SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LOKBHARATI LOKSEVA MAHAVIDYALAYA

LOKBHARATI GRAMVIDYAPITH CAMPUS SANOSARA TA SHIHOR DIST
BHAVANAGAR
364230
https://lokbharatilokseva.org

SSR SUBMITTED DATE: 12-04-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lokbharti Rural Higher Education Institution is unique, pioneer and autonomous in the country since 1953. It is an empirical model of Gandhiji's vision of basic education - NaiTalim. It promotes a unique, self-reliant lifestyle that strives to improve every aspect of people's lives in rural India. The main aim of BRS course is to develop a cadre, who has willingness, abilities,skills and appropriate values to work with and for the rural communities to enable them for practising sustainable life style and democratic values to bring prosperity and wellbeing. This outstanding and innovative model of education is a golden gift by legendry (Rushiverya) educationists Shri Nanabhai Bhatt, Shri ManubhaiPancholi, Shri Mulshankar Bhatt and Shri Natavarlal Buch for reconstructing new India to bring true Swaraj after political freedom from British rule.

It has always been an institution delivering education to address the problems of rural India. It is a movement, a vision in action and rural revolution that imparts higher education to people otherwise unable to access it.

- The university grants commission (U. G. C.) has given autonomous status to run these courses. It is worth mentioning that National Assessment and Accreditation Council (NAAC) of U. G. C. has ranked grade "A" to Lokseva Mahavidyalaya, affiliated to the Maharaja Krishnakumarsinhji Bhavnagar University.
- Bachelor of Rural Study (B. R. S.) Three years undergraduate course. and B.voc (Bachelor of vocation), both are three years under graduate courses being tought by the college.

Vision

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As stated in the shloka from Ishopnishada, "Avidya" helps man to acquire knowledge of physical sciences and skills which enables him to carry out all the responsibilities of life, social customs, and duties and have wordly comforts through earning one's bread. In other words, "Avidya" provides enough strength to cross-over the ocean of life from birth to death. After the successful journey of life, man receives the ultimate spiritual knowledge and satisfaction as equal to immortality through "Vidya".

Whereas "Vidya" quenches an eternal thirst of having the ultimate spiritual knowledge and satisfaction as equal to immortality. Hence, the visionary dream of LokBharati is to worship the comprehensive study of both.,"Avidya" (skilful strength) and "Vidya" (vision of inner self), which enables man to breathe happily in the cosmic world as well as to have perpetual pleasure of one's own being.

Mission

The mission of Lokbharti is to spread the unflickering flame of people oriented education to the poorest man of

village ushering sustainable development in accordance with the Nature and Culture of our country.

Hence the visionary dream of LokBharati is to worship the study of both *Avidya* and *Vidya* parallel which enables man to live in the cosmic world as well as to have perpetual inner development through humanities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

 The strength of our institution is as follows..

I) Ours is an institution working based on Gandhian philosophy which has created the kind of education system inwhich education of head, heart, and hand is made possible.

II) We have a combination of subjects in which vidya (Introspective knowledge of self), Avidya means skill to earn bread and butter.

III) The institution has an eco-friendly lifestyle not only applied through the green campus activities but, also institutionalized the same by having subjects like ecology, natural resource management and related programs.

IV) We have 24-hour residential campuses which gives a lot of opportunities for the teaching, and learning process.

V) We have a well-developed infrastructure: computer lab, Library, conference room, laboratory animal husbandry, classroom, etc. equipped with audio-visual aids.

Institutional Weakness

I) requirements of staff (Faculty, Teachers) are not done regularly, that's why we are facing crisis in making teaching-learning process more effective.

II) Needs more resources for developing academic and digital infrastructure on the campus.

Institutional Opportunity

I) As ours is a country with almost 60% population in a rural area it is better to translate the development of the Nation by preparing the youths, who are capable of solving the problems of rural society.

II) As value education is prominent in our education system, there is lot of scope for further replication of this type of education system.

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Institutional Challenge

I) Nowadays, students have lots of interest in getting a government job and little interest in self-employment and start-up programs and entrepreneurship programs.

II) Technological advancement is growing rapidlly.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Syllabus prepared by considering the following objectives.

I) The institute has prepared various leaflets, brochures, magazines, and booklets regarding institutional activities of various departments of the institute as well as future planning vision of the institute, which are circulated among the visitors, surrounding people, and various leading personalities in the society.

II) The institute arranges institutional orientation programs for the teachers and students in which, descent guidance has been provided surrounding society.

III) The curricula developed/adopted addresses the need of the society and has relevance with the above aspects are considered in the curricula.

As 60 rcent of the pollution of the country is staying in villages, the development of rural Society is essential. This aspect had been kept in mind by founders of the institution at the time of establishment.That's why, many of the subjects are incorporated in the curricula from rural industries viz.Agronomy,Animal Husbandry, Agree Engineering, Rural economics, Natural resource Management, social science and management ecology etc. Similarly, Incorportion of subjects of humanties like languages, history of phillosophy of politics, comparative study of religions of the world etc.

About 50% of study is practical oriented. Not only that, in some of the subjects like Agronomy, Animal Husbandry, Extension Education and horticulture students undertake experimental work and prepare its report.

yes, incorporation of the agicultural subjects in curriculum, practical training of students in wheat research, vaccination of animals, soil & irrigation water analysis, field work and teaching experience they get during work experience programme etc.

Similarly, the institute is giving lot of emphasis on multi-skill developments not only that, as all the students reside on campus, they have to perform different type of works like cleaning, arranging various events, participating in research work and labour work etc. in different department

We invite them in various committees formed for the renovation of curriculum inwhich Academicians from different institutions like Agricultural Universities, University Departments and NGOs etc are involved in various subjects wise steering commitees.

I) Lokbharati Vidyamandal approves the resolution.

II) Bord of studies approv the Resolution, and Appoin steering commitee.

III) A general Meeting of faculty members, executes (Objectives regarding necessity of syllabus Revision, discussion regarding desirable changes.)

Teaching-learning and Evaluation

There are some practices for teaching and learning quality are its improvement.

1. Correlation of teaching with the field/labor work

2. Practical work in the actual field i.e. research station, nursery, Agricultural farm, dairy, gaushala etc.

3. Educational tour

4. Work experience for TY BRS students

5. Use of ICT facilities

6. special subject connected to the respective field.

7. visit of Progressive farmers'

8. Extension activities

9. Periodical tests and short exams

10.Assignments and term papers

11.Seminars and assembly presentation

Research, Innovations and Extension

There is a well-equipped Agriculture research station on the campus. Students are going through the research procedures. Major subject students of Agronomy are fully engaged with the research process. The students are involved in carrying out all procedures of the research under the guidance of the Research scientist. Recently, research on soybean has been also initiated.

Infrastructure and Learning Resources

The institute has a well-developed library with more than 60,000 books. We always add new arrivals books, magazines, and journals into the library. The internet facility is also provided to the students, so that they can search for important topics. The institute strives to increase physical infrastructure every year. We developed the classrooms with ICT facilities. The smart board is also installed in the central classrooms.

Student Support and Progression

We invite application from the students interested for having the admission in first semester the institution. We select the students on the basis of their merit of Higher secondary exam. We publish an advertisement in the popular Gujarati dailies for new admission. Students can download the admissions form our website and send it after filling the details with the required documents.

Governance, Leadership and Management

The serious limitation of Indian higher education is that it does not provide total vision
of life to the students. The students can rightly be considered as educated only if, they get total perception. Quest of total vision is essential and hence Lokbharati lokseva mahavidyalaya has chosen its motto from Ishopanishad which is perfectly suited to its aims and objectives.
This motto is Lokbharti had adopted an inter-disciplinary approach in studies suitable to its motto even before the lecture delivered by C.P Snow. we have made the study of sciences and humanities compulsory for every student because it aims at the synthesis and wisdom,competence and sensitivity, strength and understanding and technical knowledge and humanity.

(I) Poetry and literature:
The study of poetry and literature widens his horizons and makes his heart more
sensitive. It also develops her sensitivity.
(II) History:
The study of history enables the students to grasp the lessons from the past.
(III) Comparative study of the religions of the world:
In a vast country like India acquaintance with common elements and fundamental features talents of all religions is essential for religious tolerance and respect for all religions.

(IV)Environment

There is an inter-relationship and balance between whatever living and non-living elements in the world, the existence of human race. should be valued.

(V) Gandhian Thoughts :
The study of Gandhiji thought imparts the students a concept of healthy life which is
essential for balanced and harmonious development.

The institution follows the hierarchy system in matters of the powers and responsibilities of the officers. The Director and Principal of the institution have their own powers and responsibilities which have been vested through the resolution made by the Borad of Managements,Lokbharati Trust.

As the college is constantly aware of the quality in both fields, Education and administration, Training of

facultes and development becomes the central and important matter. He/she is not expcted to be merley a teacher, besides it, the active involvement in the over all structure and eventful schedule of the college are emphasized Hence, our faculty members are assigned special administrative responsibilities along with the duty of teaching.

Institutional Values and Best Practices

Institute since its inception has been working on the basis of Gandhian Philosophy. Thus, Instiue has developed and applied the education system which is bsed on combinition of education of head, heart, and hand.

