govt.)
- Leave encashment
- Medical leave
- Medical allowance
- Ration and dress allowance (For Class-4 staff)
- Duty leave and TA DA for faculty development programme

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

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

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: 15.73

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
9	14	25	6	02

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	23	25	27	29

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Since R. R. Lalan College is a government institution, all funding comes from the state government. The state government also approves the student and other programs and funding allocations.

Additionally,College promptly produces its budget plan and, upon request from higher authorities, forwards it for state government follow-up.For a few years now, the state government has been eager to supply all of the state's government colleges with equipment such as computers, furniture, and other supplies in accordance with the central procurement program. The institute's purchases follow government regulations.The funds that are mobilized are kept in designated bank accounts for the schemes, and they are subject to particular category and internal audit reports.

The institution has a regular mechanism for internal audits.The core committeeof the college looks after the internal audit in association with theadministrative and financial executives of the College. The external audits areconducted by the state government departments of Education andFinance. Thus audit is done by college,State Govt. as well as Auditor Generalas finalized by state Govt.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The institute offers a constructive environment for comprehensive discussions and a good review system. At the beginning of each new term, all staff members participate in term initiation meetings, which are followed by an IQAC meeting. Here, IQAC notes and reviews staff proposals and new initiatives for the upcoming academic year. Meetings with department heads are also held to discuss the teaching and learning process. Any modifications to the exam or evaluation format are examined, and any required adjustments are determined and carried out. The IQAC committee also discusses student feedback, and suggestions are taken into consideration based on their viability.

The acts and initiatives are posted online.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institute believes in gender equity and thus have specialized facilities for women. Although, the activities were restricted due to COVID situation we have below mentioned facilities;

1. Women Development Cell: Headed by senior female faculties of the college. It looks after facilities, policy making for girls, complains and betterment-encouragement programmes.

2. Girls Hostel: Girls hostel facilitates accommodation to girls from remote area with very nominal charge. The hostel is facilitated by proper security, room facilities with bed, working table, cupboard and chair. Common room and common kitchen facilities are also available. Policies and code of conduct for hostel residential are made and look after by warden in the campus.

3. Fees concession for Girls students Girls

4. Common room facility in the college

5. Promotions programmes for girls skill development by Women development cell.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution has made significant efforts to create an inclusive environment for all students, faculty members, and staff. One of the key initiatives is promoting tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. This includes implementing policies and procedures that foster respect, empathy, and understanding among individuals with diverse backgrounds, beliefs, and practices. For instance, the institution has established a diversity and inclusion committee, which organizes workshops, seminars, and training programs to educate students and staff about the importance of cultural sensitivity and respect for differences. Additionally, the institution has created a safe space for marginalized communities to express their concerns and experiences, providing them with a platform to voice their opinions and advocate for their rights. Furthermore, the institution has established partnerships with local that diversity and inclusion, enabling students to engage in community service projects that foster social cohesion and harmony. By taking these efforts, the institution is committed to creating an environment where everyone feels valued, respected, and included.

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

7.2 Best Practices

7.2.1

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

Response:

Two best practices are as follows;

1. DIGITAL TRANSFORMATION

To facilitate students with technology and transparency students are provided with dedicated web space on web portal. These web portal are used to ;

- **Dedicated web space and paper less tasks**
- **Upload Assignments**
- **Online exams and results**
- **Online fee and assessments**

This method attracts students to technology and have their documents uploaded on college portal. Teacher can check the assignments online at ease and can block loss of this. We save ~54000 pages in a semester by using online modules.

2. ECOFRIENDLY AND COMMUNITY FRIENDLY APPROACH: College has successfully carried out green audit from certified auditor and with the help of Biology dept. This audit include water audit, env. audit, energy audit etc. We have proper management of resources and we try to make it eco-friendly and community friendly. Following are key facilities;

- **Green campus - Vegetation audit, Faunal/birds audit, Greenary within building space**
- **Water conservation - Rain water harvesting**
- **Energy conservation - Solar installation, energy efficient appliances, natural light friendly building.**
- **Wastemanagement - Waste segregation available**

COMMUNITY FRIENDLY APPROACH:

- **Citizen connect approach: Around 300 citizens/day are the stakeholders of the campus and use campus for sports, walking, exercise etc. Use of many sports facilities to general public.**
- **Girls hostel : The college nurtures 60 % of rural students and we facilitate hostel facilities for girls with nominal cost within campus.**
-
- **Students connecting with community: College tries to connect students with the community by engaging them in surveys, and work.**

This includes;

Social-economical audit of Chavda rakhal HDI-Index mapping of Kalitalavdi village - This is a post NSS camp exercise to know the village in better way.

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

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

1. Placement fair 22-23

College is a nodal agency of entire district for arranging Placement fair which is closely monitored by Govt. College tries to bridge between student and industrial stake holders. College has concretely achieved **“BEST WORK NODAL AWARD”** and **" MOST ACTIVE COLLEGE** from state government in some earlier years.

1. College Served as NODAL AGENCY FOR DISTRICT >2000 students benefitted

- >20 academic institutes involved
- >25 companies
- 78 students placed

- <https://www.youtube.com/watch?v=oy5u-cfavGE>

1. Serving Rural areas

Kutch is considered to be one of the largest district in India with its unique eco system and cultural heritage. Shri Ramji Ravji Lalan College remains the premier institution for higher education, established in 1953. The college's contribution towards the development of these motest corners of Kutch is further illuminated by the demographic profile of the students, where students from more than 100 villages, some of them from very far-flung areas, attend the college. Hence the college is proud of having the largest number of students in the district of Kutch. More than 60% student hail from rural areas

Community Engagement: Beyond academics, the college actively engages with the local community through various outreach programs, social initiatives, and collaborative projects. It encourages students to participate in community service activities, instilling in them a sense of social responsibility and empathy towards others.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

College is one of the oldest academic institute of Kutch being established in 1953. With a sprawling campus spanning 26 acres, the college provides a conducive environment for learning and growth. The infrastructure is designed with resilience in mind, featuring earthquake-resistant buildings, lush gardens, and state-of-the-art facilities. College has witnessed devastating earthquake in 2001 with total collapse of building. But respawned to its glory in short period.

