



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

L. D. ARTS COLLEGE

**L D ARTS COLLEGE OPP IIM AHMEDABAD NAVARANGPURA
380009**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

L.D. Arts College: 86 Years of Educational Excellence

L.D. Arts College, located in the vibrant city of Ahmedabad, Gujarat, is a distinguished institution with a rich history spanning over eight decades. Established in 1937 by the Ahmedabad Education Society, this institution owes its inception to the collaborative efforts of prominent figures such as Sardar Vallabhbhai Patel, Shri G.V. Mavlankar, and Shri Kasturbhai Lalbhai. With an enduring commitment to fostering nationalism, humanism, character development, and academic excellence among the youth, L.D. Arts College has remained true to its foundational values even in the changing landscape of modern education.

Historical Context and Founding Principles

The foundation of L.D. Arts College came during a pivotal period in Indian history – the British colonial era. It was a time when India was striving for independence and needed educational institutions to instil a sense of nationalism and social responsibility among its youth. The founding fathers, including the iconic Sardar Vallabhbhai Patel, envisioned an institution that would not only impart knowledge but also nurture character and values.

In this spirit, L.D. Arts College aimed to equip its students with a holistic education that combined academic rigor with ethical and moral development. These principles remain central to the institution's mission and continue to guide its educational programs and activities.

Academic and Developmental Goals

L.D. Arts College is dedicated to shaping the youth into remarkable individuals who can assume their roles in society with responsibility, commitment, and a comprehensive understanding of the term 'educated.' To achieve this, the college employs a multifaceted approach that blends theoretical knowledge with practical learning. The institution offers a wide range of academic courses, each carefully curated and delivered by experienced and dedicated faculty members.

However, L.D. Arts College goes beyond academics. It strives for all-round personality development, character building, and a commitment to serving society. This humanitarian orientation and focus on self-reliance set the college apart in the educational landscape.

Vision

Vision: "To be a leading institution of academic excellence, fostering holistic development and nurturing future leaders"

The institution's vision is a lofty and ambitious goal, as it aspires to become a leading institution of academic

excellence. This vision reflects their desire to be at the forefront of educational institutions, setting the benchmark for others to follow. The emphasis on fostering holistic development is a testament to their dedication to shaping well-rounded individuals who not only excel academically but also grow emotionally, socially, and ethically. This holistic approach reflects their commitment to producing future leaders who possess not only knowledge but also a strong moral and ethical foundation.

In pursuit of their vision, L D Arts College has outlined a clear and concise mission statement. Their commitment to providing a transformative educational experience is commendable, as it implies that they aim to go beyond mere instruction and seek to inspire personal and intellectual growth in their students. The core values of transparency, participatory approach, and growth are pivotal to their mission. Transparency ensures openness and honesty in all their actions, building trust within the college community. The participatory approach promotes collaboration and shared decision-making, empowering all stakeholders to contribute to the college's growth and development. The focus on growth signifies a commitment to continuous improvement and advancement, ensuring that L D Arts College remains dynamic and responsive to the evolving needs of its students and society.

In conclusion, L D Arts College's vision and mission statements encapsulate their commitment to academic excellence, holistic development, transparency, a participatory approach, and growth. These principles guide their actions and set the direction for their institution, emphasizing their

Mission

Mission: "At L D Arts College, we are committed to providing a transformative educational experience rooted in the core values of transparency, participatory approach and growth"

Our core mission is to nurture the holistic development of our students, and to achieve this, we have set specific goals that reflect the philosophy of the Ahmedabad Education Society, emphasizing transparency, a participatory approach, and growth.

Our mission revolves around five major goals:

All Round Personality Development: We are dedicated to holistic education, encouraging our students to engage in extracurricular activities such as NSS, NCC, sports, and cultural events. We believe that these activities significantly contribute to their personal development, helping them become well-rounded individuals.

Character Building: We instil values such as discipline, regular attendance, and punctuality as essential traits to nurture strong character and integrity among our students. These values are fundamental to our educational philosophy.