This institute has residential campus where in, faculties and students reside on the same campus.

There exists community life in the campus, wherein the students community and faculties have been living like one family.

Additionally institute has developed and maintained the different supporting departments at the campus like the cattle breeding farm, central library, Agriculture research station, Kala Bhavan as well as Agriculture departments.

Various festivals, national as well as cultural, are being celebrated here with great enthusiasm. All these celebrations are being treated imporatant as it gives opportunity to the students to undertake responsibilities and even they can acquire skills by involving in such celebrations organised regularly at the campus.

Moreover, the institue has always treated the surrounding society as an important part of educational process as it is treated as living Laboratory for studying the various problems of the societythrough extension activates. .

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LOKBHARATI LOKSEVA MAHAVIDYALAYA
Address	LOKBHARATI GRAMVIDYAPITH CAMPUS SANOSARA TA SHIHOR DIST BHAVANAGAR
City	Bhavnagar
State	Gujarat
Pin	364230
Website	https://lokbharatilokseva.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	HASMUKHBHAI SUTHAR	02846-9427247429	9427247429	-	brs.lokseva.bu@gmail.com
Associate Professor	YOGESHBHAI TRIVEDI	-9723531654	9723531654	-	ystrivedi22@yahoo.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1969

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated

State	University name	Document
Gujarat	Maharaja Krishnakumarsinji Bhavnagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-11-1977	View Document
12B of UGC	11-12-2020	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	LOKBHARATI GRAMVIDYAPITH CAMPUS SANOSARA TA SHIHOR DIST BHAVANAGAR	Rural	165	20643.67

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BRS,Lokbharati Lokseva Mahavidyalaya,	36	HSC	Gujarati	72	72
UG	BVoc,Lokbharati Lokseva Mahavidyalaya,Food Processing Oraganic Farming	36	HSC	Gujarati	50	43

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	11	0	0	11
Yet to Recruit	0				0				1			
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				8
Recruited	7	0	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	0	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	12	0	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	Others	Total
	0	0	0	0

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	73	0	0	0	73
	Female	42	0	0	0	42
	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	4	2	4	3
	Female	1	2	4	5
	Others	0	0	0	0
ST	Male	3	8	3	5
	Female	7	4	4	1
	Others	0	0	0	0
OBC	Male	57	48	47	50
	Female	23	26	32	31
	Others	0	0	0	0
General	Male	8	13	13	10
	Female	8	14	5	5
	Others	0	0	0	0
Others	Male	5	5	5	5
	Female	0	0	0	0
	Others	0	0	0	0
Total		116	122	117	115

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Lokbharati Lokseva Mahavidyalaya	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Being an autonomous college, we have adopted unique syllabus since the establishment which emphasize on the balance of agriculture and humanity subjects. Our students belonging to both the branches share some common subjects in syllabus. we have incorporated subjects from the different disciplines like, natural resource management, ecology, economics, farm management, dairy management, agriculture, health and hygiene, Gandhian thoughts etc.
2. Academic bank of credits (ABC):	We have no such provision in the syllabus.
3. Skill development:	Our agriculture branch focuses on the practical skills such as field work, extension work and activities, manual labor work, agri engineering Training in crop production, crop breeding and crop protection. They also study analysis of irrigation water and soil samples. Humanity branch focuses on communication skills, leadership skills, field work, linguistics, power point presentation, dissertation writing, performing arts, life skills, gardening etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We have incorporated some core subjects such as Yoga, History of Indian culture, Gujarati Language and literature and Hindi language and literature, Gandhian thoughts, History of political philosophy, Religions of the World, Performing arts etc.
5. Focus on Outcome based education (OBE):	Our B. Voc program provides an opportunity for the skill oriented work in the filed of Food processing and Organic Farming. Our students shall have better exposure in the private and public sector companies.
6. Distance education/online education:	Having equipped with the ICT-enabled teaching-learning tools, We have been in file up with some of the online platforms and govt. portals, such as Udayam Cosent, the KCG portal, and the Digital Gujarat Scholarship portal. We are ready to introduce MOOCs and other online courses. We are also ready to offer our online career counseling to our students during summer vacation. Our student career counseling cell frequently marks the use of e-resources for job placement opportunities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, such kind of facility available in Lokbharati Lokseva Mahavidyalaya, Sanosara under the NSS unit where we use organized Electoral sensitization program among the students community at regular interval. We have invited the Mamlatdar/tahesildar of sihor taluka for sensitizing the students also organize campaign for new voter card application from the students' community.
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?	Yes, College has appointed student coordinator as well as a co-ordinating faculty member. Yes, ElCs are functional and also representative in character the faculty member is regularly following this activity in connection is officials from tehsildar office of sihor block.
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.	I. The students have been sensitized towards the responsibility of a citizen. II. students have been trained for how to apply for getting electoral card. III. Mamlatdar (Tahesildar) has been invited to orient the student's community towards the electoral process importance. IV. Banners showing the importance of the electoral process have been displayed at various places so that the student community gets informed.
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.	We have organized an awareness campaign for students regularly community.
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.	Yes, we have organized special camps at the campus for enrolment new voters. Necessary forms have been collected from the Mamlatdar office of our block Sihor and after filling it resubmitted to mamlatdar office.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
72	122	122	78	88
File Description			**Document**	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
122	72	72	88	102
File Description			**Document**	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12
File Description			**Document**	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 12	File Description	Document
	Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2700000	2700000	2700000	2700000	2700000

Other Upload Files	
1	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Our unique curriculum (B.R.S.-agriculture, humanities) B.Voc.(food processing and organic farming major and core subjects) focus on the contemporary needs and demands received from our employers and stakeholders. We change and update our curriculum as and when required keeping local national regional and global development needs. We infuse such programs during the year which are rural-oriented and deprived area-oriented. We arrange regular fieldwork in the B.R.S. program whereas we arrange internship programs in various companies and organizations so that students have an opportunity to understand issues prevailing in society and new developments across the region.

The different courses incorporated in the BRS program are multidisciplinary and give the background skills related to the latest knowledge and skills. Care has been taken by adding different courses related to the economy, natural resources management, communication skills, Indian knowledge system as well as the latest technology in agriculture and other related fields. Every time the content of the courses is prepared by adding the latest problem-solving strategy and know-how so that students can become aware regarding tested and latest knowledge and relevant field. We also add a portion to address the National and Global competence. We have taken care to add the latest books in the library. The internet facility in the computer lab has been upgraded from time to time. A lot of discussions with the faculties have been done to encourage to use of effective teaching methods. We also allow our faculties to visit universities and attend seminars organized in their respective fields. As a part of the assignment students have been assigned with correct topics so that they can have opportunities to study prevailing development issues.

We make use of autonomy to give due freedom to our faculties for experimenting in the teaching of various subjects. Even they have been provided opportunities to experiment with and purchase some audio-visual aids. Representation of students in a Board of Studies and different Academic committees is there so that students' opinions are reflected in our decisions.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Our college offers both the programs BRS and B.Voc aiming to focus on employability, entrepreneurship, and skill development. Both programs have a diversified combination of subjects which enhances the knowledge of the students in agriculture allied subjects. We allow them to work at the research station and also at the cattle breeding farm and involve them in experimental activities. As a part of the syllabus, students have to be involved in practical work in connection with the compilation of hours under Socially Useful Productive Labor Work. Additionally, we have a program of internship under which students are sent for work experience in different organizations across the state like schools, horticulture farms, cattle Briding farms, departments in agriculture universities, nurseries, Krishi Vigyan Kendra, research stations, private agricultural farms, non-governmental organizations. In this program, students get a lot of exposure to their subject and have an opportunity to test their knowledge. We have a structure of our campus program in which we include deprived areas, *Gandhi jivan padayatra*, farmers' family camp, NSS camp, visits of NGOs, and visits to the Progressive Farmers' Farm.

B.Voc Program has a provision of a syllabus structure in which 60% weightage is given to practical training of the different organizations following their specialization. As they are investing a lot of time in this work, it improves their skills and employability.

On our campus, we organize a special program for entrepreneurship development which includes startup activity as well as guidance lectures from the expert from the startup team of the parent university. Not only that but we also allow guest lectures from employers from different companies and NGOs.

The subject of Computer applications has been added to the syllabus in both the BRS and B.Voc programs. It allows studying EXCEL, Powerpoint presentations, Internet, to the students which helps improve their employability.

Value addition in agricultural produce is an important part of both BRS and B.Voc programs. We have already incorporated hand-to-hand training to improve practical skills in different field works. We also arrange a different kind of celebrations like a food festival which gives chance to improve their entrepreneurial skill and boost their confidence. We also give them exposure to making different kinds of food items and marketing them.

We introduced an outlet titled *"Lok Hat"* in which students prepare various food commodities as a part of their coursework regularly. Students are making and selling all food products at a reasonable rate so that they can improve their confidence level and marketing skills.

We have a well-established nursery in which students grow various seasonal organic vegetables and fruits as a part of their practical following the syllabus. Whatever production is done, students directly sell it in Lokhat. It is a remarkable best practice for the overall development of the students. on the other hand, the students of animal husbandry are directly involved in the production of Milk products, vermicompost, vermin wash, cow dung cake, *gaumutra*, etc. as a part of their practical work following the syllabus.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 6.67

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 01

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 15

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Yes, the Institute is keen to integrate cross-cutting issues relevant to professional ethics, Gender equality, Human Values, Environment, and sustainability. Human values are incorporated by different programs and activities like compulsory community life at campus, which is enriched with everyday evening prayer, self-reliance at hostel maintenance of cleanliness, helping with the different kitchen activities, participation in event management, celebration of various cultural as well as National festivals. Moreover, co-education is important as it addresses gender equality as both genders work together so that the spirit of teamwork develops from the same. We have a special provision for the task of accomplishing 750 hours of Socially Useful Productive Labour work under which, students have to join the various kinds of activities and operations at different productive departments like cattle breeding farm, Community Science center, Agriculture department, and Central Kitchen. Additionally, subjects like the comparative study of Religions and the study of Gandhian thoughts aim at the inculcation of value systems among the students' community. As faculties and students reside on the same campus counseling of students has been done regularly.

Natural resources and sustainability for nature are essential for climate conditions, The whole campus is fully covered with various species of trees. We also plant trees on campus and in nearby villages at the beginning of the monsoon seeking the help of students and faculties. We do have the active participation of villagers as and when needed.

We practice water conservation programs on campus like constructing check dams, water harvesting tanks, rainwater storage tanks for hostels on the campus, water harvesting canals on all campuses, and well recharge. We also construct check dams in nearby villages.

We use solar panels for the requirement in different buildings on campus and as streetlights. In our hostels and in campus guest house solar water heater system has been installed and functioning well at present.

 Our curricula incorporate the Sustainable Development Goals (UNO) such as no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, decent work and economic growth, etc.

 We organize at regular intervals various lecture series at the campus which include subjects like Indian Philosophy, Gandhian Non-violence Movement, Folk Literature, Water Conservation, Indian Culture, Rural development as well as technology.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and

online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 00

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 3

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 3

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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
72	72	122	102	102

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	122	102	102

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 100

2.1.2.1 **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
71	117	111	71	71

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
71	117	111	71	71

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

As we are having residencial system all the students and faculties are residing on the same campus, which creates conditions for the better interaction among faculties and and the students.

As we have communiy life compulsory for all the students we need to monitor progress of all the students regularly. We get opprtunity to see the way student perform and participate in academic and extra curricular activities.Thus, it becomes easy for us to evalute performance of the students. In this connection, we pay extra attention to slow learner students .Even we provide them counscelling as and when needed. Some of the faculties organise regur test of the students to know their level of skills in

different subjects. Not only that we organize our assemblies regularly twice in a week I.c. on Wedensday and on Saturday inwhich we allott different topics to the students randomly so that they need to prepare themselves. As it is mandatory to speak, students give extra effort to dilever in better way. Also we in group or individual inform them about their performance and sometimes give them suggestions to improve. Thus, all and all give keen interest to pay attention for slow learners also.

We always think for all round development of the students through their participation in activities organized at on campus and off campus. Advanced learners are assigned with various events and simulteniously we encourage slow learners to undertake responsibilities of different academic and cocurricular activities.Even extra coaching and assignments are also allotted to slow learners to improve their ways of learning .

The special subject teacher takes care of the students as the group of students is within the number of 12. Hence the teacher can assess the learning levels of students. The internal evolution pattern has such flexibility that allows the teacher to devise different modes of assessment and teaching methods. The teacher can assign the different topics to the individual student keeping in mind the differential learning needs of the student. It can be in the form of project-based assignments/learning practical task presentations, submissions, group discussions interviews, case studies, and the likewise. Being a residential institute, the teacher has a wider scope for the observation and assessment of each student in terms of learning needs, Even they can pay special attention to slow learners.

File Description	Document
Upload Any additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 6

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

There are various student-centric methods employed such as:

We assign experiments related to the fields of Agronomy and Animal Husbandry to the students under their specialization. Here they have to undergo for experimental work at the respective farms as like Agronomy student's works at Agriculture farms whereas, Animal Husbandry students work at Cattle Breeding farm.

Students have been allotted with the survey work in surrounding villages related to organic farming, Cultivation practices, Mechanization at farm irrigation facility including drip & sprincler system.

Students have to join the experimental work going on at Agricultural Research centre as well in the cattle breeding farm on campus Also allowed to visit the farm of progressive farmers.

All major classrooms including a computer laboratory are equipped with LCD projector which teachers utilize for showing the movies, documentary film, presentation and videos conference to their subjects.

Internet-connected programs are being used for better learning experience & flipped learning of the students.

Students have been allotted with assignments under their seminar examination, in which students can utilize PPT as well as other ICT tools for presenting their topics.

Moreover, all students have compulsory subject of computer application in each year, where students are being taught about word, PPTs, and excel as well as various techniques of using computer-aided learning and research work.

Many times some of the proxy classes are being utilized for participatory learning in which students in the different groups allotted with different topics on which they have to discuss and derive suitable answers or points related to topic given after that one student from each group is informed to present the discussion and conclusion that group of students has made after discussion. Here after that teacher will also submit his/her response so that better clarity of the different topics can be made. Sometimes as a part of the practice students are informed to visit different pockets of agriculture farm, where they meet to the farmers identifying the crop condition and related issue.

Two assemblies are organized every week to give an opportunity to discuss problems prevailing in the society, and students are informed to suggest the solution of the problems under discussion. field work activites are specially organised with aim to find out the various kind of problem faced by the rural community.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

yes, it is an important and integral part of our education system as we have community life infused as a primary requirement to graduating from our college.

In this residential. all students have provision of Lodging and Boarding but also there is a rectors committee who look after day to day engagement and approach of the students.

Students are closely watched and guided for their behavior and attitude. If some of the students need extra attention then counseling has been done by rectors. Even, the principal and Director are involved in the process so that students can made more comfortable and get motivation. In special case parents may be involved in the process.

Even, the Rectors committee is composed of the members like Trustees- Chief Rectors, Directors, Principal, faculties. This commitee meet weekly basis. When the problem persists students him/her are being involved. All and all the process improves the behavioral pattern of the students.

Even, students are allowed to meet any of the faculties including the principal to discuss any of the issues they face, even for their academics.

Student council is a team of elected students as they have the opportunity to work actively in handling of various day-to-day issues at the playground. at the central kitchen at festival celebrations and even other physical facilities at campus, They have guidance from faculties as and when recognized.

We have opportunity to organize talk with the students at evening when there is a present session taken at hostel. We ask the students about their academic issues . Even students are allowed to have a delibration on the different students as wel as co-curricular programmes. Even they are allowed to suggest places for study tour or the different off- campus programmes organized as a part of their study. Also every time noice of the students is taken in the consideration as much as possible so that their involvement is enhanced.

File Description	Document
List of Active mentors	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Yes, every year we plan to have a scheduled academic program in forms academic calendar yearwise.The Institute, seeking the consent and views of all the teachers, prepares semester-wise academic calendar which includes teaching, on-campus and out campus programs, camps and educational tours, examinations as well as the celebration of festivals. Teachers prepare a complete road map and planning for the internal evolution well in advance. The principal and the controller of examination monitor the execution as per planning. The office regulates in at subject-wise submissions of the assignment and the commencement of the examinations. After the teacher or student is allowed to make changes in the academic calendar. However, the freedom is endowed to the teachers in respect of modes and methods of evolution on condition that the teacher should have informed a prior to the office if any change in the modes and manners of the evolution. The semester-end exams are commenced as per schedule. The off-campus programs are also organised in accordance with the calendar which is prepared unanimously.

Additionally, there are some programs like lectures, celebrations of national festivals as well as some special students devlopment programme have been organized by the institution involving students from educational units of the campus.

All these programmes have been discussed in the joint meeting of all the stake holders and then it has been infused in the calender. Students representatives have also being involved in the process.

Similarly, calender for all internal & Examination are being followed strictly, and care has been taken to executive it effectively. Even announcement of results have also being done timely.

We give due care in announcing final year result so that students found no difficulty in applying for further studies after their graduation.

File Description	Document
Upload any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

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
12	12	12	12	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 58.33

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 07

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 23.17

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 278

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 100

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 12

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 24

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

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

File Description	Document
Result Sheet with date of publication	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

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

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
72	117	111	72	72

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The method of Examinations undertaken at present is the following.

As we have two streams of study i.e. humanity and Agriculture. Those subjects having the practical where in total exam is distributed in too parts. 30% internal exams and 70 % external exams. Off 70 % 50% marks for semester end examination and 20% marks for practical exam. whereas when there is no practical in the subjects, there will be 30% Internal examinations and 70% external examinations outs.

Internal exam of 30% we undertake 10 marks is written test. whereas 10% marks is over all regularity of the student in the classroom teaching his/her participation in academic work.

In the seminar exam, students have been allotted with different assignments in accordance with their subjects, and students present it in the classroom.

In computer subject, ICT is being used extensively, and the online test is adopted in computer subjects.

There is a dissertation paper in the second and third-year exams where students prepare their dissertations on previously assigned topics. They study different Books and other literature for preparing a Dissertation.

The examination of the dissertation prepared by the students has been taken by inviting external examiners in different subjects.

Marks of different subjects are entered in software and we prepare result sheets & Marksheets.

As examination are treated as an important & critical task, Thus it is operated in a systematic manner calculate it seperately.

Similar we are taking care to have a CCTV system operating in each examination hall. Also enough light & congenial atmosphere in examination hall so that students can appear very freely & without any stress.

Supervisors list have been prepared in advance & circulated among the faculties timely. Also, guidelines for what kind of care supervisors need to take in the examination have been informed to supervisors in advance.

The controller of examination is responsible for supervising examinations.

We have an Examination committee that always discusses the issues in an examination, not only that after the core case & other irregularities if observed.

File Description	Document
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Yes, various learning outcomes have been stated are become an integral part of evaluation as following.

I) Students are given assignments related to their subjects which are based on their learning outcomes in various subjects.

II) Teachers in different subjects set their question papers and consider the learning outcomes in different subjects.

III) We have not such a mechanism to show the process of examination on our website.

Iv) In subjects of history students have been allowed to visit different villages. to study the existing social life which includes study of on their customs, religious education and occupations. They need to prepare reopen the same and submit for evaluation. Even they submit photographs.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 59.02

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 72

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Our institution is working on basics of three aspects Education, Extension and Research. We give equal emphasis to all these three aspects. Research departments as following are operating for prolonged period.

1. Agricultural Research Departments

2. Cattle breeding farm.

3. Nursery Department

We have been working for wheat research since the establishment of the institution. A detailed note on the same as following.

Lokbharati is well well-known institute working basis of Gandhian principles of Truth and non-violence. Thus, focuses is on basic education which emphasize activities-based learning system. called learning by doing.

We are undertaking research in the fields of agriculture, animal husbandry, environment, horticulture, etc. We have 30000 sqm of land for agriculture research work in wheat and soybean.Our Lok-1 wheat variety is released in 1976. It is still unbeaten in the central zone. Our research center is also recognized by DWR and ICAR. We found out different wheat varieties in the last 30 years. We introduced research work in soybeans for the farm benefit is farming community it is target to to reduce deficiency by inventing protein reach variety.

We have been working in animal husbandry remarkably since the establishment of the institute. We have 100 plus animals as in farm . We are working in pure gir cows, jursey, shahival, and HF. Adequate infrastructure facilities for such research work are available.

We have facilities of a regional resource science center in the campus. Which allows students of different subjects like environmental science, rural industrialization, and Natural resource management, to do different types of experiments. We have orchard mango, chikko, custard, lemon, and bare trees for research work.

We have facilities for agriculture labs, agriculture research centers, animal husbandry labs, horticulture labs, etc. Our ultimate goal is sustainable development. We have developed small implements for agriculture to reduce labor and effort.

Our staffing pattern includes different posts of research officer, assistant research officer, extension officer, and assistant extension officer, facilitating their work.

We have a network in the surrounding 50 villages. We have a schedule of weekend extension activities. We have introduced subjects like social extension education, and social and agricultural research methodology, in our curriculum.

File Description	Document
Upload any additional information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during 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 (data template)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 00

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2.5

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 00

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 25

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 3

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

As such Institutions have not created a formal ecosystem of innovation, but at the same time Institutes are always favoring innovations.

The institute has done valuable work in community life for the inculcation inculcating, and values systems, especially in higher education.

Twenty-four hours stay at campus for all the students is compulsory to utilize their time in different character-building activities. Even faculties are allowed to have experimentation related to their subjects.

Students have also been encouraged to go for an experiment at in animal husbandry and agriculture. As Indian Knowledge system is treated as an integral part of education. We have a lecture series that addresses Indian Knowledge systems. During the last five years, we have organized lectures pertaining to Indian knowledge systems as following.

 We organize lecture series, symposiums, occasion speeches on the festivals, Post pray talks, etc. where the guest speaker or the officers emphasize on Indian cultural tradition, the Importance of Indian culture, Art infused with local wisdom, Our heritage, and Cultural diversity, In our Indian Lifestyle, etc.

Also, we have organized special assemblies for discussing topics related to the Indian Knowledge system. Topics like Indian culture, Indian literature, Indian Independence movement, Indian Economy, Guru Parmpara in India, Social Structure in India, and Indian Democracy have been discussed.

We have created an exhibition on campus that gives an elaborate account of the development & Evaluation of the institution.

File Description	Document
Upload any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: E. None of the above

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 4

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 12

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Our institute has been emphasizing extension activities to enrich their learning.

Also, various Rural development programs operated by the institution including water conservation programs, wheat Research , Animal Husbandry and Dairy. students have to visit those villages as a part of their fieldwork and interact with villagers so that students have an opportunity to know problems in Rural society.

- Villagers have been informed about various government schemes in the field work.
- Spread awareness regarding cleanliness.
- During fieldwork throughout culture activities students helps to aware people regarding untouchability and superstitions.
- A message transmitted to farmers about the damage done in chemical farming and the importance of organic farming.
- Awareness of problems of land, water, and the importance of forestation.
- Program for women empowerment and small-scale industries.
- They can guide youth about careers about competitive exams.
- Can inform cattle breeders regarding the management of milking animals and diagnosis of animal disease.

A minor research project was organized in Langala, Gadhula, and Bhavpara villages

The research was conducted to know the impact of various extension activities of Lokbharati in terms of the following issues.

case studies have been done and concluded as following.

A. Sanitation and Hygiene

- Majority of respondents (78.00 percent) accepted that we have received, guidance regarding health awareness by the faculties and students of Lokbharati.
- All respondents appreciated the mass sanitation program carried out by the institution on the eve of 2nd October and 30th January.
- People became aware regarding health and hygiene due to various government and institutional extension programmes. **B. Water conservation**

- More people agreed that there is an increase in water table due to water conservation programme (Ponds, Check dam, land leveling, bunding etc) intitiated by the Lokbharti.
- Some of the respondents have constructed under water tank to conserve rain water from their own sources.
- People were also benefitted by water conservation training and the use of micro irrigation.
- About 60 per cent respondents have adopted the drip irrigation method on their farms.
- All respondents have indicated that our village got the benefit of water conservation and pure drinking water facility due to programme carried out by the Lokbharati. **C.Removal of blind faith**
- Majority of are not believing in *Muhrat* in the beginning of Agri. Season.
- About 70 per cent respondents said that we are getting the benefit of Lokbharati soil testing lab, front-line demonstrations etc.
- Many programme on blind faith removal were carried out by the students of Lokbharati in these villages every year.
- People are not beliving in touchability, they liked to visit nearby hospital in the case of emergency inspite of contact local *Bhuva*
  D. Organic farming
- Most of them agreed that we have got guidance and training from Lokbharati with regards to organic farming and adopted the same.
- More Nos have adopted organic farming in vegetables, lemon, onion, water melon, cumin, cotton.
- About 80 per cpercentusing *jivamrut, bijamrut, vermicompost, gaumutra* etc.

File Description	Document
Upload any additional information	[View Document](#)

3.6.2

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

Response: 10

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

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

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 (data template)	[View Document](#)

3.7 Collaboration

3.7.1

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: 02

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	[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 (data template)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

Classrooms: we have classroom facilities as following.   1) F.Y. B.R.S Classroom 2) S.Y. B.R.S Classroom 3) T.Y. B.R.S Classroom 4) English Classroom 5) Gujarati Classroom 6) History Classroom 7) Agronomy Classroom 8) Extension Education Classroom 9) Animal Husbandry Classroom 10) Computer Laboratory 11) Chemistry Laboratory 12) Seminar hall

  Library is having more than 63000 books. We always add new arrival books, magazines, and journals into the library. The internet facility is also provided to the students so that they can search their important topics from it. The institute is trying to improve physical infrastructure every year. Separate arrangements have been made for staff working in Lokseva Mahavidyalaya to use their subject-specific library. All employees use the library as per their requirements.

No indoor sports complex is available for the students. Students play outdoor Games, volleyball, cricket, Kho-kho, kabaddi, Running, etc. in their free time, especially in the evening. Computer Lab: A well-established computer lab is available in the college. All students acquire practical and theoretical knowledge in this computer lab. Computer subjects is compulsory for all the students.

We have students council/ Mantrimandal *e.g. Festival Representative, Mess Representative, Health Representative, Hostel Representative, Sports Representative, etc*. One student is selected as a General secretary. The idea behind this system is that students participation in extracurricular activities may increase. There are a number of programs and activities are being planned and executed by the student council. Girls students are also involved in the student council. The council is involved in organizing *Ras-Garba, samuh bhojan*, marathon running, nature camp, cultural activities, etc. Thus democratic atmosphere of the institute is enhanced by this activity.