The college offers a diverse range of courses, catering to the educational needs of approximately 2500 students enrolled in BA and B.Sc. programs. Admissions are modernized through online platforms, ensuring accessibility and inclusivity in educational offerings. The teaching-learning process is enriched by a mentor-mentee system, providing personalized guidance and support to students. The faculty, comprising 50 highly qualified educators selected through the State Public Service Commission, ensures academic excellence with 100% possessing NET/SLET/PhD qualifications.

Continuous internal evaluation, including exams, assignments, seminars, and projects, fosters critical thinking and practical skills development. The college maintains an impressive passing percentage, reflecting the effectiveness of its teaching methodologies and student support systems.

Research and innovation thrive at the college, supported by a dedicated Research and Development (R&D) cell and collaborations with other institutes. With numerous research projects completed and scholarly publications recognized by prestigious databases, the college contributes significantly to advancing knowledge and academic discourse.

Inclusivity is a cornerstone of the college's ethos, with initiatives such as scholarships and grievance redressal mechanisms ensuring equal opportunities for all students. Recognized for its commitment to student success, the college has received awards and accolades from the State Government and boasts impressive placement rates.

Environmental sustainability is ingrained in the college's culture, with initiatives such as the Green Campaign and sustainable infrastructure practices promoting eco-consciousness. The campus is designed to be citizen-friendly, welcoming community members for various activities.

While the college faces challenges such as student transportation and funding constraints, it remains dedicated to continuous improvement and social responsibility. With opportunities for growth and expansion on the horizon, the college is poised to continue its journey towards excellence, nurturing future leaders and innovators.

Concluding Remarks :

R. R. Lalan College stands as a beacon of academic excellence, societal responsibility, and environmental stewardship in the heart of Kachchh district. With a commitment to holistic education, the college has

continually strived to provide a nurturing environment where students from diverse backgrounds can thrive and excel.

Through its comprehensive curriculum, innovative teaching methodologies, and value-added courses, the college ensures that students receive a well-rounded education that prepares them for success in both their academic and professional endeavors. The implementation of the National Education Policy (NEP) reflects the institution's forward-thinking approach, embracing digitalization and modernization to enhance the learning experience and meet the evolving needs of students.

The college's dedication to research and innovation is evident in its vibrant research culture, supported by a dedicated R&D cell and collaborations with other institutes. By fostering a research-driven environment, the college empowers students and faculty to explore new frontiers of knowledge and make meaningful contributions to their respective fields.

Furthermore, the college's emphasis on inclusivity and support for students from rural and economically disadvantaged backgrounds underscores its commitment to social responsibility. Through scholarships, grievance redressal mechanisms, and initiatives to promote student welfare, the college strives to ensure equal opportunities for all.

Environmental sustainability is at the forefront of the college's ethos, with initiatives such as the Green Campaign and sustainable infrastructure practices contributing to a greener and more eco-friendly campus. By instilling a sense of environmental consciousness in its students and staff, the college aims to create responsible citizens who are committed to protecting the planet.

While the college faces challenges such as staff turnover and funding constraints, it remains steadfast in its mission to provide quality education and contribute positively to society. With opportunities for growth and expansion on the horizon, including the potential for autonomy and infrastructure upgrades, the college is poised to continue its journey towards excellence.

In conclusion, the college is not just an educational institution but a catalyst for positive change and progress in the community. With its unwavering commitment to academic integrity, social responsibility, and environmental sustainability, the college is shaping the leaders and innovators of tomorrow, who will make a lasting impact on the world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made necessary changes</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>604</td> <td>678</td> <td>678</td> <td>636</td> <td>664</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>423</td> <td>445</td> <td>391</td> <td>376</td> <td>385</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>604</td> <td>678</td> <td>678</td> <td>636</td> <td>664</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>604</td> <td>678</td> <td>678</td> <td>636</td> <td>664</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 2.1.2.1 due to excess of seats in reserve category</p>	2022-23	2021-22	2020-21	2019-20	2018-19	604	678	678	636	664	2022-23	2021-22	2020-21	2019-20	2018-19	423	445	391	376	385	2022-23	2021-22	2020-21	2019-20	2018-19	604	678	678	636	664	2022-23	2021-22	2020-21	2019-20	2018-19	604	678	678	636	664
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise</p>																																								

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	25	16	8

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not UGC Care

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	29	17	10	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	25	9	7	15

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration like yoga day, green day, science day, language day etc.

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

Answer before DVV Verification :

Answer After DVV Verification :2

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71.3	32.8	76.0	48.6	40.5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	30	0	12.71

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85.4	45.2	93.2	60.6	48

Answer After DVV Verification :

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

Remark : DVV has made necessary changes

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made necessary changes

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

5.3.1.1. ***Number of awards/medals for outstanding performance in sports/cultural activities at***

national/international level (award for a team event should be counted as one) year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	3	22	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	7	10

Remark : DVV has made changes as per supportings shared by HEI and values have been downgraded as we have excluded inter college award certificate.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1562	1446	842	769	967

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	3	4	5

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	18	76	07	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	14	25	6	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	23	25	27	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	23	25	27	29

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

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.**

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

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made necessary changes

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations