

Date:9404 2016

#### INTRNAL QUALITY ASSURANCE CELL

Dear IQAC members,

A meeting of IQAC is scheduled on 2016 at 12:000 am in the conference room to discuss the following agenda;

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) Planning for the academic year and implementation.
- 3) To form an academic calendar for the year June 2016 to May-2017.
- 4) To discuss the result of college students of the previous year and invite suggestions for improvement.
- 5) To prepare AQAR of previous year.
- 6) To form various committees for academic, co-curricular and
- extra- curricular activities.
- 7) To discuss the planning of cultural activities and sports activities.
- 8) To welcome suggestions for qualitative improvements. IOAC ·

	IQAC:	
1	Chairperson:	Dr.Nareshbhai Patel (Principal)
2	Co-cordinator:	Dr.Dharmesh Mehta Melcha
3.	Faculty Members:	Dr.P.R.Patel
		Dr.G.A.Desai Roesai
		Dr.T.D.Patel
4.	Administrative Staff:	Mr.V.C.Sisodiya Rawkin m
5.	Management Representative:	Mr.Natubhai C. Patel
6.	Student Representative:	Kirankumar S. Thori
4. 5. 6.	Management Representative:	Mr.V.C.Sisodiya Raw Rew m Mr.Natubhai C. Patel N. C. Pode

Principal 0 Dr.N.R.Patel Arts College, Vadali Ta. Vadali Dist. S.K.



20/06/2016

## Formation of Internal Quality Assurance Cell Notification of IQAC for the year 2016-17

To sustain and enhance quality progress regarding academic and co-academic activities of the institution an Internal Quality Assurance Cell is hereby constituted with the following members for the academic year 2016-17.

#### IQAC :

1.	Chairperson:	Dr.Nareshbhai Patel (Principal)
2.	Co-cordinator:	Dr. Dharmesh Mehta the Lta.
3.	Faculty Members:	Dr.P.R.Patel
		Dr.G.A.Desai
		Dr.T.D.Patel
4.	Administrative Staff:	Mr.V.C.Sisodiya
5.	Management Representative:	Mr.V.C.Sisodiya dannan on Mr.Natubhai C. Patel N. C. Patel
6.	Student Representative:	Kirankumar S. Thorik & Thori

Principal Dr.N.R.Patel Principal Arts College, Vadali Ta. Vad Ili Dist. S.K

Date:15 / 12 /2020



#### ARTS COLLEGE, VADALI

#### Internal Quality Assurance Cell Agenda:

Dear IQAC members,

A meeting of IQAC is scheduled on 22 /12/2020 at 12:000 am in the conference room to discuss the following agenda;

- 1) To read and confirm the minutes of the previous meeting held on 07/08/2020.
- 2) To follow SOP guideline of Government for Corona-19.
- 3) To create awareness regarding Corona-19 among students.
- 4) To discuss about previous semester result and programmes.
- 5) To conduct online quiz and internal test of the Semesters.
- 6) To make and distribute masks in villages.
- 7) To arrange cleanliness drive in the campus.
- 8) To prepare and submit AQAR 2019-20.
- 9) To welcome any other suggestions.

#### IQAC :

1.	Chairperson:	
2.	Co-ordinator:	

3. Faculty Members:

6. Alumni Member:

10. External Expert:

orelita Dr.Dharmesh Mehta Dr.P.R.Patel Dr.J.G.Chaudhary Dr.G.A.Desai 4. Administrative Staff: Mr.V.C.Sisodiya 5. Management Representative: Mr. Takhatsinh Hadiyol Mr.Prakashbhai R. Patel 7. Member of Parent Association: Mr.Narendrasinh Bhati 8. Student Representative: Mr.Raju Becharbhai Katavat agar 9. Member from Community: Mr.Rameshbhai Bhuni Mr.Pravinsinh Sisodiya

Dr.Nareshbhai Patel (Principal)





#### IQAC:

- 1. Chairperson:
- 2. Co-ordinator:
- 3. Faculty Members:

4. Administrative Staff:

6. Alumni Member:

- Dr.Dharmesh Mehta Dr.P.R.Patel
- Dr.J.G.Chaudhary
- Dr.G.A.Desai
- Mr.V.C.Sisodiya
- Mr.Takhatsinh Hadiyol
- Mr.Prakashbhai R. Patel
- Mr.Narendrasinh Bhati
- Member from Community: 9.

7. Member of Parent Association:

8. Student Representative:

5. Management Representative:

- 10. External Expert:
- Mr.Rameshbhai Bhuni
- Mr.Pravinsinh Sisodiya
- Dr.Nareshbhai Patel (Principal) Mehte Lel assess Rant 1/10 Form SAGAR Mr.Raju Becharbhai Katavat Sagar  $\rho$ . 2ma yrut



#### INTERNAL QUALITY ASSURANCE CELL

#### MINUTES OF THE MEETING HELD ON 07/08/2020

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) To form an academic calendar for the year June 2020 to May-2021
- 3) To form various committees for academic, co-eurricular and
- extra- curricular activities.
- 4) To teach students online through ICT and android phone. 5) To create WhatsApp group of each semester.
- 6) To orient the students for online platform.
- 7) To welcome suggestions for qualitative improvements.

## The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- 2) Discussion made to organize round the year activities and to form an academic calendar 2020-21 according to University Academic Calendar.
- 3) Formation of different committees of faculty members to plan and implement qualitative programmes.
- 4) To create educational channel on You-tube, Microsoft Teams, Google Meet t for online teaching-learning. It is discussed to make use of ICT enabled gadgets and to make use of new techniques of online teaching-learning.
- 5) To inform students and provide online educational link for lectures, WhatsApp group of each semester is created.
- 6) The students should be involved for orientation of online platform for teachinglearning.
- 7) The management representative focused on qualitative improvements, and infrastructure needs for the students and also for the staff.
- 8) The chairperson discussed about how to bring qualitative improvement in all aspects.

#### Dr.N.R.Patel

07/08/2020





Date: 04 /08/2020

#### INTRNAL QUALITY ASSURANCE CELL

Dear IQAC members,

A meeting of IQAC is scheduled on 07/08/2020 at 12:000 am in the conference room to discuss the following agenda;

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting held on
- 2) To form an academic calendar for the year June 2020 to May-2021
- To form various committees for academic, co-curricular and extra- curricular activities.
- 4) To teach students online through ICT and android phone.
- 5) To create WhatsApp group of each semester.
- 6) To orient the students for online platform.
- 7) To welcome suggestions for qualitative improvements.

#### IQAC :

- 1. Chairperson:
- 2. Co-ordinator:
- 3. Faculty Members:

4. Administrative Staff:

5. Management Representative:

- 6. Alumni Member:
- 7. Member of Parent Association:
- 8. Student Representative:
- 9. Member from Community:
- 10. External Expert:

Dr.Nareshbhai Patel (Principal) / Dr.Dharmesh Mehta Plo Dr.P.R.Patel Dr.J.G.Chaudhary Dr.G.A.Desai Mr.V.C.Sisodiya Randhu in Bhost Mr. Takhatsinh Hadiyol Mr.Prakashbhai R. Patel For an 6 Mr.Narendrasinh Bhati Mr.Raju Becharbhai Katavat Sagar R SAGAR Mr.Rameshbhai Bhuni 25h21072 Mr. Pravinsinh Sisodiya J. Ruge Carl

#### Dr.N.R.Patel



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#### Shree Vadali Kelvani Mandal Managed by SHETH SHREE BHURALAL CHHAGANLAL SHAH ARTS COLLEGE, VADALI At-Po & Ta : Vadali, Dist : Sabarkantha, (Gujrat) Pin : 383 235 Ph. (02778) (O) 220074 e-mail : nrpvdl@yahoo.co.in www.artscollegevadali.org

GR 222/2020



## Formation of Internal Quality Assurance Cell

#### Notification of IQAC for the year 2020-21

To sustain and enhance quality progress regarding academic and co-academic activities of the institution an Internal Quality Assurance Cell is hereby constituted with the following members for the academic year 2020-21.

#### IQAC :

1.	Chairperson:	Dr.Nareshbhai Patel (Principal)
2.	Co- ordinator:	Dr.Dharmesh Mehta
3.	Faculty Members:	Dr.P.R.Patel
		Dr.J.G.Chaudhary
		Dr.G.A.Desai
4.	Administrative Staff:	Mr.V.C.Sisodiya
5.	Management Representative:	Mr.Takhatsinh Hadiyol
6.	Alumni Member:	Mr.Prakashbhai R. Patel
7.	Member of Parent Association:	Mr.Narendrasinh Bhati
8.	Student Representative:	Mr.Raju Becharbhai Katavat Sagar
9.	Member from Community:	Mr.Rameshbhai Bhuni
10.	External Expert:	Mr.Pravinsinh Sisodiya



Principal

Drp in cipal Sheth Shree B.C. Shah Arts College At.& Ta-Vadali That School



#### Internal Quality Assurance Cell

Minutes of meeting held on 22/11/2019

Agenda: Dear IQAC members,

- 1) To read and confirm the minutes of the previous meeting held on 24/06/2019.
- 2) To discuss about previous semester result and programmes.
- 3) To celebrate birth anniversary of literary persons and national leaders.
- 4) To celebrate annual day function and prize distribution ceremony.
- 5) To make M O U with different organizations.
- 6) To arrange cleanlinessdrive in the campus.
- 7) To prepare and submit AQAR 2018-19.
- 8) To welcome any other suggestions.

#### The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- 2) Discussion is made to improve quality of programmes and result, and suggestions are noted.
- To celebrate various programmes and annual day, different committees are given work accordingly.
- To utilize the special service, MOUs should be done with Red-cross society and Rotary club, Vadali.
- 5) Data collection is made criterion wise to prepare AQAR 2018-19.
- Management suggested qualitative improvements in academic, co-academic and extra-curricular activities.

IQAC :

Chairperson :

Co-ordinator :

Faculty Members :

Administrative Staff :

Student Representative :

Member from Community:

Alumni Member :

External Expert :

Management Representative :

Member of Parent Association:

Dr.Nareshbhai Patel (Principal) Dr.Dharmesh Mehta Dr.P.R.PATEL Dr.J.G.CHAUDHARY Dr.T.D.PATEL Mr.V.C.Sisodiya Mr.Natubhai C. Patel Mr.Shantilal J.Patel Nr.Shantilal J.Patel Mr.Ishvarbhai p.Sagar Mr.Haresh B. Zundala Salan Mr.Jeshingbhai Patel Mr.Kantibhai Patel

Date: 22/11/2019

Dr.N.R.Patel Principal Principal Arts Collage Vadal



Date:18/11/2019

#### ARTS COLLEGE, VADALI

#### **Internal Quality Assurance Cell** Agenda:

Dear IQAC members,

A meeting of IQAC is scheduled on 22/11/2019 at 12:000 am in the conference room to discuss the following agenda;

- 1) To read and confirm the minutes of the previous meeting held on 24/06/2019.
- 2) To discuss about previous semester result and programmes.
- 3) To celebrate birth anniversary of literary persons and national leaders.
- 4) To celebrate annual day function and prize distribution ceremony.
- 5) To make M O U with different organizations.
- 6) To arrange cleanliness drive in the campus.
- 7) To prepare and submit AQAR 2018-19.
- 8) To welcome any other suggestions.