IT-enabled communication tools such as mail and social media groups are explored in the intimation, assignment allocation, link sharing, ppt evaluation, video making, presentation schedule, and pdf sharing for the CIA.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2

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

Response: 6.66

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
171162	187605	155347	172935	212606

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA 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 is having automated {Integrated Library Management lent System (ILMS)} system in the Library. there are more than 63000 books in six languages. We always add new arrival books, magazines and journal into the library. The internet facility is also provided to the students, so that they can search their important topics from it. The institute is trying to improve physical infrastructure every year. Separate

arrangements have been made for academic staff working in Lokseva Mahavidyalaya to use their subject-specific library. All employees use the library as per their requirement. For students, it remains open from 8:00 AM to 10:00 PM for the reading purpose.

The Library make use of Soul 3.0 softtware for the easy access of the books. The Librarian and the assistants helps students to search the require book using this software, because it displays the title, author and accession number as well as the cupcoard and the rake. The software provides facility of catelogue of the available books. The internet facility in the library help students to serach and download the magazine and the books. The new arrival, newspapers and the best seller books are displayed in the cupboard and newspaper stand. Four newspapers, 80 journel/magazine are available in three languages. Archives in the form of old issues of the magazine are preserve and seperatly for the ready references.

There are desktop computer with broadband connection for the students and teachers. The book fair is organize occasionally for the propogation of reading and knowledge enhancement. The teachers also arrange class and introductory session in the library, so that the students get acquanted.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.86

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
34593	27199	24642	27189	3124

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[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:

In the seminar exam students have been allotted with different assignments in accordance with their subjects, and students present it in among the class where many of the students uses ICT.

Even in computer subject, ICT is being used extensively. Online test is adopted in computer subjects.

There is a dissertation paper in the second and third-year BRS exams, where in students prepare their dissertations on previously assigned topics. They use online resources and different Books available on internet for preparing a Dissertation.

After entering Marks of different subjects in software then we prepare result sheets & Marksheets.

An examination are treated as an important & critical task, Thus operated in systematic manner.

Similarly we are taking care to have CCTV system availeble in examination halls. Also enough light & conginiel atmosphere in examination has been ensured hall so that students can appear very freely & without any stress.

Supervisors list have been prepared in advance & circulated among the faculties timely. Also, guideline for what kind of care supervisors should taken in examination have been provided supervisors in advance.

We have IT Infrastructure and Technology Upgradation (overall), for all Computers in Lab, Internet Browsing Centre, Computer Centres Office Departments Available bandwidth.

The institution provides IT facilities to students and faculties, thus they may easily connect with the world of knowledge. The institution has wi-fi at Computer Lab, Language lab, etc.

We have addede a system i7 into the exising facility in the computer lab. We have upgraded the speed of internet up to 10 MBPS.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 1.13

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

Response: 64

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Major goal in the institute is to develop the ability and knowledge of students and faculties. Thus, we have developed an audiovisual center for presentations and seminars. Students also use the media center for his/her project work, where they add their PowerPoint presentations and develop innovative projects related to their subjects. we also put live recored videos of the functions, seminars, Events, and Cultural programs on the institutional platform. We have facilities like 3 LCD classrooms, a Conference room, an overhead projector, a Language Lab, a TV computer lab, a Community science center, etc in our college.

We have an audiovisual center equipped with editing facilities and a fully-fledged media studio. We have hardware and software resources including lecture-capturing systems(LCS). However, the facility is for presentations, and interactive tutorials to teach the students. We have facility of the recording an online videos and sharing it on the digital platform.

File Description	Document
Upload any additional information	[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

Response: 1.81

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
44372	69903	11350	26573	92000

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

As for as of physical and academic support facilities are concerned, we have buildings, halls, laboratory, computer laboratory, farm, cattle breedingfarms, Agriculture laboratory, soil-water tesing lab, nursery, central auditoriam scattered on the campus. There is well defined SOPs and system opearating procedures for utilizing there facilities. Incharge faculty takes care of each facility available in he institute. He/She is to be informed well in advance in written to utilize the facility. The maintanance of the physical infrastructure is regularly done and updated.

All supportive facilities are taken care by the students and concerned faculties. The students have the responsibility of cleaning the classrooms and common academic places. The faculty take care of ICT tools and library equipment. The maintanance and utilization of computer lab are well planned. Outdoor sports complexes are maintained with necessory obeservations.The deadstock registers are also maintained and updated yearly.

File Description	Document
Upload any additional information	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: 39.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	40	30	45	45

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institute has been promoting the zeal of the students to crack the competitive exams. It has been taking care of the career counselling in terms of the students' better prospects. Guidance and coaching are provided occasionally in order to meet the expectations of the students.Guest lectures and professional coaching class experts are invited for the proper and in depth guidance for the upcoming competitive exams. Books are purchased and magazines are subscribed in the Central Library .Former students who have cleared the competitive exam are invited to share their experiences. Movie shows and motivational videos have been proved the real boost for the goal setting among the students, The Central Library also serves the purpose of creating a climate for the reading and discussions. Government officials and Employment cells are contacted for the exposure of the career and job opportunities. Video conferences and online meetings are also held.

The social media platforms such as what's app, fb,instagram are frequently used to connect with the

passed out students for the spread of advertisement and information of the reqired job along with specific details such as post,salary package,experience and contact details.There are groups as well on these social platforms for the same purpose. Study materials and reference books are circulated in soft copies. Phone calls are also done to the unemployed students for the required jobs as and when demands from the N.G.O.s are received. You tube videos and special lectures are circulated for the inspiration and encouragement of the students.

File Description	Document
Upload any additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of 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: 9.87

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	09	10	08

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.32

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

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

File Description	Document
Institutional data in the prescribed format (data template)	[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 events during the last five years

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies

within a maximum of 500 words

Response:

Insitute tries to teach students from the beginning a democratic assembly systems. So in Lokbharati weIn students year wise representative elected by democratic way. This elected members effect representatives for different commities. have well organized students council/ Mantrimandal *e.g. Festival Representative, Mess Representative, Health Representative, Hostel Representative, Sports Representative etc.* One student is selected as a General secretary.In elected community girls participation is 50% so the representative strength of girls are as much as boys. The idea behind this system is that, student participation in the extracurricular activities may increase. There are number of programs and activities are being planned and executed by the student council. Girls students are also involved in the students council. The council is organizing *Ras-garba, samuh bhojan*, marathon run, nature camp, cultural activities etc.Thus democratic atmosphere of the institute is enhanced by this activity.

Students' council has been empowered with the heads of the various departments and office bearers under whose guidance and mentorship they carry out assigned work and special event based preparation. It is win-win situation because it fulfils the requirement of the institute as well as the skill development among the students. Students' council holds general assembly (Aam Sabha) at the end of term where any student can ask questions to any representative secretary for the unsatisfying areas of the respective duty.

Students' council also contributes to the academic programmes such as seminars, workshops, exhibitions, farmers' meet, parents' meet, field work, debate and elocution programme and the likewise. Due to active participation in institutional programmes, students develop the sense of dedication, workaholic spirit which strengthens the vision and mission of the institute.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

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

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The alumni association has been doing a nice job of appreciating the successful alumni in different walks of life. Also they participate in various institutional programmes and support morally. They involve them selves in finding solutions to issues related to employment of graduates and related government issues. They organize gathering at different places of state to have more and more contributions of the alumni in social and other development works. They have their own resources of running the association. They organize regular meeting and maintain connection with the institutional management and have an

interaction for better academic quality and value education operating in the institution. Some of them are having their own N.G.Os, nursery, cattle breeding farms, dairy and horticulture professions so they invite our students and faculties for the guidance and updation related to exposure. They also visit the institutional functions and extend their helping hands in terms of monetory and academic assistance. We welcome their valuable suggestions and reccommandations in syllabus designing and restructuring. They are helpful to us in creation of social value of the institution.

Our institute motto is to create good citizen works character buildings by means of hostel life. Our alumni relationship bond is so strong. So, they arrange social and cultural gatherings with all family members at various places in the state, which helps to solve social problems easily.

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:

Lokbharti rural higher education institution is unique, pioneer and autonomous in the country since 1953. It is an empirical model of Gandhiji's vision of basic education - NaiTalim. It promotes a unique, self-reliant lifestyle that strives to improve every aspect of people's lives in rural India. The main aim of BRS course is to develop a cadre, who has willingness, abilities-skills and appropriate values to work with and for the rural communities to enable them for practising sustainable lifestyle and democratic values to bring prosperity and wellbeing. This outstanding and innovative model of education is a golden gift by legendry (Rushivarya) educationists Shri Nanabhai Bhatt, Shri ManubhaiPancholi, Shri Mulshankar Bhatt and Shri Natavarlal Buch for reconstructing new India to bring true Swaraj after political freedom from British rule.

It has always been an institution delivering education to address the problems of rural India. It is a movement, a vision in action and rural revolution that imparts higher education to people otherwise unable to access it.