Service to Society: Our institution places a strong emphasis on the importance of giving back to society. We actively nurture a sense of social responsibility in our students, encouraging them to become active and compassionate members of their communities.

Humanitarian Orientation: We cultivate a humanitarian outlook among our students, fostering empathy and compassion towards fellow human beings. This outlook is vital for creating a more just and caring society.

Self-Reliance: We empower our students to become self-reliant and confident individuals who can face life's challenges with resilience. Through our education, we aim to equip them with the skills and mind-set necessary for success in an ever-changing world.

Our institution is proudly governed by the Ahmedabad Education Society, an organization with a rich history of promoting academic excellence since its establishment in 1935. The Principal, as a key leader, collaborates closely with the Management through periodic meetings to ensure the effective execution of our institution's goals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Legacy and Prestige: Over eight decades of history, showcasing a commitment to education and character development.
- Infrastructure and Green Campus: Impressive 9620 square meters of eco-friendly infrastructure, offering a serene and environmentally conscious learning environment.
- Supportive Management: A highly supportive management team that shares the institution's vision.
- Merit-Based Admissions: Ensuring that only the most deserving candidates gain admission.
- Well-Equipped Library: Essential for academic research and conducive learning atmosphere.
- Pioneering Digital Learning: Early adoption of modern technology through the DELL project.
- Active Placement Cell: Assisting students in securing employment opportunities after graduation.
- Bilingual Education: Offering education in both English and Gujarati mediums.
- Extracurricular Engagement: Fostering a well-rounded education through participation in extracurricular activities.
- Student-Centric Learning: Interactive teaching-learning process for active engagement and deeper subject understanding.
- Highly Qualified Faculty: Composed of dedicated educators nurturing students' intellect and character.
- Academic Excellence: Consistently high success rates in university examinations.
- Sports and Physical Development: Excellent sports facilities and student achievements in various sporting events.
- Social Service Initiatives: Active NSS wing promoting social service and community engagement.
- Disciplined NCC Unit: Instilling values of leadership, discipline, and patriotism.
- Women's Development Committee: Supporting female students' development through CWDC.
- International Inclusivity: Admitting foreign students, fostering cultural diversity and global perspectives.
- Distance Education Opportunities: Serving as study centers for IGNOU and BAOU, enabling additional courses.
- Hostel Facilities: Offering safe and secure campus accommodations for female students.
- Spiritual Upliftment: Daily morning prayers promoting introspection and inner growth.

Institutional Weakness

1. Staff Deficiency:

Shortage of permanent faculty members, leading to a reliance on visiting faculties.

Limited continuity and stability in teaching staff.

Challenges in maintaining consistent academic quality and mentorship.

1. Less Marketability for Some Courses:

Some courses may have niche or declining demand.

Limited job opportunities for graduates of certain courses.

Lower student enrollment in these courses, affecting revenue.

1. Courses Not Offered in English Medium:

Limited appeal to students who prefer English instruction.

Potential exclusion of a significant portion of the student population.

1. No Formal Linkages with Professional Institutes:

Lack of collaborations with industry-specific institutions, such as hospitals, engineering firms, or businesses.

Missed opportunities for practical training, internships, and real-world exposure for students.

Reduced relevance of academic programs to current industry needs.

1. Inability to Undertake Major and Minor Research Projects:

Limited capability to conduct significant research projects.

Hindered opportunities for faculty and students to engage in research and contribute to academic advancements.

Reduced potential for securing research grants and partnerships.

Institutional Opportunity

Opportunities

1. Diverse Job Opportunities

The college's locational advantage provides students with access to various job opportunities in public, private, and government sectors.

2. Research Potential

The institution recognizes the research potential amongst its students and aims to foster a culture of inquiry and exploration.

3. Wide Range of Courses

The institution's diverse course offerings provide students with a range of options to align their education with

their career aspirations.

4. Interaction with Eminent Personalities

Students benefit from regular interactions with eminent personalities, broadening their horizons and perspectives.

5. Cosmopolitan Culture

The cosmopolitan culture of the institution enriches the learning experience by exposing students to diverse worldviews.

6. Rural-Urban Education

L.D. Arts College plays a vital role in encouraging rural students to embrace modern education, facilitating social progress.

7. Competitive Exam Preparation

The college provides a conducive environment for students preparing for various competitive examinations.

8. Organizational Skill Development

Students have the opportunity to develop organizational skills by participating in various activities and events.

9. Multiple Course Options

The institution offers students the flexibility to study multiple courses simultaneously through IGNOU..

10. Social Service Opportunities

The active NSS unit enables students to engage in various social service activities, promoting a sense of responsibility towards society.

Conclusion

In conclusion, L.D. Arts College, established in 1937, continues to be a beacon of education, character development, and holistic learning in Gujarat. Its enduring commitment to the principles set forth by its founding fathers, combined with its modern approach to education, makes it a dynamic and forward-thinking institution.

Despite facing challenges such as faculty shortages and changing student preferences, the college is poised to capitalize on its strengths and opportunities. With a focus on research, diverse course offerings, and a commitment to social service, L.D. Arts College remains a vital force in shaping the next generation of responsible, educated citizens who will contribute positively to society.

Institutional Challenge

Challenges

1. Syllabus Completion Under CBCS

The introduction of the Choice-Based Credit System (CBCS) has posed challenges in completing the syllabus in time while maintaining academic standards and fulfilling the requirements of the academic calendar

2. Bridging the linguistic Rural-Urban Gap

The institution strives to bridge the gap between rural and urban students, ensuring that all students have equal access to quality education.

3. Declining admissions in certain subjects

In recent years, there has been a progressive decline in the enrolment of students in the arts faculty.in certain subjects

4. Sustainability of Certain Courses

Some courses may face sustainability challenges due to changes in the contemporary job market and student preferences.

5. Communication Skills Development

Efforts are underway to enhance communication skills, especially among students who face constraints related to language, region and nationality, to prepare them for a competitive job market.

6. Multidimensional Activities

Balancing a wide range of activities, from academics to extracurriculars, poses organizational challenges for the institution.

7. Competition from Self-Financed Institutes

The increasing number of self-financed institutes and privatization pose serious challenges for the survival of the Institute with conservative programs

In conclusion, while L.D. Arts College has strengths and a rich history, addressing weaknesses like staff deficiency, course marketability, language limitations, and the lack of formal linkages is crucial for maintaining and enhancing its reputation. These challenges can be mitigated through strategic planning, investment, and adaptability to evolving educational trends and student needs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

L.D. Arts College is a constituent college, affiliated to the Gujarat University. Hence, it does not design the syllabus; however, the planning for implementing the designed syllabus is done at both macro and micro levels. The Academic Calendar of the college is prepared as per the University calendar, so that it facilitates the teaching and administrative processes as well. Each Faculty member prepares a Course Plan for the upcoming semester, which is shared with the students, so that there is clear idea about the pathway of curriculum delivery. Field trips, and project work is encouraged to indulge students in experiential learning. The college campus is WIFI enabled, facilitating the students and Faculties. The Academic Calendar also takes co-curricular activities and sports activities throughout the year. L.D. Arts offers Certificate course in Spoken Sanskrit Class, to encourage students to get in-depth knowledge of Indian texts and language. Prescribed curriculum includes papers on Environment Studies, Human Values, and Environmental Economics, which helps to integrate these cross-cutting issues with the curriculum dispensation. The College also has a feedback system in place. Different stakeholders like students, Alumni, Teachers, and parents of teachers are asked to give their feedback on the teaching, learning and academic processes.

Teaching-learning and Evaluation

L.D. Arts College has had a rich legacy of academic excellence over that last few decades. Hence, during admission, the number of sanctioned seats always get filled up. The College follows the GOI guidelines for giving admission in various categories, like SC, ST, OBC and others. To enhance the learning experience of the students, the college organizes field trips, industrial visits, and project work as part of the experiential learning. Faculty members use varied ICT tools to make the learning experience more interesting – power point presentations, INFLIBNET, flipped learning, suggesting research articles, and the like. The NSS unit of the college is very active and routinely takes groups of students to slums, villages, orphanages, and old age homes to inculcate a sense of social commitment. A large majority of the Faculty members have the doctoral thesis as their highest qualification; it becomes beneficial to the learners in order to know the basics of Research. This also has a direct reflection on the result of the students, which can be witnessed by the high pass percentage. Many of the Faculty members are on the Board of Studies of their respective departments at the University level. They also actively contribute to the Evaluation process by setting Question papers, and by participating in the Evaluation process.

Research, Innovations and Extension

At L.D. Arts College, the dedication to academic research is evident through the substantial number of research papers published by the faculty in journals listed on the UGC CARE list. Over the past five years, our faculty members have made significant contributions to their respective fields, disseminating their research findings in prestigious journals. Here is a detailed description of some of the research papers published during this period

At our institution, education extends far beyond the confines of classrooms, emphasizing holistic learning and community-oriented service. Central to this vision are our transformative outreach programs, spearheaded by our National Service Scheme (NSS) unit. This unit channels the boundless enthusiasm and potential of our students into noble causes, aligning with our institution's mission.

The journey begins each academic year with the profiling of the NSS unit during an induction meeting. Registration follows, accompanied by an orientation program that familiarizes students with NSS's essence and objectives. A dedicated core committee is formed to lead NSS activities.

Collaboration with NGOs deeply engaged in social service is a key feature of our outreach. Together, we design programs addressing community needs and embodying social responsibility. Notably, we adopt a village for a week to conduct rural awareness programs, allowing students to directly engage with rural communities, fostering empathy.

In collaboration with organizations like the Lions Club and Rotary Club, our NSS unit leads community development efforts. Being recognized as the best NSS unit in Gujarat attests to our dedication and impact.

Infrastructure and Learning Resources

The institution prides itself on its comprehensive infrastructure and facilities that cater to various aspects of teaching, learning, and extracurricular activities. With a prime location in the heart of the city, the institution's independent building spans a substantial 9620 sq. mt., thoughtfully designed to efficiently accommodate its educational endeavours.

Classrooms and Laboratories: The institution's classrooms are well-maintained, ventilated, and equipped with essential electrical amenities. Five classrooms feature LCD projectors for enhanced teaching and presentations, two of which include audio-visual facilities. Accessibility is a priority, with ramps and a lift ensuring inclusion for differently-abled students.

Laboratories: Specialized laboratories complement academic departments. The computer labs are equipped with 65 computers, internet access, and projectors for interactive learning. An English Language Laboratory, Digital Education Learning Laboratory (DELL), Geography Laboratory, and Psychology Laboratory provide resources for various academic needs.

Library: The institution boasts an extensive library with efficient cataloguing and resource management through SOUL software version 2.0. Ample reading spaces encourage research and learning, and INFLIBNET membership enhances research capabilities.

Sports and Extracurricular Facilities: Recognizing the importance of holistic development, the institution offers facilities for cultural, sports, and extracurricular activities. Indoor and outdoor sports, smart rooms, and an assembly hall with modern infrastructure support a wide range of events.

Campus and Grounds: The institution's green campus provides an aesthetically pleasing environment for academic and extracurricular pursuits. Independent sports grounds host various sports activities, including university-level competitions, NSS, and NCC events.

Student Support and Progression

L. D. Arts College has been committed to providing financial assistance to deserving students through a variety of sources, including the institution itself, government and non-government bodies, industries, individuals, and philanthropists. Over the past five years, the college has facilitated numerous scholarships and free ships to support its students in pursuing their education. The college has a dedicated scholarship program funded by the institution itself. This program aims to reward academic excellence, promote talent, and assist financially disadvantaged students. The college actively encourages students to apply for various government scholarships available for different categories, such as SC/ST scholarships, minority scholarships, and merit-based scholarships. The college also assists students in accessing non-government scholarships provided by organizations and foundations.

L. D. Arts College is committed to enhancing the capabilities of its students through a range of activities. The college curriculum incorporates improvement of soft skills such as communication, teamwork, leadership, and problem-solving. These skills are essential for personal and professional. The college emphasizes the importance of holistic development by offering activities like yoga, physical fitness programs, health and hygiene workshops, and self-employment and entrepreneurial skill development.