#### IQAC:

- 1. Chairperson:
- 2. Co-cordinator:
- 3. Faculty Members:

#### Dr.Nareshbhai Patel (Principal)

Dr.Dharmesh Mehta	prelita.
Dr.P.R.Patel	Rivit
Dr.J.G.Chaudhary	Thous
Dr.T.D.Patel	(नुदार्यक
Mr.V.C.Sisodiya	Dankem on .
Mr.Natubhai C. Patel	N.L. Patel
Mr.Shantilal J.Patel	S.J. Patel
Mr.Ishvarbhai p.Sagar	cheemin anon
Mr.Haresh B. Zundala	6221 cm.
Mr.Jeshingbhai Patel	8.2m. Viter
Mr.Kantibhai Patel	k. parter

- 4. Administrative Staff:
- 5. Management Representative:
- 6. Alumni Member:
- 7. Member of Parent Association:
- 8. Student Representative:
- 9. Member from Community:
- 10. External Expert:

Dr.N.R.Patel Principal

Principal Arts College, Vadali Ta. Vadali Dist. S.K



#### INTRNAL QUALITY ASSURANCE CELL

#### MINUTES OF THE MEETING HELD ON 24/06/2019

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting held on 06/01/2019
- 2) To form an academic calendar for the year June 2019 to May-2020.
- 3) To discuss the result of college students of the previous year and invite suggestions for improvement.
- 4) To form various committees for academic, co-curricular and extra- curricular activities.
- 5) To discuss the planning of cultural activities and sports activities.
- 6) To welcome suggestions for qualitative improvements.

#### The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- 2) Discussion made to organize round the year activities and to form an academic calendar 2019-20.
- 3) The management representative focused on qualitative improvements, and infrastructure needs for the students and also for the staff.
- 4) The IQAC has discussed how to improve results of the students by various strategies and the subject teachers are informed about it.
- 5) It is discussed to make use of ICT enabled gadgets and to make use of new techniques of teaching-learning in the classrooms.
- 6) Formation of different committees of faculty members to plan and implement qualitative programmes.
- 7) The chairperson discussed about how to bring qualitative improvement in all aspects.

Chairperson : Co-ordinator : Dr.Nareshbhai Patel (Principal)

Faculty Members :

Administrative Staff :

Management Representative :

Alumni Member :

Member of Parent Association: Student Representative : Member from Community:

External Expert :

Dr.Dharmesh Mehta Dr.P.R.PATEL Dr.J.G.CHAUDHARY Dr.T.D.PATEL Mr.V.C.Sisodiya Mr.Natubhai C. Patel N.C. Pate Mr.Shantilal J.Patel S. J. Patel Mr.Ishvarbhai p.Sagar elesned enz Mr.Haresh B. Zundala 5221.00, Mr.Jeshingbhai Patel à. in with Mr.Kantibhai Patel

K. Putul

Dr.N.R.Patel Principal Principal Arts College Vadal

IQAC:



Date:18/06/2019

#### INTRNAL QUALITY ASSURANCE CELL

Dear IQAC members,

A meeting of IQAC is scheduled on 24/06/2019 at 12:000 am in the conference room to discuss the following agenda;

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting held on 06/01/2019
- 2) To form an academic calendar for the year June 2019 to May-2020.
- To discuss the result of college students of the previous year and invite suggestions for improvement.
- To form various committees for academic, co-curricular and extra- curricular activities.
- 5) To discuss the planning of cultural activities and sports activities.
- 6) To welcome suggestions for qualitative improvements.

IQAC : Chairperson :

Co-ordinator :

Faculty Members :

Administrative Staff :

Management Representative :

Alumni Member :

Member of Parent Association:

Student Representative :

Member from Community:

External Expert :

Dr.Dharmesh Mehta Dr.P.R.PATEL Dr.J.G.CHAUDHARY Dr.T.D.PATEL Mr.V.C.Sisodiya Mr.Natubhai C. Patel N.C. Patel 5. J. Putel Mr.Shantilal J.Patel Mr.Ishvarbhai p.Sagar Elasmi Jame sale in. Mr.Haresh B. Zundala Mr.Jeshingbhai Patel Sin ince. To Mr.Kantibhai Patel K. Puter

Dr.Nareshbhai Patel (Principal)

Dr.N.R.Patel

Principal Principal Arts College, Vadali Ta, Vadali Dist, S.K.

#### Shree Vadali Kelvani Mandal Managed by SHETH SHREE BHURALAL CHHAGANLAL SHAH ARTS COLLEGE, VADALI મુ. પો. તા. વડાલી, જિ. સાબરકાંઠા. At-Po & Ta : Vadali, (ગુજરાત) પીન : ૩૮૩ ૨૩૫ Dist : Sabarkantha, झेन : (०२७७८) (ओ.) २२००७४ (Gujrat) Pin: 383 235 Ph. (02778) (O) 220074 પ્રિ. : ડર્દ નરેશભાઈ આર. પટેલ e-mail:nrpvdl@yahoo.co.in મો. ૯૮૭૯૫૮૪૮૯૨ www.artscollegevadali.org (Established : June 1995) al. 17 - 06 - 2019 01012 42/2019

### Formation of Internal Quality Assurance Cell

#### Notification of IQAC for the year 2019-20

To sustain and enhance quality progress regarding academic and co-academic activities of the institution an Internal Quality Assurance Cell is hereby constituted with the following members for the academic year 2019-20.

	IQAC :	
1.	Chairperson:	Dr.Nareshbhai Patel (Principal)
2.	Co-cordinator:	Dr.Dharmesh Mehta
3.	Faculty Members:	Dr.P.R.Patel
		Dr.J.G.Chaudhary
		Dr.T.D.Patel
4.	Administrative Staff:	Mr.V.C.Sisodiya
5.	Management Representative:	Mr.Natubhai C. Patel
6.	Alumni Member:	Mr.Shantilal J.Patel
7.	Member of Parent Association:	Mr.Ishvarbhai p.Sagar
8.	Student Representative:	Mr.Haresh B. Zundala
9.	Member from Community:	Mr.Jeshingbhai Patel
10.	External Expert:	Mr.Kantibhai Patel

Principal Principal Arts College, Vadall Ta. Vadali Dist. S.K. Dr.N.R.Patel



- 1) Certain points of previous meeting were discussed and resolved.
- 2) To start work for NAAC accreditation, NAAC committee is formed co-ordinator and the staff members given responsibilities.
- 3) The committee discussed about panning of annual and prize distribution ceremony.
- 4) To make M O U with red cross society and other NGOs for community service.
- 5) It is discussed and 'Udisha club' of college, given responsibility to organize coaching for competitive examination.

#### The following proceedings took place and given points were discussed in the meeting.

- 1. The minutes of the last meeting was read and resolved.
- 2. NAAC committees formed and criterion wise work allocated.
- 3. To organize blood donation camp and other social service in collaboration with other agencies.
- 4. To provide coaching for competitive examinations to college students.
- 5. Financial fund is raised for annual prize distribution ceremony
- 6. The chairperson suggested for more student participation in curricular. co-curricular and extra-curricular activities.

#### IQAC :

- I. Chairperson:
- 2. Co-cordinator:
- 3. Faculty Members:

Administrative Staff: 4

- 5. Management Representative:
- 6 Alumni Member:
- Member of Parent Association:
- Student Representative: 9. Member from Community
- 10. External Expert.

Dr.J.G.Chaudhary Dr.T.D.Patel Mr.V.C.Sisodiya Mr. Natubhai C. Patel N C. Pater Mr. Shantilal J. Patel S 7 Pode | Mr. Ishvarbhai p. Sagar (Sagar (Sagar ) Mr. Haresh B. Zundala Mr.Kantibhai Patel 14. Puter

Dr. Nareshbhai Patel (Principal) Dr.Dharmesh Mehta Dr.P.R.Patel

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Dr.N.R.Patel Principal Arts Conserve Vadali

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#### Dear IQAC members.

A meeting of IQAC is scheduled on 06/01/2019 at 12:000 am in the conference room to discuss the following agenda;

- 1) To read and confirm the minutes of the previous meeting held on 18/06/2018.
- 2) To make preparation for NAAC accreditation
- 3) To celebrate annualday function and prize distribution ceremony.
- To make M O U with different organizations.
- 5) To arrange coaching class for competitive examinations.
- 6) To welcome any other suggestions.

#### IQAC :

- 1. Chairperson:
- 2. Co-cordinator:
- 3. Faculty Members:
- 4. Administrative Staff:
- 5. Management Representative:
- 6. Alumni Member:
- 7. Member of Parent Association:
- 8. Student Representative:
- 9. Member from Community:
- 10. External Expert:

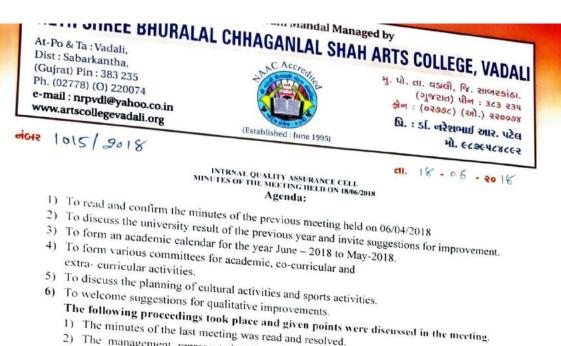
Dr.Nareshbhai Patel (Principal) Dr.Dharmesh Mehta Meleta Dr.J.G.Chaudhary 2014 Dr.J.G.Chaudhary 2014 Mr.V.C.Sisodiya Chaudhary 2014 Mr.Natubhai C. Patel N. e. Ealer Mr.Natubhai C. Patel N. e. Ealer Mr.Ishvarbhai p.Sagar 2022 Mr.Haresh B. Zundala 2014 Mr.Jeshingbhai Patel D. 2014

Mr.Kantibhai Patel & Pure

Dr.N.R.Patel

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Principal Principal Arts Conserve Vadali Ta. Vadali List. S.K.



- 1) The minutes of the last meeting was read and resolved.
- 2) The management representative focused on qualitative improvements, and infrastructure
- 3) It is discussed to make use of new methods for teaching, make use of ICT enabled gadgets in
- 4) The IQAC has discussed to improve results, and the subject teachers are informed about it. 5) Formation of different committees mates of faculty members to plan and implement
- 6) The chairperson discussed about how to bring qualitative improvement in all aspects.