The institutional governance and leadership are manifested in the academic and community life on the campus. There are many unique practises for the decentralisation and participative management in the institution for the academic and community life. Vidya Mandal (Board of Studies) and Gruhpati Mandal (Hostel Management Committee) take care of the quality enhancement in routine life of the campus. Both incorporate institutional vision and mission and strictly adhere to the code of conduct prescribed by the Governing Board. Students and faculty members infuse the vision and mission i.e. rural oriented approach in curricular and co-curricular activities. The vision of the institute emphasises on *Vidya* (spiritual knowledge) and *Avidya* (practical knowledge and skills to sustain livelihood) which directly matches with the multidisciplinary approaches as reflected in the NEP. We have two branches of knowledge i.e. Humanities and Agriculture allied subjects. Hence the syllabus designed by the Board of Studies covers the theoretical and practical perspectives in academic programmes. Other committees such as Academic Council, Examination committee, Moderation Committee, Finance Committee also incorporate the participative quality enhancement.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Being a residential and autonomous college we have having unique combination of academic and hostel (Chhatralaya) based management strategic perspectives in almost all our activities and programs. There is a sound coordination between these two phenomena. The code of conduct and the Statutes are well-designed, instructed, and executed. Faculties and students both have freedom to voice their needs, demands, and recommendations. Formal and non-formal forums and committees evaluate the ongoing academic schedule and community life on campus. Following Boards and committees, consisting of the officials and student representatives, plan, execute, and evaluate the academic and community life. as shch: Board of Studies, Academic Council, Governing Body, Examination Committee, Finance Committee, Moderation Committee, Evaluation Committee etc. There are many unique practices for decentralization and participative management in the institution. Such as management in the hostel, *Gruhpatimandal,* students' participation in the off-campus co-curricular programs, *adhyapakmandal.*

As we have to execute all functions of the college with accuracy, we have regular communication with faculties and guidance to them for better performance.

We have prepared three teams of teachers, each team has 4-5 members. All have to undertake the responsibility of organizing off-campus programs like village camp (T.Y.B.R.S), Deprived area study (F.Y.B.R.S) camp, as well as study tour (S.Y.B.R.S) in rotation.

The responsibility of organizing the internship program has been given to two different teachers one leader conducts the internship program for the agriculture group and another teacher conducts the internship for the humanity group. All planning, execution, and evaluation have been done by these two teachers under the guidance of the principal.

Similarly, we have also been assigned various functions like handling computer lab, Soil water testing lab, Conference room, Festival celebrations, cultural programs, Annual reports, NSS, AISHE, and IQAC preparing to different teachers. Even we merged the responsibility of the Book bank with the library.

Account and administrative work have been allotted to two administrative faculties, whereas all academic work and exam work is undertaken by one clerk under the guidance of the principal & Controller of examination.

We have regular meetings with faculties. Even, we have allotted the responsibility of rector to three teachers in F.Y.B.R.S, S.Y.B.R.S & T.Y.B.R.S boys hostels as well as one Girls hostel.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: C. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[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:

Shree Manubhai Pancholi, one of the founders of the institute, said, "As the Peacock is adorned by its feather so is the institute by its faculty. The institute has been striving to appreciate and recognize the worth and dedication of the faculty. The officials of the institute acknowledge the significant contribution of the teachers either in written or spoken form. Various welfare forums and schemes such as insurance schemes for the teachers and credit cooperative society for financial support to the faculties extend benefits to the teaching and non-teaching staff on the campus. These Forums and societies organize different sorts of programs and activities. The faculty welfare society plans to get together, have dinner, camps and lectures, exposure tours, and picnics. It helps families on the campus to celebrate cultural festivals. The insurance scheme for the faculties takes care of the urgent financial needs of the teachers. Lokbharati Credit Cooperative Society lends financial loans to teachers.

On the campus, it is the policy of the institution. to provide residential facility quarters. to all the faculties.   Maintenance of the residence is done regularly by the institution. Even, Institutional Management is keen on providing Institution facilities/ amenities as per as needs of faculty on their social occasion. Institutions always believes development of teaching and non-teaching faculty. Thus, provides ample opportunity for their growth as per need providing opportunities for having training in their subject, computer skills, Account skills, Referral courses, and Orientation courses. Even, it allows participation in seminars and workshops organized by the campus and by different organizations.

Additionally, teachers are promoted in different committees of parent universities. Not only that Institute provides financial support for participation in seminars and workshops. Some of the faculties are pursuing Ph.D. studies also, and all and all such academic freedom for developing the qualities among faculties has been taken care of by the institution on a priority basis, The Library facility is easily accessible by faculties.

File Description	Document
Upload any 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: 45

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
12	02	00	01	12

File Description	Document
Institutional data in the prescribed format (data template)	[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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 0

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

We have well established mechanism for the financial planning and audit. The principal, Director and accountant/clerks are keeping watch on day to day financial matter like voucher, cashbooks etc. Expense Vouchers must be signed by Principal and Director. Moreover more than 5,000/- amount is to be paid by cheque only. For purchasing we require minimum 3 number of quotations from that which one is lesser we purchase from those. We have also appointed an external auditor to pay neutral attention on the budget and expenses of the different departments of the institution.

Donations and the amount received under CSR deposited in to the nationalized bank in form of Fixed Deposits. The interests derived from the savings are used in reconstruction and recreational activities for the students. We have introduced Sughad Lokbharti (Neat and Clean Lokbharti Campus) Scholarship which provides financial assistance to the needy students. Students select the public places and some specified corners of the campus where they are expected to dedicate one hour of physical manual labour in form of cleaning, gardening, beautifying the selected spots. Resources in terms of the physical manual labour are utilized to beautify the campus as well as to help the students financially.

We have the strategy of preparing the budget for the grant beyond salary and also for the other fees

collected from the students. The budget is prepared for one-year basis and expenses are made on the basis of budgetary allocation. we have two different kinds of budgets to be prepared one budget for the contingency grant and another is fees collected from the students. Various heads for allocation is follows:

Contingency expend

Health expense

Electricity expense

Uniform for Employee

Audit expense

Tour expense

Postage expense, Telegram expense, Interest expense

Telephone Expense

Horticulture expense

Classroom furniture and Instrument repairing

Guest lecturer expense

Hostel, Contingency, Library Instruments

Farmer's fair celebration, Shibir, Guest expense

Laboratory, Chemicals, Glassware expense

Exam expense

Extension expense

Water supply, sanitation expense

Furniture Instrument maintenance expense

Newspaper advertisement expense

Library Magazine Bookbinding expense

Sports expense

Staff requirement expense

File Description	Document
Upload any additional information	<ins>View Document</ins>

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 1088

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
255	215	200	205	213

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Our institute is registered under the Public Charitable Trust act,1956 in the office of Charity Commissioner in the Gujarat state. We are bound to submit all financial audited accounts to concerned office every year, regularly.

As a public trust, our institute created mechanism of interanal as well as external audit system. All the education departments are also connected with the State Government of Gujarat. We also submitted our financial and academic reports to commissioner of higher education,Government of Gujarat and Maharaja Krishnakumarsinhji Bhavnagar University, respectively every year. GoG also audit our accounts every and then released contingency an well as salary grants.

We have already appointed internal as well as external auditers. They come to our campus every quaters.They examine and check financial accounts like vouchers,Cash books, Income expenditure statements, bank statements etc. If they raise any query we solved the query within stipulated time period. External auditer is also give audit report to the institute. If they raise query regarding the payment, dead stock number etc. will be solved by the institute by concern officers every year regularly.

We also introduced two point signing system in all the sections. All payment will be done after both the sanctioned authority signed the voucher on basis of Budget. Every more then RS.5000/- payment is to to be done by check only.

Every student fee collection is to be done through digitally through SBI COLLECT system.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

As a result of autonomous status of the institution and IQAC activities,the following practices are successfully initiated.
1) We have included two Placement or internship programs in Third year of B.R.S./which students receive field level experience related to their subjects. e.g. Students of Agronomy stays 15 days at Research farm, students of Animal husbandry stays at Dairy farm etc. We believe that this practice makes student confident and sincere.The second internship is of 30 days, which focuses on the teaching the specialized subjects in Secondary Post Basic High Schools. The evaluation of the same is done by the Placement co-ordinator and the center in charge or the head of the N.G.O./Farms/Nursery/ High School.
2) Budh Assembly and Saturday Assembly organized regularly. On every Wednesday and Saturday there is an assembly for all students and faculties in which, students share their experiences and thoughts regarding their work experience and placement. They also suggest useful topics to be considered in future. Wednesday Assembly focuses on the sharing feedbacks of accomplised co-curricular activities such as camps,visits,exposure tours,etc.Whereas Saturday Assembly focuses on debate and discussions on current affairs.
The faculties and principal also represent their views to mould among positive approach among students simultaneously.

As a result of above two best practices we observed that there is remarkable change in confidence level, expression power, depth of subject, clarity of subject, co-relation of subject with other subjects etc are increased so far. Moreover students' inferioty complex are also minimized gradually in a period of their graduation. We strongly believe that internship programs in third year helps the students to get employement opportunity easily and they also establish their own bussiness. Not only this the students

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Institutional reforms and teaching learning initiative...
Since the inception of the institution We emphasize on value education
In this connection we are mentioning following remarkable reforms.
1. We have made it compulsory for the students to present an assignment related to their subjects in a classroom. It's a really marvelous practice for the overall development of the students.
2. A minor portion of internal evaluation is the general impression of the students in which we consider students attendance, Classroom activities, community life etc.