L. D. Arts College understands the importance of guiding students toward successful careers. Over the last five years, the college has provided guidance for competitive examinations and career counselling to assist students in making informed decisions about their future paths. The college actively recognizes and celebrates students who excel in sports and cultural activities at various levels. Over the last five years, the number of awards and medals received by L. D. Arts College students for outstanding performance in sports and cultural activities at the university, state, national, and international levels is indeed considerable.

L.D. Arts College is actively working towards establishing a formally registered Alumni Association to strengthen its alumni network, which already includes accomplished individuals in various fields. Notable alumni have excelled in defence, civil services, finance, business, mass communications, and entertainment, showcasing the college's impact. While there is no formal registration process, the college maintains an informal alumni network, and successful alumni willingly offer their support and expertise.

Plans for a formal Alumni Association are underway, aiming to create a structured platform for stronger alumni-faculty-college ties. Anticipated contributions include financial support for infrastructure, scholarships, and research projects, mentorship programs, networking opportunities for internships and job placements, cultural and academic enrichment through events and lectures, and active community engagement to address societal challenges. The Association will enhance the college's development and further its commitment to holistic education and social responsibility.

Governance, Leadership and Management

At L.D. Arts College, institutional governance and leadership are intricately linked to the institution's vision and mission. This connection is evident in various practices, such as the effective implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, and active participation in institutional governance. The college's commitment to these principles is outlined in its short-term and long-term Institutional Perspective Plan.

The college's core mission centres on providing comprehensive arts education while instilling strong moral

values. The institution aims to nurture well-rounded individuals who contribute positively to society. This objective is pursued through holistic education, character-building efforts, social responsibility initiatives, humanitarian values, and the promotion of self-reliance.

Governed by the Ahmedabad Education Society, the Principal collaborates closely with the management to ensure the institution's goals are achieved. Regular meetings with department heads and the role of the Internal Quality Assurance Cell (IQAC) in faculty development underscore the commitment to enhancing the teaching-learning experience.

The college's dedication to excellence is evident through faculty and student engagement in seminars, conferences, workshops, and UGC-sponsored events. Importantly, the integration of NEP recommendations into the curriculum reflects the college's adaptability to the evolving educational landscape.

In conclusion, L.D. Arts College's institutional governance and leadership align seamlessly with its vision and mission. These aspects drive the institution's commitment to fostering responsible and empowered individuals who positively influence society while remaining adaptable to educational changes.

Lastly, alumni engagement in community outreach initiatives aligns with the college's commitment to social responsibility, addressing societal challenges with the diverse experiences and skills of its graduates.

In conclusion, while L.D. Arts College currently lacks a formally registered Alumni Association, its vibrant and accomplished alumni community is primed to make a significant impact once the association is established. The college's proactive approach to creating this network demonstrates its dedication to nurturing lifelong relationships, enhancing educational experiences, and advancing its mission of academic and societal excellence.

Institutional Values and Best Practices

Our institution is dedicated to promoting gender equity and equality through various initiatives, including the Collegiate Women's Development Cell (CWDC), Discipline Committee, and Student Council. The CWDC, established in 2005, provides a safe and nurturing environment for female students and employees, resulting in a notable absence of harassment grievances. Inclusivity is a fundamental value at our institution, where individuals from diverse backgrounds are encouraged to freely express themselves. This commitment spans academics, extracurricular activities, and sports, promoting emotional well-being and a sense of belonging. Safe spaces are created for all, fostering mutual respect among students and teachers. Our students actively participate in various activities, promoting holistic development and individual potential. Interactive debates and discussions enrich students' personalities, emphasizing harmony despite cultural differences. We celebrate national events and cultural activities, including NCC and NSS involvement, fostering social relationships. Inclusivity extends to differently-abled students, ensuring equal opportunities and nurturing compassion. This approach prepares students to embrace diversity and contribute positively to society.

The Institute has implemented two best practices. The first best practice of “**Transparency in Internal Evaluation**” at L. D. Arts College aims to ensure fairness, accountability, and academic integrity in the evaluation process. It involves openly displaying students' marks, providing detailed mark sheets, and regularly reviewing the evaluation process. The context for this practice includes concerns about inconsistent evaluation and a desire to eliminate grading biases. Success is evidenced by improved academic performance, reduced complaints, enhanced trust, and positive feedback. Challenges include managing grievances effectively, and the

resources required are human resources, IT infrastructure, and an efficient grievance redressal mechanism.

The second practice, "**NSS: Fostering Social Awareness and Community Welfare**," utilizes the National Service Scheme (NSS) to promote social awareness, Indian values, and community responsibility among students. NSS volunteers participate in camps in rural areas, overcoming occasional resistance to bring about positive change. Led by Dr. N.P. Verma, the NSS unit has received government recognition and awards for its contributions to social welfare. The practice's success is evident in students' increased community involvement and Dr. Verma's receipt of the INDIRA GANDHI NSS AWARD in 2018.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	L. D. ARTS COLLEGE
Address	L D Arts College Opp IIM Ahmedabad Navarangpura
City	Ahmedabad
State	Gujarat
Pin	380009
Website	A, 304 Salsa Residency, Opp Municipal School, Ambawadi

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahipatsinh Chavda	079-26306619	9825940703	-	ldartscollege@yahoo.com
IQAC / CIQA coordinator	Jenny Rathod	079-9825940703	9879799060	-	jennyrathod.jr@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Gujarat	Gujarat University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-04-2007	View Document
12B of UGC	20-04-2007	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	GSIRF
Date of recognition	20-02-2020

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	L D Arts College Opp IIM Ahmedabad Navarangpura	Urban	2.38	23.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	HSC	English + Gujarati	512	433
UG	BA,Economics	36	HSC	English + Gujarati	231	199
UG	BA,Psychology	36	HSC	English + Gujarati	231	206
UG	BA,Political Science	36	HSC	English + Gujarati	215	203
UG	BA,History	36	HSC	Gujarati	66	55
UG	BA,Geography	36	HSC	Gujarati	66	58
UG	BA,Sociology	36	HSC	Gujarati	66	52
UG	BA,Sanskrit	36	HSC	Gujarati	33	18
UG	BA,Hindi	36	HSC	Hindi,English + Gujarati	99	74
UG	BA,Gujarati	36	HSC	Gujarati	66	46
UG	BA,Statistics	24	HSC	English + Gujarati	77	76
UG	BA,Computer Science	24	HSC	English + Gujarati	77	77
PG	MA,English	24	BA	English + Gujarati	200	120
PG	MA,Economics	24	BA	Gujarati	200	121
PG	MA,Psychology	24	BA	Gujarati	200	125

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				19				26			
Recruited	1	0	0	1	12	7	0	19	2	6	0	8
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	3	0	0	3
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	8	2	0	10
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	1	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	9	5	0	2	5	0	22
M.Phil.	0	0	0	0	2	0	0	0	0	2
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	5	10	0	15

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	528	9	0	13	550
	Female	736	14	0	6	756
	Others	0	0	0	0	0
PG	Male	82	3	0	0	85
	Female	249	4	0	0	253
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	63	58	67	62
	Female	82	82	72	75
	Others	0	0	0	0
ST	Male	76	71	79	82
	Female	73	82	76	83
	Others	0	0	0	0
OBC	Male	272	256	248	234
	Female	153	198	228	250
	Others	0	0	0	0
General	Male	287	316	325	293
	Female	593	614	643	620
	Others	0	0	0	0
Others	Male	20	32	32	37
	Female	24	47	55	72
	Others	0	0	0	0
Total		1643	1756	1825	1808

1. Multidisciplinary/interdisciplinary:	<p>a) Vision/Plan for a Holistic Multidisciplinary Institution: The institution envisions transforming itself into a holistic multidisciplinary institution that fosters an environment of comprehensive learning, encouraging students to explore the intersections of various fields. The college has adopted the directives provided by KCG for the implementation of NEP 2020 with multiple entry and exit points from the current academic year 2023-24. At the end of the first year, students receive a certificate; at the end of the second year, a diploma, at the end of the third year, a graduate degree; and at the end of the fourth year, an Honours degree. Good Practices have been put into action, including the complete implementation of the directives given by KCG and the Government of Gujarat. The college has a clear objective for autonomy at the earliest, and the management's long-term vision involves creating clusters of universities.</p> <p>b) Institutional Approach towards Integration of Humanities and Science with STEM: The institution looks forward to blending humanities and science with STEM (Science, Technology, Engineering, and Mathematics) to provide a comprehensive education. These combinations would enable students to explore the interconnectedness of different subjects and develop a holistic perspective.</p> <p>c) Flexible and Innovative Curricula: The institution has implemented the new curriculum as per NEP 2020 from the current academic year, that includes credit-based courses and projects in various areas. These curricula incorporate community engagement and service, environmental education, and value-based learning. For instance, students pursuing a Bachelor's in Geography and Economics would be able to actively engage in community-based projects related to sustainability and environmental conservation. These initiatives not only enhance their academic knowledge but also instil a sense of responsibility towards society and the environment.</p> <p>d) Institutional Plan for a Multidisciplinary Flexible Curriculum: The institution has implemented the directives of KCG for offering a multidisciplinary flexible curriculum that allows multiple entry and exit points during undergraduate education while maintaining academic rigor. This approach is in alignment with the National Education Policy (NEP) 2020.</p> <p>e) Institutional Plans for Multidisciplinary Research: f) Good Practices Promoting Multidisciplinary Approach: The first step</p>
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	<p>in the direction of good practices promoting multidisciplinary approach is implementing the directives of the KCG. One notable good practice the Institution has introduced is "Interdisciplinary Seminar Series." This series involves inviting experts from diverse fields to deliver talks and conduct workshops that encourage students and faculty to explore the intersections of different disciplines. The Institute had organized a Leadership and Development Conclave in 2022 in which notable figures such as Sam Pitroda and Kiran Karik In conclusion, the institution is committed to nurturing a multidisciplinary and interdisciplinary learning environment that prepares students to be adaptable, innovative, and socially responsible individuals. Through flexible curricula, research initiatives, and collaborative practices, it aims to create well-rounded graduates capable of addressing society's evolving challenges. This approach aligns with the principles of NEP 2020 and promotes holistic education.</p>
2. Academic bank of credits (ABC):	<p>a) Initiatives to Fulfil the Requirement of ABC as Proposed in NEP 2020: The institution has already undertaken several initiatives to align with the Academic Bank of Credits (ABC) concept proposed in NEP 2020: Flexible Credit System: The institution has adopted a flexible credit system that allows students to earn credits across disciplines after the implementation of NEP 2020. This encourages interdisciplinary learning and enables students to tailor their academic journeys based on their interests and career goals. Multiple Entry and Exit Points: Students have the option to exit with certificates or diplomas after completing a specific number of credits. For instance, a one-year diploma, a two-year advanced diploma, and a three-year degree can be obtained and an honours degree at the end of the fourth year offering flexibility to learners. Credit Transfer: The institution shall be able to implement a credit transfer mechanism that allows students to transfer earned credits from one program to another, even across institutions. This promotes mobility and enables lifelong learning. Choice-Based Credit System (CBCS): The institution has implemented a CBCS, allowing students to choose courses from a diverse range of subjects. They earn credits for each course completed, creating a cumulative credit record. b) Registration under ABC for Multiple</p>