Chairperson : Co-ordinator : Faculty Members :

Administrative Staff : Management Representative : Alumni Member : Member of Parent Association: Student Representative : Member from Community: External Expert :

Dr.Nareshbhar Dr.Dharmesh Mehta PLO Dr.ATEL Many Dr.Nareshbhai Patel (Principal) C Pielda Dr.J.G.CHAUDHARY Dr.T.D.PATEL charuzch Mr.V.C.Sisodiya glanden -Mr. Natubhai C. Patel N C. Puter Mr.Shantilal J.Patel S. J Bite Mr.Ishvarbhai p.Sagar Elohanu 2012 Mr.Haresh B. Zundala 220, m. Mr.Jeshingbhai Patel a. in . ... 12 pure Mr.Kantibhai Patel

> Dr.N.R.Patel Principal Arts Conserve Vadali Ta. Vadan List. S.K.

Shree Vadali Kelvani Mandal Managed by SHETH SHREE BHURALAL CHHAGANLAL SHAH ARTS COLLEGE, VADAL મુ. પો. તા. વડાલી, જિ. સાબરકાંઠા. At-Po & Ta : Vadali, (ગુજરાત) પીન : ૩૮૩ ૨૩૫ Dist : Sabarkantha, झेन : (०२७७८) (ओ.) २२००७४ (Gujrat) Pin : 383 235 Ph. (02778) (O) 220074 પ્રિ. : ડાં. નરેશભાઇ આર. પટેલ e-mail: nrpvdl@yahoo.co.in મો. ૯૮૭૯૫૮૪૮૯૨ www.artscollegevadali.org (Established : June 1995) dl. 14 - 06 - 2018 dicta 1012/2018

#### INTERNAL QUALITY ASSURANCE CELL

A meeting of IQAC is scheduled on 18/06/2018 at 12:000 am in the conference room to discuss the following agenda;

#### Agenda :

- 1) To read and confirm the minutes of the previous meeting held on 06/04/2018
- 2) To discuss the university result of the previous year and invite suggestions for improvement.
- 3) To form an academic calendar for the year June 2018 to May-2018.
- To form various committees for academic, co-curricular and extra- curricular activities.
- 5) To discuss the planning of cultural activities and sports activities.
- 6) To welcome suggestions for qualitative improvements.
- 7)
- IQAC :

1.	Chairperson:	Dr.Nareshbhai Patel (Principal)
2.	Co-cordinator:	Dr. Dharmesh Mehta welde
3.	Faculty Members:	Dr.P.R.Patel Marie
		Dr.J.G.Chaudhary
		Dr.T.D.Patel
4.	Administrative Staff:	Mr.V.C.Sisodiya Anore m
5.	Management Representative:	Mr.Natubhai C. Patel N C FLLC.
6.	Alumni Member:	Mr.Shantilal J.Patel S.J. Patel
7.	Member of Parent Association:	Mr.Ishvarbhai p.Sagar Beren 2
8.	Student Representative:	Mr. Haresh B. Zundala 20 . m
9.	Member from Community:	Mr.Jeshingbhai Patel 2. 27
10.	External Expert:	Mr.Kantibhai Patel

Dr.N.R.Patel Principal Pr Arts Cotram, Vadali Ta. Vadali List. S.K

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Shree Vadali Kelvani Mandal Managed by SHETH SHREE BHURALAL CHHAGANLAL SHAH ARTS COLLEGE, VADAL મુ. પો. તા. વડાલી, જિ. સાબરકાંઠા. At-Po & Ta : Vadali, (ગુજરાત) પીન : ૩૮૩ ૨૩૫ Dist : Sabarkantha, झेन : (०२७७८) (ओ.) २२००७४ (Gujrat) Pin : 383 235 Ph. (02778) (O) 220074 પ્રિ. : ડાં. નરેશભાઈ આર. પટેલ e-mail: nrpvdl@yahoo.co.in મો. ૯૮૭૯૫૮૪૮૯૨ www.artscollegevadali.org (Established : June 1995) oiche 1010/2018 d1. 12 - 06 - 2018

#### **Internal Quality Assurance Cell**

#### Notification of IQAC for the year 2018-19

To sustain and enhance qualitative progress regarding academic and

co-academic activities of the institution, an Internal Quality Assurance Cell (IQAC)

is hereby constituted with following members for the academic year 2018-19.

#### IQAC :

Co-cordinator: Faculty Members:	Dr.Nareshbhai Patel (Principal) Dr.Dharmesh Mehta Delda. Dr.P.R.Patel
Faculty Members:	Dr.P.R.Patel
	Dr.J.G.Chaudhary
	Dr.T.D.Patel 3214205
Administrative Staff:	Mr.V.C.Sisodiya dangrum
Aanagement Representative:	Mr. Natubhai C. Patel N. C. Patel
lumni Member:	Mr. Shantilal J. Patel S. J. Patel
tember of Parent Association:	Mr.Ishvarbhai p.Sagar Estenuzarie
tudent Representative:	
1ember from Community:	Mr. Haresh B. Zundala Are Mr. Joshingbhai Patel
xternal Expert:	Mr.Kantibhai Patel 12. puter
1	Aanagement Representative: Jumni Member: Iember of Parent Association: tudent Representative: Iember from Community:

Principal Dr.N.R.Patel

Princ Arts Conerse, Vadali Ta. Vadali List. S.K.





#### Internal Quality Assurance Cell

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) To discuss about previous semester result and programmes.
- To celebrate Republic Day.
- 4) To celebrate annual day function and prize distribution ceremony.
- 5) To arrange cleanliness drive in the campus.
- 6) To prepare College Annual report.
- 7) To welcome any other suggestions.

#### The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- 2) Discussion is made to improve quality of programmes and result, and suggestions are noted.
- 3) To celebrate Republic Day, various programmes and Annual day, different committees are given work accordingly.
- 4) Data collection is made to prepare College Annual report.
- 5) Management suggested qualitative improvements in academic, co-academic and extra-curricular activities.

#### IOAC:

- Dr.Nareshbhai Patel (Principal) // 1) Chairperson: Delta
- Dr.Dharmesh Mehta 2) Co-cordinator:
- 3) Faculty Members:
- Dr.G.A.Desai

Dr.P.R.Patel

Dr.T.D.Patel

4) Administrative Staff:

Mr.V.C.Sisodiya

Radesai Ravancon

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#### **Internal Quality Assurance Cell**

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) To discuss about previous semester result and programmes.
- 3) To celebrate Republic Day.
- 4) To celebrate annual day function and prize distribution ceremony.
- 5) To arrange cleanliness drive in the campus.
- 6) To prepare College Annual report.
- 7) To welcome any other suggestions.

	IQAC :		8
1)	Chairperson:	Dr.Nareshbhai Patel (Princ	
2)	Co-cordinator:	Dr.Dharmesh Mehta	stelite
3)	Faculty Members:	Dr.P.R.Patel	R
		Dr.G.A.Desai	assessi
		Dr.T.D.Patel	नियामा
4)	Administrative Staff:	Mr.V.C.Sisodiya	Amplemm N.C. Potel
5)	Management Representative:	Mr.Natubhai C. Patel	NI.C. Potel
6)	Student Representative:	Chetansinh J. Chauhan	GLE

Principal e VE Prinche Batel

Arts College, Vadalı Ta. Vad li Dist. S.K.

Dat 24 1/2018

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NNAL QUALITY ASSURANCE CELL Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) Planning for the academic year and implementation.
- 3) To form an academic calendar for the year June 2017 to May-2018.
- 4) To form various committees for academic, co-curricular and extra- curricular activities. To prepare AQAR of previous year.
- 5) To discuss the result of college students of the previous year and invite suggestions for
- 6) To discuss the planning of cultural activities and sports activities. 7) To welcome suggestions for qualitative improvements.

- The following proceedings took place and given points were discussed in the meeting. 1) The minutes of the last meeting was read and resolved.

  - 2) Discussion made to organize round the year activities and Committees. 3) To form an academic calendar 2017-18.

  - 4) The management representative focused on qualitative improvements, and infrastructure needs for the students and also for the staff.
  - 5) The IQAC has discussed how to improve results of the students by various strategies and the subject teachers are informed about it.
  - 6) To make preparations for AQAR and to collect data accordingly. 7) Formation of different committees of faculty members to plan and implement
  - qualitative programmes. 8) The chairperson discussed about how to bring qualitative improvement in all
  - IQAC:
- 1) Chairperson:

2) Co-cordinator:

3) Faculty Members:

Dr.Dharmesh Mehta Dr.P.R.Patel Dr.G.A.Desai

Dr.Nareshbhai Patel (Principal)

- 4) Administrative Staff:
- 5) Management Representative:
- 6) Student Representative:

Dr.T.D.Patel

Mr.V.C.Sisodiya

Mr.Natubhai C. Patel Chetansinh J. Chauhan

prelita

Principal

Pourc/Ravatel Arts College, Vadalı Ta. Vaduli Dist. S.K

# INTRNAL QUALITY ASSURANCE CELL

Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) Planning for the academic year and implementation.
- 3) To form various committees for academic, co-curricular and extra- curricular activities.
- 4) To form an academic calendar for the year June 2017 to May-2018.
- 5) To prepare AQAR of previous year.
- 6) To discuss the result of college students of the previous year and invite suggestions for improvement.
- 7) To discuss the planning of cultural activities and sports activities.
- 8) To welcome suggestions for qualitative improvements.

IQAC :

Dr.Nareshbhai Patel (Principal) 🖊

2) Co-cordinator:

1) Chairperson:

3) Faculty Members:

Dr.Dharmesh Mehta Dr.P.R.Patel

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Man an

Dr.G.A.Desai Dr.T.D.Patel

4) Administrative Staff:

5) Management Representative:

6) Student Representative:

Mr.V.C.Sisodiya Mr.Natubhai C. Patel

Chetansinh J. Chauhan

Principal Dr.N.R.Patel

Principal Arts College, Vadalı Ta. Vad II Dist. S.K



## 15 06 2017

## Formation of Internal Quality Assurance Cell Notification of IQAC for the year 2017-18

To sustain and enhance quality progress regarding academic and co-academic activities of the institution an Internal Quality Assurance Cell is hereby constituted with the following members for the academic year 2017-18.

#### IQAC :

| 1) | Chairperson:               | Dr.Nareshbhai Patel (Principal)                                |
|----|----------------------------|----------------------------------------------------------------|
| 2) | Co-cordinator:             | Dr.Dharmesh Mehta                                              |
| 3) | Faculty Members:           | Dr.P.R.Patel                                                   |
|    |                            | Dr.G.A.Desai                                                   |
|    |                            | Dr.T.D.Patel                                                   |
| 4) | Administrative Staff:      | Mr.V.C.Sisodiya Ranfren on<br>Mr.Natubhai C. Patel N. C. Patel |
| 5) | Management Representative: | Mr.Natubhai C. Patel N. C. Patel                               |
| 6) | Student Representative:    | Chetansinh J. Chauhan                                          |

Principal 2 Dr.N.R.Patel

Principal Arts Collega, Vadali Ta. Vadali Dist. S.K



#### Date 24 1/2017

#### ARTS COLLEGE, VADALI

### **Internal Quality Assurance Cell**

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) To discuss about previous semester result and programmes.
- 3) To celebrate Republic Day.
- 4) To celebrate annual day function and prize distribution ceremony.
- 5) To arrange cleanliness drive in the campus.
- 6) To prepare College Annual report.
- 7) To welcome any other suggestions.

## The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- 2) Discussion is made to improve quality of programmes and result, and suggestions
- 3) To celebrate Republic Day, various programmes and Annual day, different committees are given work accordingly.
- 4) Data collection is made to prepare College Annual report.
- 5) Management suggested qualitative improvements in academic, co-academic and extra-curricular activities. 1 IQAC :
- 1) Chairperson:

| <ol> <li>Chairperson:</li> <li>Concerding</li> </ol>                                                            | Dr.Nareshbhai Patel (Principal)  |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------|
| 2) Co-cordinator:                                                                                               | Dr.Dharmesh Mehta Deleta         |
| <ol><li>Faculty Members:</li></ol>                                                                              | Dr.P.R.Patel                     |
|                                                                                                                 | Dr.G.A.Desai                     |
| <ol> <li>Administrative Staff:</li> <li>Management Representative:</li> </ol>                                   | Dr.T.D.Patel                     |
|                                                                                                                 | Mr.V.C.Sisodiya                  |
|                                                                                                                 |                                  |
| <ol><li>Student Representative:</li></ol>                                                                       | Mr.Natubhai C. Patel N. C. Patel |
| i na senera de la sere de la construcción de la sere de la senera de la sere de la sere de la sere de la sere e | Kirankumar S. Thori K.S. Thora   |

Principal Dr.N.R.Pate Principal

Arts College, Vadal, Ta. Vadali Dist. S.K



Date: / /2017

#### ARTS COLLEGE, VADALI

Internal Quality Assurance Cell Agenda:

Dear IQAC members,

A meeting of IQAC is scheduled on24/41/2017 at 12:000 am in the conference room to discuss the following agenda;

- 1) To read and confirm the minutes of the previous meeting.
- 2) To discuss about previous semester result and programmes.
- 3) To celebrate Republic Day.
- 4) To celebrate annual day function and prize distribution ceremony.
- 5) To arrange cleanliness drive in the campus.
- 6) To prepare College Annual report.
- 7) To welcome any other suggestions.

#### IQAC :

| 1) | Chairperson:               | Dr.Nareshbhai Patel (Principal)                     |
|----|----------------------------|-----------------------------------------------------|
| 2) | Co-cordinator:             | Dr. Dharmesh Mehta De Ita                           |
| 3) | Faculty Members:           | Dr.P.R.Patel                                        |
|    |                            | Dr.G.A.Desai                                        |
|    |                            | Dr.T.D.Patel                                        |
| 4) | Administrative Staff:      | Mr.V.C.Sisodiya Raman in                            |
| 5) | Management Representative: | Mr.V.C.Sisodiya<br>Mr.Natubhai C. Patel N. C. Patel |
| 6) | Student Representative:    | Kirankumar S. Thori K. S. Trest                     |

Principal

Dr.N.R.Patel

Principal Arts College, Vadalı Ta. Vadali Dist. S.K



#### Date:14/6/2016

#### INTRNAL QUALITY ASSURANCE CELL

#### Agenda:

- 1) To read and confirm the minutes of the previous meeting.
- 2) Planning for the academic year and implementation.
- 3) To form an academic calendar for the year June 2016 to May-2017p.
- To discuss the result of college students of the previous year and invite suggestions for improvement.
- 5) To prepare AQAR of previous year.
- 6) To form various committees for academic, co-curricular and

a. extra- curricular activities.

- 7) To discuss the planning of cultural activities and sports activities.
- 8) To welcome suggestions for qualitative improvements.

#### The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- Discussion made to organize round the year activities and to form an academic calendar 2016-17.
- The management representative focused on qualitative improvements, and infrastructure needs for the students and also for the staff.
- The IQAC has discussed how to improve results of the students by various strategies and the subject teachers are informed about it.
- 5) To make preparations for AQAR and to collect data accordingly.
- Formation of different committees of faculty members to plan and implement qualitative programmes.
- The chairperson discussed about how to bring qualitative improvement in all aspects.
  - IQAC :

1) Chairperson: Dr.Nareshbhai Patel (Principal)

- 2) Co-cordinator:
- 3) Faculty Members:
- Dr.Dharmesh Mehta Dr.P.R.Patel Dr.G.A.Desai Dr.T.D.Patel Mr.V.C.Sisodiya

4) Administrative Staff: 5) Management Representative: Mr.Natubhai C. Patel

6) Student Representative: Kirankumar S. Thori

Pat N. C-K.S. Thurd

Principal

Dr.N.R. Patel Arts College, Vadalı

Ta. Vaditi Dist. S.K



## IQAC :

- Chairperson:
   Co-cordinator:
- 3. Faculty Members:
- 4. Administrative Staff:
- 5. Management Representative:
- 6. Alumni Member:
- 7. Member of Parent Association:
- 8. Student Representative:
- 9. Member from Community:
- 10. External Expert:

| Dr.Nareshbhai Patel (Principal)              |
|----------------------------------------------|
| Dr.Dharmesh Mehta                            |
| Dr.P.R.Patel                                 |
| Dr.J.G.Chaudhary                             |
| Dr.G.A.Desai QADEDai                         |
| Mr.V.C.Sisodiya                              |
| Mr. Takhatsinh Hadiyol Clanse                |
| Mr.Prakashbhai R. Patel Former               |
| Mr.Narendrasinh Bhati But H'                 |
| Mr.Raju Becharbhai Katavat Sagar R. B. SACCA |
| Mr.Rameshbhai Bhuni                          |
| Mr. Pravinsinh Sisodiya                      |
|                                              |

## Dr.N.R.Patel





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Date:22 /12/2020

#### ARTS COLLEGE, VADALI

#### Internal Quality Assurance Cell

#### Minutes of meeting held on 22 / 12 /2020

#### Agenda: Dear IQAC members,

- 1) To read and confirm the minutes of the previous meeting held on 07 /08/2020.
- 2) To follow SOP guideline of Government for Corona-19.
- 3) To create awareness regarding Corona-19 among students.
- 4) To discuss about previous semester result and programmes.
- 5) To conduct online quiz and internal test of the Semesters.
- To make and distribute masks in villages.
- 7) To arrange cleanliness drive in the campus.
- 8) To prepare and submit AQAR 2019-20.
- 9) To welcome any other suggestions from management and Principal.

#### The following proceedings took place and given points were discussed in the meeting.

- 1) The minutes of the last meeting was read and resolved.
- To follow SOP and continue online / offline teaching, use of mask, sanitizer, social distance...etc. to keep campus Corona free.
- To orient students online / offline regarding Corona-19 and necessary social distancing maintained.
- Discussion is made to improve quality of programmes and result, and suggestions are noted.
- 5) To conduct online internal test through Google-form of the various Semesters.
- 6) The students will make masks and distribute in their villages.
- 7) The cleanliness drive is arranged in the campus and in the villages by students.
- Data collection is made and work allocation made criterion wise to prepare and submit AQAR 2019-20.
- Management suggested qualitative improvements in academic, co-academic and extra-curricular activities.

Dr.N.R.Patel Principal Principal Arts College, Vadali Ta. Vadali Di R.TS.W.

Date:-28/03/2020 Action Taken Report of Feedback of 2020-21 In-Charge: Dr.P.R.Patol Associate Professor Member: DAY Prof. B.D.Patel Assistant professor We have collected feedbacks from students of our institution. After analyzing the feedbacks our Principal, IQAC Committee and president of management has organized a meeting and made some resolutions for the development of teaching facility in our institution to be followed given below. A. . . . . 5 1 1 (1) To take attendances of the students who became late in the first lecture because of the bus lasues. . . à. ÷. •, (2) To start subjects like English, Sociology for the bus issues. (3) To grow and plants in the grounds of the institution (4) To start the games like cricket, football etc (5) To make a parking stand. (6) To avail internet facilities in library. 22.57 £. Dr. P.R. Patel . . . 5 In-Charge: Dr.D.A.Mehta Co.Ordinator IQAC. Dr.N.R.Patel enfelosipat Arts Collega, Vadala Tu. Vad di Dist. S.K. 

Date:-12/03/2019

#### Action Taken Report of Feedback of 2018-19



In-Charget Dr.P.R.Patel

Assoclate Professor

Member: Prof. B.D.Patal

#### Assistant professor

We have collected feedbacks from students of our institution. After analyzing the feedbacks our Principal, IQAC Committee and president of management has organized a meeting and made some resolutions for the development of teaching facility in our institution to be followed given below.

(1) To develop internet facility for students

(2) To develop the physical facilities like canteen, shaded parking stand, etc.

(3) To avail the various equipments regarding cricket, football.etc

(4) Teachers should work with positive approach.

Dr. P.R. Patel

In-Charge:

Feedback Committee PLC-Lotia Dr.D.A.Mehta

Co,Ordinator

IQAC.

Dr.N.R.Patel entitientest Arts College, Vadah To, Vadaii Dist. S.K

#### Date:-02/03/2018

## Action Taken Report of Feedback of 2017-18



#### In-Charge: Dr.P.R.Patel

Associate Professor

#### Member:

#### Prof. B.D.Patel

#### Assistant professor

We have collected feedbacks from students of our institution. After analyzing the feedbacks our Principal, IQAC Committee and president of management has organized a meeting and made some resolutions for the development of teaching facility in our institution to be followed given below.

(1) To take attendances of the students who became late in the first lecture because of the bus issues.

(2) To organize short term course on computer programme.

(3) To ask for M.A (PG) course.

(4) Teachers should work with positive approach.

(5) To organize remedial course for academically poor students.

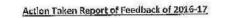
Dr.P.R. Patel

Feedback Committee Deleta Dr.D.A.Mehta

Co.Ordinator

Dr.N.R.Patel Principal Brincipal

Arts College, Vadali Ta. Vadali Dist. S.K



#### In-Charge: Dr.P.R.Patel

Associato Professor



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#### Member: Prof. B.D.Patel

#### Assistant professor

We have collected feedbacks from students of our institution. After analyzing the feedbacks our Principal, IQAC Committee and president of management has organized a meeting and made some resolutions for the development of teaching facility in our institution to be followed given below.

(1) To Increase the appropriate methods for classrooms and physical facilities.

(2) To have positive approach and make sure that lectures should not diverged from the subject:

(3) To organize short term courses like beauty care and computer training.

(4) To start remedial course for academically poor students.

Dr. P.R. Patel In-Charges

Feedback Committee CALO\_LCLA. Dr.D.A.Mehta

Co.Ordinator

IQAC. DI.M.R.Fatel Principal Arts College, Yadali Ta, Yadali Dist, S.X.

Date:-20/03/2017

|                | 신 씨는 것은 이 것 같이 있는 것이 없는 것이 없 않이 |                           |       |                     |                      | 15 000 | 13                                        |                     |
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|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | al lines                  |       | 5 - 1/ <sup>4</sup> |                      | (°C    | .)                                        | 1 . er. 24<br>- 195 |
|                | 01) Students Feedback about (<br>Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Strongly                  | Agree | Partially<br>Agree  | Strongly<br>Disagree | MOA    |                                           |                     |
|                | The OFFICE staff in the college is cooperative and helpful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 69.5                      | 25.5  | ' <b>3</b>          | 2                    |        |                                           |                     |
|                | The prescribed books/reading materials are available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 58.2                      | 333   | 7.5                 | 1                    |        |                                           |                     |
|                | Result are Displayed by the College                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 49,6                      | 41.1  | 3                   | 7.                   |        |                                           |                     |
|                | Separate common rooms for girls are available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 44                        | 38,3  | 9.2                 | 8.5                  |        |                                           |                     |
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 58.9                      | 35.1  | 3<br>3              |                      |        |                                           |                     |
|                | The classrooms/washrooms are clean and<br>properly well maintained:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | n sin in in<br>The second |       |                     |                      |        |                                           |                     |
|                | The campus is green and eco-friendly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 59.6                      | 31.9  | 5                   | 4                    |        | 1997 - 1997<br>1997 - 1998<br>1997 - 1998 |                     |
| the two is the | Clean drinking water is available in the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 56                        | 32    | 8.                  |                      | 大      | Principal<br>s College,<br>Vadali Di      | <del>14</del>       |

| Course content is relevant and current.                                                 | 98   | 46.7  | 12.3   | 3     |   | • ,      |
|-----------------------------------------------------------------------------------------|------|-------|--------|-------|---|----------|
|                                                                                         | 2    |       | 1 may  | -     |   |          |
| Assignment, resources and exam enhanced<br>learning.                                    | 55   | 37    | 7      | 1 - 2 |   |          |
|                                                                                         |      |       |        | i     |   | -        |
| Course objectives were clearly<br>communicated to students                              | 57.6 | 36.4  | 5      | 1     |   |          |
| Level of Course difficulty was appropriate.                                             | 45.4 | 24    | 19.7   | 10.9  |   |          |
| My assignment and written work graded in                                                | 45.9 | 45.1  | 5      | 4     |   |          |
| a reasonable amount of time with high<br>quality constructive Comments.                 |      |       |        |       | * |          |
| Exam evaluation is fair and transparent                                                 | 48.9 | 43,1  | 7      | 1     |   | 2        |
|                                                                                         |      | 12.00 | i je s |       | 1 | 18 M 121 |
| Attention was given to enhancing student writing learning and critical thinking skills. | 49.8 | 43.2  | 3      | 4     |   | ÷.,      |
| Variety of teaching methods were used<br>o accommodate diverse learning styles of       | 49.8 | 41.9  | 6      | 2.3   |   |          |



03) Students Feedback on Teachers

20 20-21

2 200 8

| 57.08%<br>42,02%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 58.03%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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                                                                                                        | R.R Jashi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Dr. Divya Patel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Dr.T.D.Patel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | M.C.Rahevar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dr.D.A.M                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| 42,02%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Contraction of the local division of the loc | 68,03%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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61.01%         53.07%         56.02%         57.09%           44.04%         61.01%         53.07%         56.02%         57.09%           68.03%         30.06%         43.09%         47.01%         60.03%           02.00%         55.06%         56.01%         63.06%         50.03%           02.00%         57.06%         51.02%         50.0 | 44,04%         38,09%         51,02%         46,08%         41,02%         48,08%           13,03%         03,00%         55,06%         41,53%         46,03%         41,02%         48,08%           13,03%         03,00%         06,00%         07,03%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         06,00%         02,00%         44,04%         08,00%         02,05%         02,05%         02,05%         02,05%         44,04%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%         02,05%                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Yos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1.63F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Employers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Alumini                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NU NU                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1.0. 131                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Perents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | in the second se                                                                                                                                  | 1440 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.4.2 - How the feedback obtained is being analyzed and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | dufflend for small Journament of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | the feetSution7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| (maximum 500 words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | a delized for everal development of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | una manipulare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Feedback Obtained 20 (8-20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| A brief analysis of Feedback: 1. Students<br>students are satisfied with present spi<br>feel that the course has relevance of materia<br>optional subjects at B.A. level. 73 of<br>Students opted for scientism of main an<br>base 10 of students selected subjects of<br>students solucided subject for botter 7<br>subjects solucided subjects of<br>students solucided subjects of<br>students solucided subjects of<br>subjects 50 of the students are smi<br>the last year students feel that inter<br>Students from availability of<br>after reading admission process rules.<br>cartificates, 5 students feel that inter<br>Students from the students are smi<br>the last year students feel that inter<br>Students from the students are smi<br>the last year students for availability of<br>and overall activities of the institut<br>sports facilities, 91 find sufficient f<br>sports facilities, 91 find sufficient f<br>students find library facility for attem<br>the information of the programmes 32 of t<br>of signmal marking system and the int<br>face difficulty to attend first letur<br>things of bus services. The teschers<br>students and they are allowed to atten<br>collage, due to the late taming of our<br>start, subjects at D.A. level. To p<br>like football and cricket, 50 start on<br>stard, library service is folletisted<br>. On Students: All Students are well of<br>general knowledge and lack of compities<br>participating in eo- curricular, oxtri<br>activition. 45 of students isou refer<br>Teschors feel Collage Infrastructure to<br>Sugastions: -Ko motivate faculty for<br>have more computer and internol setup.<br>Sepleyers Feedback: The Findelpi am<br>vision and mission. FAculty performs<br>feeching-feirning 85 for co-curricular<br>infrastructure requires more davolop.<br>"Infrastructure requires more davolop."<br>CRITERION II-TEACHING-LEANNING AND | labus of senests: Also<br>mean's educational volues.<br>11. 29 of students would w<br>students welcost revision<br>biset at B.A. lavel on the<br>bise of the sene senestic of<br>the sene of the senestic of the<br>optimum of the senestic of the<br>senestic of the senestic of the<br>optimum of the senestic of the<br>senestic of the senestic of the<br>senestic of the senestic of the<br>optimum of the senestic of the<br>provide sendence flexibility<br>lass of dyaloblo programs<br>by students are satisfied<br>of the last lacture of provide sendence flexibility<br>forvides. The out statut<br>of first lacture if they are<br>not for tweet theory of a sature<br>is students. Sports and a large books from the libra<br>and facilities are suffici-<br>research and publication.<br>- To start new subjects a<br>the all obside works well<br>academically 55 excellent<br>is all optimum of the sendence of the<br>and the sendence of the sendence of the<br>academically 55 excellent<br>is all optimum of the sendence of the<br>academically 55 excellent of the sendence of the sendence of the<br>academically 55 excellent of the sendence of the sendence of the sendence of the<br>academically 55 excellent of the sendence of the sendenc | t 70 students<br>71 of students<br>71 of students<br>ich sore<br>of course. 80<br>sir interest<br>result. 10 of<br>70 of students<br>of duritability<br>students<br>of duritability<br>students<br>of the<br>sirable. 2.<br>chers is teten.<br>on of the<br>frastructure<br>ural and 78 for<br>86 of the<br>students<br>students<br>set on late<br>the to late<br>the to late<br>the to late<br>the to the<br>state in the<br>stions: -To<br>sports games<br>schart packing<br>whether Freedback;<br>of ragging or<br>you but lack of<br>stively<br>set NCC. MSS<br>ry,100 of<br>set.<br>-Library should<br>t the forme of<br>vittes, 97<br>clogo. |
| and the second se                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 14 K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2.1 - Student Encolment and Profile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Collega, Vadall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The second se                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Vadali Dist. S.M.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| ack: . On Studen<br>agging or gender<br>: lack of general<br>:s are from inter<br>: 52 of students<br>Sports and also 1<br>s from the libra<br>aintained garden<br>for overall dev<br>aff works well t<br>y excellent in t | ts: All Studen<br>harassment. R<br>knowledge and<br>tior and rural<br>actively part<br>NCC, NSS active<br>ry. College In<br>Big campus a<br>elopment. 3. E<br>uned with visi<br>erms of Teachi                                                                   | Results of the 80<br>I lack of computer<br>background, with<br>ticipating in co-<br>ities. A few<br>frastructure:<br>Ind ground area. Mor<br>mployers Feedback:<br>on and mission.<br>ng-Learning.                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NING AND EVALUA                                                                                                                                                                                                            | TION                                                                                                                                                                                                                                                             | Reincipal                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| r<br>ut<br>BC<br>k<br>m<br>ed<br>st                                                                                                                                                                                        | ragging or gender<br>ut lack of general<br>nts are from inter<br>BC. 52 of students<br>Sports and also h<br>iks from the librar<br>maintained garden<br>ad for overall dev<br>staff works well t<br>liy excellent in t<br>Infrastructure reg<br>RNING AND EVALUA | Back: . On Students: All Studen<br>ragging or gender harassment. F<br>ut lack of general knowledge and<br>nts are from interior and rural<br>BC. 52 of students actively par<br>Sports and also NCC, NSS activ<br>ks from the library. College In<br>maintained garden. Big campus a<br>ed for overall development. 3. E<br>staff works well tuned with visi<br>ly excellent in terms of Teachi<br>Infrastructure requires more dev<br>RNING AND EVALUATION |

| Employers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Alumni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Parenis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4.2 - How the feedback obtained is being analyze<br>naximum 500 words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | id and utilized for overall development of the institution?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Feedback Obtained 2018-13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ost of the students are satisfied with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| that the course has relevance to im<br>with the contents of the course for<br>satisfied with relevance of materia,<br>course. Students suggest about vari-<br>college level like Computer skills,<br>Etc. 95 of Students opted for select<br>interest base. 5 of students select-<br>easy to pass graduation on the subju-<br>the library service. 20 of the stud-<br>improved. 90 of the last year studen<br>desirable. 40 of the students found<br>and 15 of the students found it mad.<br>Student Feedback on Teachers. The co-<br>level, Gujarati, Sanskrit and Histor<br>programme. Defence Study subject is<br>Students' Feedback on teachers is the<br>the knowledge base of the teachers,<br>skills of the teachers are very com-<br>learning process. The teachers are | ergraduate level: Almost 76 students feel<br>part educational values. They are satisfied<br>learning purpose.76 of students are<br>1. 73 of students welcome revision of<br>ous certificate training programmas at<br>karate, Competitive examination coaching.<br>tion of main subject at B.A. level on their<br>ed main subject on thinking that they find<br>act.80 of the students are satisfied with<br>ents feel that Library services should be<br>not feel that internal evaluation system is<br>it very good, 45 of students found it good<br>fum about internal evaluation system. 1.2<br>college offers three main subjects at B.A.<br>offered as C.E. (Subsidiary) Subject.<br>aken. 86 of the students are satisfied with<br>71 of the students find communication<br>vinning and effective during teaching -<br>successful to generate interest of the<br>he students believe that the teachers<br>al ouidance after class-room work. The |

Last year students positively responded on overall improves on the institution, 83% of: atodents are satisfied with the teachers, infrastructure and overall activities of the institution, 60% of the students with to go for P.G. course or for competitive examination after completion of B.A. course. Most of the students are satisfied up to 82 % from the present teaching staff. 82 % of students siggest that the teaching of syllabus by the teachers is almost covered before an iversity examination. In various subjects, 66 % of students prefer to meet the teachers to take guidance for educational purpose, and for competitive examinations. 50 % of students are willingly restly to join niturni association for providing service for the development of the institution. Most of the students are satisfied with the fuelty members, library facility, sports activities, N.S.S. N.C.C programmes of the institution.

#### 4. Students' Programme Evaluation :

85 % of students lake admission on the basis of available programmes and related information of the programmes. They suggested for the detail information of the institution, teachers, subjects, activities, fee structure... In one prespectus book. The principal and the staff members accepted this and published the prospectus book in March and distributed from June to the students for better understanding.

The most of the students are satisfied with the optional subjects. But they suggested starting computer course, and other skilled training programmes in the institution. From last two years embroidary training programme is organized for women students. The students suggest increasing new modern methods for teaching tearsing process. 78 % of the students are satisfied with the format of internal marking system and two internal tests. The test station students face difficulty to ottend first lecture, and the last lecture due to hate timings of bus services. The teachers provide acutemic flexibility to the students and they are allowed to attend first lecture if they are late in the college, due to the tate timing of bus services.

> Principal Arts Callege, Vadall Ta. Vadali Dist, S.K

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#### Annexure - III 2017-18

#### A brief analysis of Feedback :

Last year the institution collected feedback from the students under specific formats. A brief analysis is as under: -The sea 2.4.3

#### 1. Students Fredback on Syllabus.

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 $\mathcal{C}_{i, \frac{1}{2}}(2)$ Most of the students are salisfied with present syllabus of semester at undergraduate level. Almost 78-56 students feel that the course has relevance to impart educational values. They are satisfied with the contents of the course for learning purpose,68 % of students are satisfied with relevance of material. 70% of students welcome revision of course. 1

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#### ×\* Student Feedback on Teachers. 2.

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The students are satisfied with the knowledge base of the teachers, 71% of the students find communication skills of the teachers are very convincing and effective during teaching - teaming process. The teachers are successful to generate interest of the students in their subjects. 75 % of the students believe that the teachers happily welcome students for personal guidance after class-room work. The students suggested for some teachers to insulcate teaching-tearning with original life episodes. The Principal discussed this topic with related teachers and convinced them to do it in the most positive way. All teachers got more than E1 % rating on overall impression from the students.

Feedback from the students of Semester VI on averall impression of the institution : 3.

AMNERAKE- 111 A brief analysis of Feedback. 2016- 17 Students Feedback on Syllabou A CONTRACTOR

Most of the students are satisfied with prepent syllabar of senester st. undergraduate lavel. Almost 71 % students feel that the source has reference to linpart educational values. They are satisfied with the contents of the course for learning purpose.68 % of students are satisfied with relevance of material. 61% of students we come revision of course.

2. Student Fredback on Teachers.

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The students are subsided with the knowledge base of the teachers. 76 % of the students find communication skills of the teachers are very convincing and effective during teaching – learning process. The teachers are successful to generate internet of the students in their subjects. 71 % of the students believe that the teachers implify welcome students for personal guidance after class room work. The students suggested for some teachers to inculcate (caching tearning with original life episodes. The Principal discussed this topic with related teachers and constructed them to do it in the most positive way. All teachers get more than 85 % rating on avanul impression from the students.

3. Feedback from the students of Semester VI on overall impression of the institution :

Last year shidents positively insponded on overall impression of the institution. 75% of stadents are satisfied with the teachers, infrastructure and overall activities of the institution. 67 % of the students wish to go for P.G. course or for competitive examination after completion of D.A. course. Most of the students size satisfied up to 86 % from the present leaching staff, 85 % of students suggest that the teaching of syllabus by the teachers is almost covered before nuiversity examination in various subjects. 62 % of students prefer to most the teachers to take guidance for educational purpose, and far competitive examinations, 52 % of students are willingly rendy to juin alourni association for providing service for the development of the institution. Most of the students, are satisfied with the theathy members, library facility, sports activities, N.S.S, N.C.C. programmes of the institution.

> Principal Arts Collega, Vadali Ta, Vadali Dist. S.X

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| 180                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 13                                    |              | ARTS COLLEGE,             | 4                   | 3    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------|---------------------------|---------------------|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ) <sup>m</sup> ]]                     |              | Vallon Form               |                     | 8    |
| TEACHER MAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A                                     |              |                           | •                   | _    |
| B.A.SEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | · · · · · · · · · · · · · · · · · · · |              | ENHOLIMENTNO              |                     |      |
| STUDENT NAM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1E:                                   |              | •                         |                     | · ·  |
| . 11 a t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | - 4                                   | ÷.           | 14                        |                     |      |
| 1. Treate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | d students with respect.              |              |                           |                     |      |
| Str                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ongly.Agree Agree                     | 0            | Neutral Disagree 🔿        | Strongly Disagree   |      |
| 2. Mode                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | students feel free to ask             | questions,   | •                         |                     |      |
| Si                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | rongly Agree OAgree                   | Ö            | Neutral Olsagree 🔿        | Strongly Disagree   | 1    |
| 10 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | apable of answering ques              | ·* ·         |                           |                     |      |
| E 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | rongly Agree Agree                    |              | Neutral Disagree 🔿        | Strongly Disagree   |      |
| AE (A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | · · · · · · · ·                       |              |                           | 1                   |      |
| and the second sec                                                                                                                                                                                                                                             | municated clearly.                    |              |                           | Stmeely Disaaree    | . 40 |
| · · · · · · · · · · · · · · · · · · ·                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                       |              |                           |                     |      |
| and the second s | ned homework that was r               | Conner 1     |                           |                     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | trongly Agree OAgree                  |              | Neutral Disagree 🔿        |                     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | exams that reflected the              |              |                           |                     |      |
| :: · · · · · · · ·                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | trongly Agree Agree                   | 0            | Neutral Disagree          | Strongly Disagnie   |      |
| 7. Kept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | students informed about               | their class  | gradas material.          |                     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | trongly Agree OAgree                  |              |                           | Strongly Disagree   |      |
| S. Eval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | uation process(exam) by t             | eachers.     | -                         |                     | 5    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | trongly Agree Agree                   |              | Neutral Disagree          | Strongly Disagree   |      |
| 9. Lect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ures and study materials a            | aimulated    | class involvement intrest | and achievement.    |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | itrongly Agree 🔿 Agree                |              |                           |                     |      |
| 10. Th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | e lecturer made effective i           | isa of lectu | are time(audio or vidao a | nd other resource). |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |              |                           |                     |      |
| 14 10-14 Carteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                       |              | a                         |                     |      |

SHETH SHREE B.C. SHAH ARTS COLLEGE, VADALI YEAR - 2020-21 Syllabus Feedback Report ENROLLMENT NO-B.A.SE STUDENT NAME: -1. The Lecturer was/were knowledgeable in the field of study represented by this Course. (લેકચરર અભ્યાસકમના ક્ષેત્રમાં જાણકાર હતા) Strongly Agree Agree Partially Agree Strongly Disagree 2. The Structure of the course reflected course objectives. (અંભ્યાસક્રમની રચના અલ્થાસક્રમની ઉદેશોને પ્રતિબિબીત કરે છે.) Ostrongly Agree Agree O Partielly Agree Strongly Disagree 3. Course content is relevant and current. (Bit autoff adult at a start B) Strongly Agree Agree Partially Agree Strongly Disagree 4. Assignment, resources and exam enhanced learning. (પ્રસાઇનીપ્રેન્ટ અને સંસાધની અને પરીક્ષા લારા ઉન્નત શિક્ષણ મળે છે.) -Strongly Agree Agree Partially Agree Strongly Disagree S. Course objectives were clearly communicated to students. (Cleuz Ital) 20211215 Hell 154 ઉદ્યશી સ્પષ્ટપણે જણાવવામાં આવ્યા હતા) Strongly Agree Agree Partially Agree Strongly Disagree 6. Level of Course difficulty was appropriate. (3) & Raded Htt yster or) Strongly Agree Agree - Partially Agree Strongly Obagree 7 My assignment and written work graded in a reasonable amount of time with high quality My assignment and written work graded in a reasonable amount of time with high quality constructive Comments. (અંસાઇનપ્રેન્ટ અને લીધીના કાર્યની ચકારાણી સમયસર અને ચીલ્વ દિપ્પણી 'સારી કરવામાં આવી હતી) Strongly Agree Agree Partially Agree Strongly Disagree 8. Exam evaluation is fair and transparent. (પરીક્ષા મુલ્યાંડન ચીલ્સ અને પારદર્શી છે.) Strongly Agree Agree Partially Agree Strongly Disagree 9. Attention was given to enhancing student writing learning and critical thinking skills. (વિદ્યાર્થીના લેખન શિક્ષણ અને વિવયનાત્યક વિચાર કુવળતા વધારવા માટે ધ્યાન આપવામાં Strongly Agree Agree Partially Agree Strongly Disagree 10. A Variety of teaching methods were used to accommodate diverse learning styles of ત variety of teaming metricus were used to occummounte overse rearing styles of students. (વિદ્યાર્થીઓને શિક્ષણ આપવા માટે વિવિધ શિક્ષણ પઢતિઓનો ઉપરોગ કરવામાં Strongly Agree Agree Partially Agree Strongly Disagree Principal Arts College, Vodall Ta, Vadali Dist, S.K.

1-2 0.3 H SHREE B.C. SHAH ARTS COLLEGE, VADALI YEAR - 2020-21 Feedback from Students about College Anal . ENROLLMENT NO-B A SEM STUDENT NAME: -1. The OFFICE staff in the college is cooperative and helpful. OStrongly Agree O Agree O Neutral Disagree O Strongly Disagree 2. The prescribed books/reading materials are available. OStrongly Agree O Agree O Neutral Disagree O Strongly Disagree 3. Result are Displayed by the College. OStrongly Agree O Agree O Neutral Disagree O Strongly Disagree and many A: Separate common rooms for girls are available. OStrongly Agree O Agree O Neutral Disagree O Strongly Disagree 5: The classrooms/washrooms are clean and properly well maintained. OStrongly Agree OAgree O Neutral Disagree O Strongly Disagree 6. The campus is green and eco-friendly. • OStrongly Agree OAgree O Neutral Disagree O Strongly Disagree 7. Clean drinking water is available in the college campus. \* Strongly Agree Agree Neutral Disagree Strongly Disagree - -C. , 8. Our grievances are redressed/problems are solved well in times. \* OStrongly Agree O Agree O Neutral Disagree O Strongly Disagree 9. The functioning of the placement cell in the college is satisfactory. • Ostrongly Agree O Agree O Neutral Disagree O Strongly Disagree 10. Continuous efforts are taken by the college to improve the quality of teaching and learning. Ostrongly Agree O Agree O Neutral Disagree O Strongly Disagree

Principul Arts Collego, Vauvi, To, Vadali Dist. 5 ×

| Arts College, Vadali<br>Student Feedback on Teachers<br>ગામાં વિદ્યાર્થીઓના અધ્યાપકો પરત્વેના પ્રતિસાટ<br>વર્ષા                                                                                                                                  | 5° , |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| ગાગાપકનું નામ:<br>વિષય                                                                                                                                                                                                                           | ť    |
| વિંદ્ર ૨ ૭ ૬ ૫ ૪ ૩ ૨ ૧<br>ખૂરુ જ શ્રેષ્ક મધ્યમ સાંઘી નબલ્લુ                                                                                                                                                                                      | 1.45 |
| ક્રમ પુલ્યાંકન અંગેના સુલ⊸લતજો શુલ<br>⊘                                                                                                                                                                                                          |      |
| <ul> <li>ર દિદ્યાર્થીઓ સાથે અધ્યાપકની થાન આદાન-ગ્રદાનની શૈલી કેવી ?</li> <li>અધ્યાપક વર્ગ-વ્યાખ્યાનમાં પોતાના વિષયમાં કેટલો ૨સ ઉભો કરે છ?</li> <li>અધ્યાપકથીની પર્યાવરલ તથા અન્ય જીવનના પ્રસંગો સાથે અભ્યાસ</li> </ul>                           |      |
| 3 અધ્યાપકશીની પયાવરલ તેવા અન્ય જીતના પ્રતના સાથ બનવા<br>સામગ્રીને સંલગ્ન કરવાની લગતા કેટલી ?<br>૪ અધ્યાપકશીની વગમાં અને વર્ગ બહાર તમારા પ્રશ્નોના ઇકેલ યાટેની<br>તત્પરતા કેટલી ?<br>૫ અધ્યાપકશીની કલીઝ,પરીક્ષાઓ,એસાઈનમેન્ટ અને અભ્યાસક્રમ અંગેની | 1    |
| રામજ અંગેની આપવા પધ્ધતિ દેવી ?<br>5 અધ્યાપદલ્લીનું વિષયને લગતું શાન કેટલું ?<br>9 અધ્યાપકની નિષ્ઠા અને વિષય પ્રત્યેની પ્રતિબધ્ધતા કેટલી ?                                                                                                        |      |
| ટ અધ્યાપક અંગેની રામગ્ર છાપ કેલી ?                                                                                                                                                                                                               |      |
| Principal<br>Arts Collegu, Vudelt<br>Yo, Vodali Dirt. 5.8                                                                                                                                                                                        | y    |
|                                                                                                                                                                                                                                                  |      |

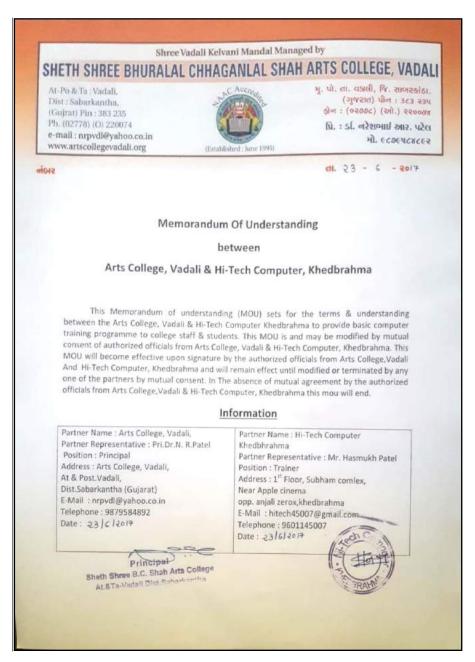
| વેભાગ                                  | શાખા                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        | . a   | ; ····· |         |   |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|---------|---------|---|
| a <sub>n</sub> an ang                  | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -4     |       |         | 3.<br>5 |   |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |       |         |         |   |
| 1) અભ્યાસ માટે કોલેજ કે:               | มมุงมุญคาวจา                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |       |         |         |   |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        | 10.00 |         |         |   |
| (૧) સુવિધાઓનો અભા                      | व असाय तेनीसामे                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | √ કરો. | -     |         | -       |   |
| (૨) સુવિધા પુરતી જણ                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        | 1     |         |         |   |
|                                        | ાતા શવ તા પ શ ૧                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | જણાવો, |       | - A - A | - 194   | 1 |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |       |         |         |   |
| ર.કોલેજ પ્રવૃત્તિઓ માટે વ<br>પ્રતા છે? | સુવિધાઓ મળે છે                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | તે હાં |       | નાં     |         |   |
| ા. વર્ગખંડ માટે                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |       |         |         |   |
| II. સાંસ્કૃતિક પ્રવૃતિઓ                | માટે                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |       |         |         |   |
| ાા. ૨મત-ગમત માટે                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |       |         |         |   |
| iv. વિદ્યાર્થીનિ કસમાટે                | Speriger and and a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |       |         | -       |   |
| v. લાયબ્રેરી વાંચન મા                  | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2 +    |       | 121 CA  |         |   |
| VI. લાયબ્રેરી ઈટરનેટ 1                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |       |         |         |   |
| /॥. કોમ્પ્યુટર અને અલ                  | And the second s |        | -     |         |         |   |
|                                        | Contraction and a state of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |       |         |         |   |

Principal Arts College, Vadall Ta, Vaij di Oist. S.K

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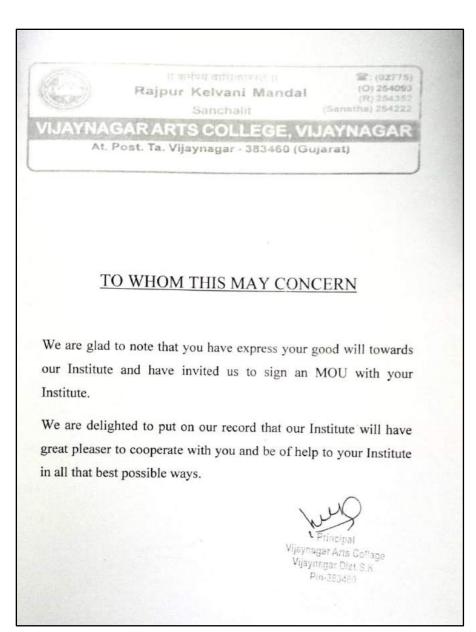
1.4.2 Arts College, Vadali Students' Programme Evaluation તક કરવાના અભ્યાસક્રમ અંગે વિદ્યાર્થીઓનું મૂલ્યાંકન. Anat વિભાગ શાખા, a... 1.1. વે. પરિણામ જાહેરથયા બાદ આપના પ્રતિભાવ જોવામાં આવશે તથા સ્નાતક કર્ણાના અભ્યાસદમ સુધારણા માટે થશે. ર આપની ઓળેખ શુપ્ત પણ રોખી શકો છો અને જાહેર પણ કરી શકો છો ડે. જેરરી લાગે ત્યાં એક કરતાં વધુ લિકલ્પ ઇપર ખરાની નિશાની કરી શકો છો. ર રંતાતક હકાની અભ્યાસ્ત્રેમ સ્વીકારતા પહેલાં આપે નીચેની કઈ પાહિતી દર્શાવતું પત્રક મળવ્યુત્તેહતું ? — ઉપલબ્ધ અભ્યાસકર્મા — પ્રવેશના ગિવર્મો --આવેશ્યક પ્રમાણપત્રો. --ફી અંગેતુ મળ્ળેતુ અને નિયમો. ---આર્થિક સંહાય ર.. આંપે સિપ્યયની પ્સદેગે ક્યાં આઘારે કરી ? -ાલ્પ્યમાં રસ રૂગી. ---પૂર્વ પણીક્ષામાં સારો દેખાવ ---ઉત્તીર્ણ થવામાં સરળતા. -નોકરી મેળવવામાં સરળતા. ---અન્ય સહાય ( હીય તો દર્શાવો ) 3. ઉપલબ્ધ વૈકલ્પિક વિષયોથી આપ સંતુષ્ટ છો ? 🤄 🤃 ! HL ----વધારે હોવા જોઈએ. Principal Arts College, Vadali To. Vadali Dist. S.K 

Date : 12-03-2021 Action Taken Report of Feedlinck 2020-21 Feedback Committee In-charge: Dr. P.R Putel (Associate Professor) Member: Mr. B.D. Patel (Assistant Professor) Feedback from students were taken regarding syllubus, college facilities and teaching quality of teachers. After analyzing the above three feedbacks, The Principal, I.Q.A.C Committee and The Management Representative held a meeting and the following architecture and the Management Representative held a meeting and the following . . resolutions were made. The Teachers should make more use of LC.T enabled platforms for teaching/fearning.
 Certificate course for women empowerment like Embroidery, Beauty care will be (3) In the sports and games, Football, Cricket and Chess will be implemented.
(4) The facilities like sheded parking stand and college canteen for students will be given priority. These Dr.P.R.Patel In-charge Feedback Committee one leter. Dr.D.A.Melaa Co-Ordinator IQAC Dr.N.R.Parel\_ Principal Shell Shree B.C. Shah Ana College At.STo-Vadell, Olst. Bebarkantha 1 . . . 2. 2. 19 14 A. 1 8. 4



# MOU with Vijaynagar Arts College,

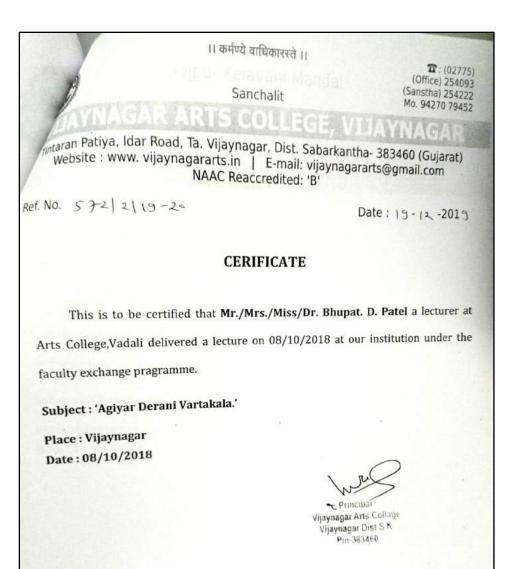
Memorandum of Understanding Between Vijaynagar Arts College and Arts College, Vadali This Memorandum of Understanding (MOU) sets for the terms and understanding between the Vijaynagar Arts College and the Arts College, Vadali. For Faculty Exchange Programme & Library Services This MOU is will and may be modified by mutual consent of authorized officials from Vijaynagar Arts College and Arts College, Vadali. This MOU shall become effective upon signature by the authorized officials from the Vijaynagar Arts College and Arts College, Vadali and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Vijaynagar Arts College and Arts College, Vadali this MOU shall end. **Contact Information** Partner name :-Vijaynagar Arts College, Vijaynagar Partner representative : - Dr. L. S. Mewada Position : -I/C Principal Address : -Nr. Tintaran Patiya, Idar Road, At & Post & Taluka -Vijaynagar-383460, Dist. Sabarkantha (Gujarat) Telephone : -02775 254093, 94270 79452 Fax : -02775 254093

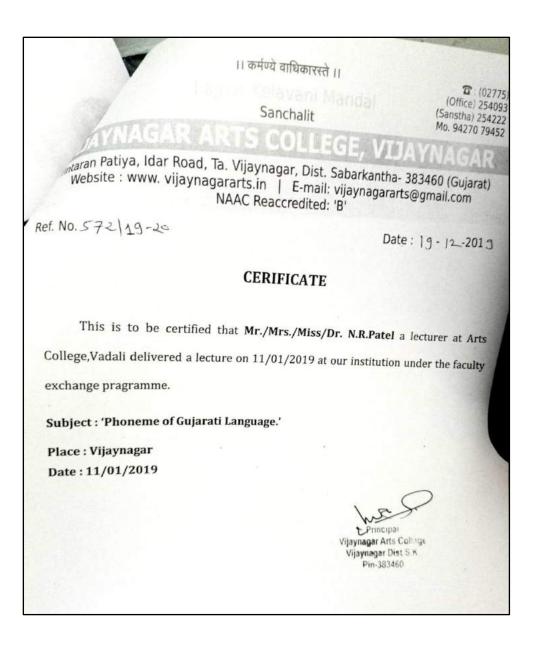


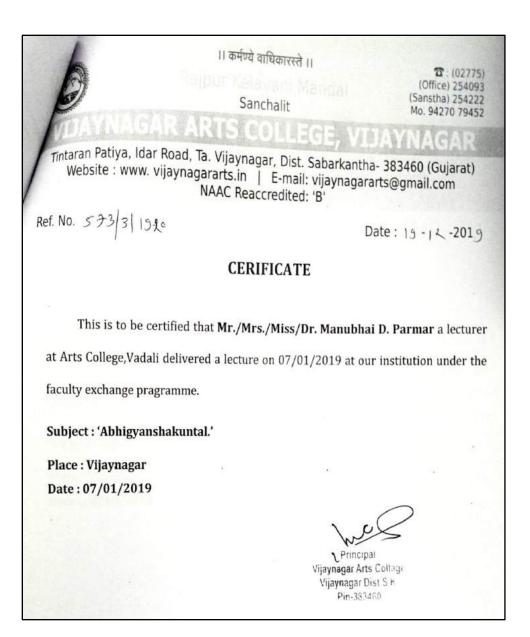
vijaynagararts@gmail.com E-mail : www.vijaynagararts.in Website : -Arts College, Vadali Partner name : -Partner representative : - Dr. N. R. Patel Principal Position : -Arts College, At & Post & Taluka - Vadali Address : -Dist. Sabarkantha (Gujarat) Telephone : -Fax : -E-mail : -Date : -Vijaynagar Arts Collage Vijaynagel Lentis K. (Dr. L. S. Mewada, Vijaynagar Arts College, Vijaynagar, I/C Principal ) Date : -(Principal, Dr. N. R. Patel, Arts College, Vadali)

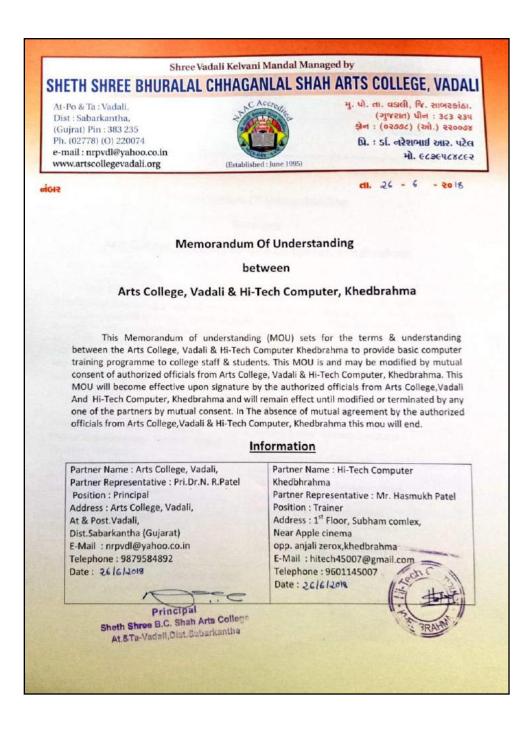
| No.                                                                                                              | ।। कर्मण्ये वाधिकारस्ते ।।<br>Sanchalit<br>CIS COLLEGE, | Mo. 94270 79452                                                         |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------|
| Tintaran Patiya, Idar Road, Ta<br>Website : www. vijaynaga                                                       | A Vijavnanar Diet Cabarl                                | anthe 202450 (Colored)                                                  |
| Ref. No. 572  41 19-2.                                                                                           | CERIFICATE                                              | Date: 19 -12 -2019                                                      |
| This is to be certified<br>College,Vadali delivered a lect<br>exchange pragramme.<br>Subject : 'Arts and Drama.' |                                                         | P.R.Patel a lecturer at Arts                                            |
| Place : Vijaynagar<br>Date : 03/09/2018                                                                          |                                                         |                                                                         |
|                                                                                                                  | Vi                                                      | Principal<br>jaynagar Arts Collage<br>Vijaynagar Dist S &<br>Put-383460 |

| Ø                                      | ।। कर्मण्ये वाधिकारस्ते ।।<br>Sanchalit                                                                    | 254093<br>(Office) 254093<br>(Sanstha) 254222<br>Mo. 94270 79452 |
|----------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| A DAY ALAS                             | AR ARTS COLLEGE, VI                                                                                        | March Le Calle                                                   |
| Tintaran Patiya, Ida<br>Website : www. | r Road, Ta. Vijaynagar, Dist. Sabarkant<br>vijaynagararts.in   E-mail: vijaynaga<br>NAAC Reaccredited: 'B' | ha- 383460 (Gujarat)<br>rarts@gmail.com                          |
| Ref. No. 572/1/ 19                     | CERIFICATE                                                                                                 | Date : \ 영-   간 -201 영                                           |
|                                        |                                                                                                            |                                                                  |
|                                        | certified that <b>Mr./Mrs./Miss/Dr. Aarti R</b><br>vered a lecture on 21/09/2018 at our inst<br>ne.        |                                                                  |
| Subject : 'Preman                      | adni Aakhyankala.'                                                                                         |                                                                  |
| Place : Vijaynagar                     |                                                                                                            |                                                                  |
|                                        |                                                                                                            |                                                                  |
| Date : 21/09/201                       | Vijaynaga<br>Vijaynaga                                                                                     | incipal<br>ir Arts Collage<br>gar Dist S K<br>-383460            |











### Memorandum Of Understanding

between

# Arts College, Vadali & Hi-Tech Computer, Khedbrahma

This Memorandum of understanding (MOU) sets for the terms & understanding between the Arts College, Vadali & Hi-Tech Computer Khedbrahma to provide basic computer training programme to college staff & students. This MOU is and may be modified by mutual consent of authorized officials from Arts College, Vadali & Hi-Tech Computer, Khedbrahma. This MOU will become effective upon signature by the authorized officials from Arts College, Vadali And Hi-Tech Computer, Khedbrahma and will remain effect until modified or terminated by any one of the partners by mutual consent. In The absence of mutual agreement by the authorized officials from Arts College, Vadali & Hi-Tech Computer, Khedbrahma this mou will end.

#### Information

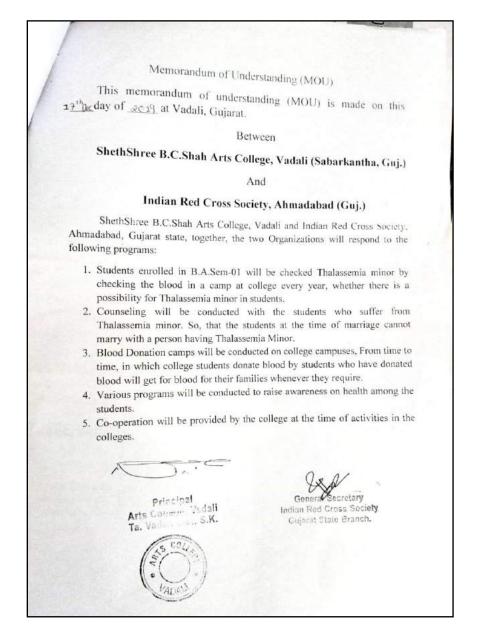
Partner Name : Arts College, Vadali, Partner Representative : Pri.Dr.N. R.Patel Position : Principal Address : Arts College, Vadali, At & Post.Vadali, Dist.Sabarkantha (Gujarat) E-Mail : nrpvdl@yahoo.co.in Telephone : 9879584892 Date : 17/6/2019

Partner Name : Hi-Tech Computer Khedbhrahma Partner Representative : Mr. Hasmukh Patel Position : Trainer Address : 1<sup>st</sup> Floor, Subham comlex, Near Apple cinema opp. anjali zerox,khedbrahma E-Mail : hitech45007@gmail.com Telephone : 9601145007 Date : 17/6/2019 1

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Principal Sheth Shree B.C. Shah Arts College At.&Ta-Vadali.Dist.Sabarkantha

# **MOU with Indian Red Cross Society, Ahmedabad**



# MOU with All Gujarat Women Organization, 'Shaktimanch', Ahmedabad