3.We have adopted many initiatives since five decades many of them, which have been recommended by NEP.

4.Socially useful productive labour work is a remarkable initiative.

 The Institue always tries to learn and afterwards teach to the students, because Education and development are synonymous. It continues to flow and the system of continuous evaluation matters in it.

 The goal ofinstitute is always to work on society development and Rural Orientation. i.e. Students get a social extension education

 Those students get education from society, they do practical among the people. They also learn what is CSR and what's the work of an NGO. The students go to the NGO to work on social changes in villages. However, they took the education of extension to learn and teach.

     Our students become advocates of villagers which is the reason for the demand of our students. They reach out to the inner problems of human beings and try to solve their problems. This is the excellent work of our institution.

Ex. Our syllabus topic are related to subjects. Students find the problems of the villages and try to evaluate them in their own way. For example, students of agronomy subjects visit the farm and study the crop, water and soil samples. They can guided farmers.

Ex. Students of Horticulture learn to grow Nursery plants and teach to the villagers.

Ex. Students also learn the subject of Environment and Health. That's the reason they are applying in their lives to work based environment. They also arrange Shibir camp and work environment awareness and cleanliness. They work on fitness and health and try to prevent Infectious diseases.

Thus, it is not important to learn from the syllabus but to go near the villagers and know the exact information. IQAC has supported students in deep thinking as well as self-reliance.

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: D. Any 2 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Co-education is given priority in respect of gender equality in the trust deed of the institute. Admission merit is prepared keeping co-education in mind. A ratio of 50 % Girls and 50 % Boys maintained at the time of admission to each subject included in the curriculum. Hostel accommodation is compulsory for Girls and Boys. Both have different hostel arrangements of the same type with full security. In terms of arrangement, kitchens of Girls and Boys are different but they have the same food menu and quality of food. Girls and Boys have to wear pure khadi clothes compulsorily, in which only the choice of colour is given. All the on-campus and off-campus events during the year are organized with gender equality in mind. Girls can participate with Boys in cultural activities and play gender-equivalent roles. To celebrate the feeling of brotherly love, a grand program of Rakshabandhan is held. in which communal rakhi bonding and management is done by Girls and Boys. The entire programme is anchored by Girls. The students in different department and during activities, boys and girls are given equal opportunities. Due to this program, Boys and Girls relations transforms into brother and sister. In every hostel, the rector takes care of the students, counsels the student through dialogue with their parents if necessary. For this, a committee of rector known as a Gruhpati Mandal holds a meeting on every Saturday to discuss necessary things, concern and issues to be addressed.

Even in the assemblies where students needs to share their experiences. We allow both boys & girls to share even special programmes related to empowerment of women organized in the institutions.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

We have a regular weekly and daily schedule of cleanliness drives on the campus known as Yagnathe Safai(Tuesday) Gruhkarya(Hostel and area-wise domestic duties)/and we have developed a sense of cleanliness among the students and infused the following facilities.

1. Use of dust bin at every corner of the campus
2. To make organic manure from the biowaste of the campus etc.
3. Waste Water Treatment Plant.
4. Rain Water Storage Tank
5. Water Recharging pond.
6. Use of Plastic
7. Solar panel for electricity generation
8. Solar water heater
9. Distribution of Sanitizer

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Our institute is located in semi arid climate zone. Occasionally, every third year is draught prone area. There are two types of aquifers deep and shallow. Scarcity of water in summer is big. On this natural circumstances, we have to make effort to create lush green eco-friendly campus.

Being located in the lap of nature, the institute has a surrounding of the rich flora and fauna. The campus has the manifestation of biodiversity in every season. The institute takes the initiative to keep the campus clean and green. Here are few of them.

To maintain green eco campus, self-controlled system is to be developed in the green campus. So many initiative is to be taken like 1) Tree plantation 2) Use of dustbins at every corner of the campus 3) Experiments on organic farming 4) To make organic manure from the bio-waste of the campus etc. 5) Waste Water Treatment Plant. 6) Rain Water Storage Tank 7) Water Recharging pond. 8) Restricted use of Plastic 9) Solar panel for electricity generation 10) Solar Water Heater.

To restrict automobiles in the campus, we put barricades to control vehicles. We also construct stone wall curbing to stop vehicles. It is also helpful to conserve rain water in season. We also promote green and clean campus. We introduced cleanliness habits in the way of lifestyle among the faculties and students. We have also solar water heater on the top of the roof.

We have taken by installing solar roof top system in two hostels to generate solar electricity in the campus. It is convenient to curb electricity bill. So overall carbon emission is to be decreased substantially by the above efforts. So we have less carbon footprint as compared to other area.

We also create structure for water conservation of rain water harvesting in the campus for the drinking water as well as for ground water percolation.

File Description	Document
Geo-tagged photographs/videos of the facilities	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: D. Any 1 of the above

File Description	Document
Report on environmental promotion and sustainability 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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in

maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Our institute is residential as per government norms we admit differently-abled students. All the students can easily involv in regular activities like classroom teaching, Gruh karya, evening prayer, practical work, etc. Our all classrooms and practical labs are on the ground floor and have ramps to climb up to classrooms, roads are easily accessible to differently-abled students provision for inquiry and information is very easy for each one. Every staff member and learning students are cooperative so the human assistance is easily available.A student or a faculty member is always accompanied on the campus. Sanitation facilities for divyanjan are available on the campus, Such students are provided assistance for the daily routine work.Special care has been taken by all so that he/she cannot have inferiority complex, The differently-abled students are provided a bit relief in productive labour work as compared to other normal students, They are also included in sports and cultural programmes.

File Description	Document
Upload any additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

• Our syllabus is rural-oriented.

• We organize field work of students in the surrounding villages regularly.

• We have initiated research work in soybean crop since last 2 years for the benefit of the farmers.

• We have been focusing on the various issues of cattle breeding and dairy industry as to uplift the basic income of the farmers

• On the occasion of 2nd October, one day celebration of Global. Non-Violence day, we send our faculties and students to surrounding 30 villages. They stay in the villages for the whole day and carryout various social activities like street sanitation, wall slogan writing etc.

• We organize sanitation campaign in surrounding villages. Our students' participation in the Hostel, educational programmes, off campus programmes. Internship, festival celebrations etc. are more useful to them. On public holidays, we celebrate all festivals with their ethics and cultural values in the context of Indian culture.

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institute has a legacy of almost 70 years as the founder Shree Nanabhai Bhatt envisaged the character building and citizenship among the students. Since it's establishment the institute emphasises up on the vision and mission to be inculcated among the faculties and students.The institute organises the celbrations of national festivals by arranging general assembly and invite some eminent guest speakers or gvernment officials to adress the assembly.The speech is always related to the current affairs of national importance.On the republic day and Independence day, speech centers around the civic duties, rights and responsibilities, freedom and its value,Indian Constitution and the likewise.The speech is followed by the question answer session which spreads awareness regarding the costitutional obligations among the students.

The movie shows of popular patriotic feature films such as Discovery of India, documentry films based on the life of national leaders, Gandhi, Sardar, are also displayed.Drama performances, street plays, patriotic songs are performed in cultural programmes.Every thursday, we play patriotic songs on the campus. We have infused the special papers in curricula to promote the national spirit and values, We also celebrate Voter's Day to make students aware of the importance of democracy. We invite government officials to update the voter's list as well.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. Any 3 of the above

File Description	Document
Policy document on code of ethics.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[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:

Lokbharati Lokseva Mahavidyalaya, a renowned educational institution, upholds several best practices to ensure the holistic development of its students and maintain its reputation as a center of excellence. While there are numerous commendable practices in place, two key practices that stand out are its emphasis on experiential learning and its commitment to community engagement.

1. **Experiential Learning:**

Experiential learning is an educational approach that emphasizes hands-on, practical experiences to complement traditional classroom instruction. Lokbharati Lokseva Mahavidyalaya recognizes the importance of experiential learning in enhancing student engagement, deepening understanding, and fostering critical thinking skills. The institution has implemented various strategies to integrate experiential learning into its academic programs.

One notable practice employed by Lokbharati Lokseva Mahavidyalaya is the incorporation of internships and N.G.O. projects into the curriculum. Through partnerships with local farmers, organizations, and N.G.O. leaders, the institution provides students with opportunities to apply theoretical knowledge in real-world settings. These internships not only expose students to professional environments but also allow them to develop practical skills, build networks, and explore potential career paths. By bridging the gap between theory and practice, Lokbharati Lokseva Mahavidyalaya prepares students for success in their

future endeavors.

Additionally, Lokbharati Lokseva Mahavidyalaya promotes experiential learning through project-based assignments, case studies, simulations, and field trips. These interactive learning activities encourage active participation, collaboration, and problem-solving skills among students. By immersing students in authentic learning experiences, the institution fosters a deeper understanding of subject matter and promotes lifelong learning.

Furthermore, Lokbharati Lokseva Mahavidyalaya encourages faculty members to adopt innovative teaching methods that prioritize experiential learning. Faculty development programs, workshops, and seminars are organized to equip educators with the necessary ICT tools and techniques to facilitate hands-on learning experiences effectively. By empowering faculty to experiment with new pedagogical approaches, the institution ensures that students receive a dynamic and engaging education that prepares them for success in a rapidly evolving world.

1.1 Earning with learning Concept

The concept of "earning with learning" at Lokseva Mahavidyalaya represents an innovative approach to education that combines academic learning with practical experiences and opportunities for students to earn income or gain valuable skills while pursuing their studies. This concept aims to empower students economically, enhance their employability, and foster entrepreneurship while they continue their educational journey.

The "*Sughad Yojna*" (Scheme for student conceived by the parent organization) of lokbharti could offer financial aid, scholarships, or grants to students from economically weaker backgrounds. This support could cover tuition fees, accommodation, textbooks, and other educational expenses, ensuring that all students have equal access to quality education regardless of their financial circumstances.

Another possible focus of the "*Sughad Yojna*" could be to foster entrepreneurship and skill development among students. The program might offer workshops, training sessions, and mentorship opportunities to help students develop business ideas, acquire essential entrepreneurial skills, and launch their own ventures. This initiative could include support for business incubation, access to funding, and guidance on navigating the entrepreneurial ecosystem.

Overall, Lokbharati Lokseva Mahavidyalaya's commitment to experiential learning enriches the educational experience of its students, equipping them with the skills, knowledge, and confidence needed to thrive in their academic and professional pursuits.

2. Community Engagement:

Community engagement plays a vital role in Lokbharati Lokseva Mahavidyalaya's mission to foster social responsibility, civic engagement, and holistic development among its students. The institution

recognizes the importance of actively contributing to the well-being of the community and strives to cultivate meaningful partnerships with local stakeholders.

One of the prominent practices of Lokbharati Lokseva Mahavidyalaya is its emphasis on service-learning initiatives. Through service-learning courses, volunteer programs, and community-based projects, students have the opportunity to apply their academic knowledge and skills to address real-world challenges facing the community. Whether it's tutoring consulting progressive farmers, organizing health camps, or participating in environmental conservation efforts, students actively contribute to positive social change while gaining valuable experiential learning experiences.

Furthermore, Lokbharati Lokseva Mahavidyalaya encourages faculty members to integrate community-engaged pedagogies into their teaching and research. By collaborating with community organizations, NGOs, and government agencies, faculty members conduct research projects and service-oriented activities that address local needs and priorities. This collaborative approach not only generates valuable insights and solutions but also strengthens the institution's ties with the community.

In addition to academic initiatives, Lokbharati Lokseva Mahavidyalaya organizes various outreach programs, events, and awareness campaigns to foster community engagement. These initiatives aim to raise awareness about social issues, promote dialogue and collaboration, and inspire positive action among students, faculty, staff, and community members. By actively involving the community in its educational endeavours, Lokbharati Lokseva Mahavidyalaya cultivates a sense of social responsibility and participative rural approach mindedness among its stakeholders.

Moreover, Lokbharati Lokseva Mahavidyalaya recognizes the importance of reciprocal relationships in community engagement efforts. The institution seeks feedback from community members, evaluates the impact of its initiatives, and continually adapts its approaches based on community input. By prioritizing authentic partnerships and mutual respect, Lokbharati Lokseva Mahavidyalaya fosters sustainable relationships that benefit both the institution and the community at large.

In conclusion, Lokbharati Lokseva Mahavidyalaya's commitment to community engagement not only enriches the educational experience of its students but also contributes to the well-being and development of the broader community. By integrating service-learning, research, and outreach activities into its academic programs, the institution nurtures socially responsible leaders who are equipped to address complex challenges and make a positive impact in society.

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:

Value Education, the Best Medium of Character Building:

Indian community is divided on the blind racism, caste and distinction between rich and poor. Such narrow mindedness is the hurdle in the development and happiness index. At the same time the world has been suffering from the Global issues such as the climate change and war like terrorism, depletion of natural resources as well as of humanity and brotherhood.

The NEP 2020 document reads: "The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution." (NEP 2020).

As envisaged by the NEP 2020, our country is in need of such education system which fulfils the need of better human beings through value education. In any nation, value education is the best medium to remove such differences. Since its establishment Lokbharati Lokseva Mahavidyalaya has considered *Chhatralaya Jivan (* Community life) as a part and partial of education, where students are staying in the same hostel and doing all the works together. Our founder Late Shree Nanabhai Bhatt aimed at the character building of the students so he first started Dakshinamurti Vidhyarthi Bhavan at Bhavangar in 1910. He believed that the *Community life is the seed bed of all virtues.* It is the matter of sharing and caring. As ours is a residential Institute, all the students and faculty members along with their families, staying on the same campus.The philosophy and vision of the institute is to build character by staying together in the campus, so the celebration of festivals, public speeches and programmes are organized with this aim. Here, autonomy has been proved a real boon to us because we can fairly engage the students in such type of system which helps in developing national citizens. It has been also successful in creating a real human being through the education imparted outside the four walls of a class room.

As per the UNESCO report- "Learning the Treasure within" 'learning to live together' is an important educational aspect as far as modern society is concerned   Since the very beginning, Involvement of the student in hostel activities (Community life) is an important aspect of the student's educational progress. Thus, even if a student should have got first class in his examination, but if his community life is found unsatisfactory, he is not allowed to promote to the further class.

There is the reason for giving so much importance to Community life, the reason is that mere living together is not enough, but it should lead to natural selfless love, mutual understanding, and cooperation and further it should also develop sense of responsibility for a democratic way of life.

The students, staying in the Hostel, are involved in all kinds of work like preparing food, cleaning, filling up water and other routine work. Of course these duties are done by themselves in rotation, but no one is exempted from it. No peon or other servants are hired for these types of works. The daily schedule of the serving food, cleaning latrines and rooms and sweeping the Hostel and their premises etc. develops their efficiency in work and spirit of self-reliance is developed among them. Values inculcated among the students through the Hostel life are as under:

1. Self-reliance.
2. Removal of caste & gender inequality.

3. Development of affection & friendship.
4. Nourishment of good habits.
5. Outdoor community feast.
6. The students union.
7. Selfless affectionate teachers-students relationship.

A special committee has been formed to manage problems of the student staying in Hostel. There are 15 members in above committee which includes rectors of the different hostels, Principals, Directors. The chief rector is the chairman and final decision is left to the Director. Opinion of everyone is taken into consideration. The discussion in the meeting of above committee has been remained always open and academic.

During the cultural programmes and celebration of festivals, students take responsibilties and thereby acquire sense of belongingness and reverence to our cultural heritage. They have better exposure to the life skills developing event management abilities.

Lokbharti Lokseva Mahavidyalaya stands out as a beacon of excellence in the realm of education, characterized by its unique blend of academic rigor, community engagement, and commitment to holistic student development. With its roots deeply embedded in the principles of social service, cultural heritage, and inclusive education, Lokbharti Lokseva Mahavidyalaya has carved a distinct identity for itself among educational institutions.

From its inception, Lokseva Mahavidyalaya adopted a holistic approach towards education, recognizing that true empowerment transcends mere academic achievement. It sought to nurture not just competent professionals but conscientious citizens imbued with empathy, critical thinking skills, and a sense of social responsibility.

According to Gandhian philosophy, true education should develop the abilities of head, hand and heart among students. Our education system has proved that, this can be acquired through community life. Hence community life on the campus is harmonious & excellent, Moulding the character of the students with attributes and values suitable to the graduate.

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

5. CONCLUSION

Additional Information :

Our institute Lokbharti Lokseva Mahavidyalaya has taken a lot of Interest to organize the various activities for developing the society in surrounding villages, For farming communities also a separate department for controlling for the project for rural development, water conservation programs in the campus, even book bank scheme for the students has been created institute uses education as an instrument of social changes. It has establishment good and cordial relation with surround villages. Not only that in the field work,students are going regularly to study of rural problems so that correlated education can take place. Not only that, program for the women and children have been organized even testing of the agricultural input have been done. The institute has created demonstration values for the farming community as wheat research stations and research in animal husbandry and nurseries have been available for technological dissemination.

Farmers Day as well as farming training programmes is an integral part of our education program and extension activities. Our variety of wheat, LOK-1, is very popular in Gujarat, Rajasthan and MP. Recently we have initiated research trials in soybean crops aiming to develop new varieties in this crop and testing of varieties developed by various research stations of the state.

Concluding Remarks :

If we talk about the pedagogy and approach in higher education,our institute has created a new path and tested experiment in higher education where the principles: "Learning to do", and "earning to be" are really under operation and the advantage goes to the students enrolled here. Community life in campus has been an integral part of education under which not only staying on the campus but faculty is also involved in event preparation, cleanliness of campus, hostel as well as in research going on in different departments on the campus. Student Councils provide opportunities to provide them sensitization towards democracy.

Even if they have the opportunity to take responsibility for the various programs by their cader all faculty and students staying in the campus create a conserval atmosphere for teaching and learning processes and faculty goes for the education experiment process can test different methods for effective teaching. Cultural programs often arranged are useful; even 60 thousand titles in the library have been a great opportunity for in depth studies.