	<p>Entries and Exits: With the implementation of NEP 2020, the institution has already registered under the Academic Bank of Credits (ABC) system. Learners can avail the benefit of multiple entries and exits during their chosen program. c) Collaboration and Internationalization of Education: The institution has the following plans to promote seamless collaboration and internationalization of education: • To apply for autonomy after the third cycle of accreditation. • To implement the UGC guidelines for collaborating with foreign universities and implement twinned programs. International Collaborations: The institution will be able to enter into partnerships with foreign universities to offer joint programs and exchange opportunities. This includes Joint Credit Transfer Agreements: The institution can establish credit transfer agreements with select international universities. d) Encouragement for Faculty in Curricular Design: Faculty members would be encouraged to design their curricular and pedagogical approaches within the approved framework: Applying for autonomy would enable faculty to design courses, including selecting textbooks, reading materials, assignments, and assessments. Multidisciplinary Courses: Subjects such as IKS and Value Added Course have already been introduced in the curriculum with the implementation of NEP 2020. Skill-Based Learning: Soft skills including subjects such as Value Oriented Education, Stress management, Leadership development, Indian Culture and Indian epics have been incorporated in the Gujarat University curriculum. e) Good Practices in ABC Implementation: One of the notable good practices of the institution related to ABC implementation would be the "Academic Advisory and Mentoring System." Each student would be assigned a mentor who would help them in planning their academic journey, including selecting courses and deciding on entry and exit points. This ensures that students make informed choices and maximize their credit accumulation.</p>
3. Skill development:	<p>Skill Development Initiatives at the Institution: Subjects such as Value Oriented Education, Stress management, Indian Culture, Indian Epics and Leadership development had been incorporated in the university syllabus before NEP 2020 was implemented The Implementation of NEP 2020 from</p>

	<p>the academic year 2023-24 has enabled the Institute to undertake skill development initiatives at the Institute. Strengthening Vocational Education and Soft Skills in alignment with NSQF: The institution intends to implement a multi-faceted approach to strengthen vocational education and develop soft skills among students, in accordance with the National Skills Qualifications Framework (NSQF). Soft Skills Training: The institution intends to carry out comprehensive soft skills training through workshops, seminars, and dedicated courses. These programs focus on communication, teamwork, leadership, and problem-solving skills, enhancing students' employability and readiness for the professional world. Skill Enhancement Workshops: Regular workshops can be conducted on topics like resume building, interview skills, and effective communication. These workshops are mandatory for all students. Value-Based Education: The institution places a strong emphasis on value-based education, aiming to instil humanistic, ethical, Constitutional, and universal human values in its students. This includes: Moral and Ethical Education: Courses on moral and ethical values, focusing on truth, righteous conduct, peace, love, and nonviolence, are integrated into the curriculum as per the directives given by the KCG Citizenship Values: The institution encourages active participation in community service and social initiatives to foster a sense of civic responsibility among students. Life Skills: Life skills such as time management, stress management, and conflict resolution are part of the soft skills curriculum, helping students cope with challenges in their personal and professional lives. In conclusion, the institution's commitment to skill development and value-based education is evident through its diverse programs and efforts to align with NSQF standards. These initiatives equip students not only with academic knowledge but also with practical skills and values essential for success in today's competitive world.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>5. Focus on Outcome based education (OBE): Describe the institutional initiatives Strategy for Integration: The institution has developed a robust strategy for integrating the Indian Knowledge system into its curriculum, emphasizing teaching in Indian languages, culture, and utilizing both the online and</p>

offline mode. The Institute had organized two International Webinars in Sanskrit during the pandemic, Corona Kale Sanskritam in 2020 and an 18 day long International Webinar on the Bhagavad Geeta, Geeta Bodh, during 2021.

Curriculum Enhancement: The curriculum is enriched with courses that delve into Indian culture, heritage, and languages. For example, courses on Indian history, classical languages like Sanskrit, and cultural studies are integrated into various programs.

Language Inclusivity: To promote Indian languages, the institution offers language courses in Sanskrit, Hindi, and other regional languages. Students are encouraged to take these courses as electives.

Cultural Festivals: The institution organizes cultural festivals celebrating Indian traditions, art forms, and regional cuisines. This provides students with an immersive cultural experience.

Bilingual Pedagogy: Faculty members are trained in bilingual teaching techniques, ensuring smooth transitions between English and the vernacular language during lectures. They learn to use both languages effectively to cater to diverse student backgrounds.

Degree Courses in Indian Languages: The institution offers degree courses taught in Indian languages and bilingually to promote linguistic diversity and cultural understanding:

- B.A. in Sanskrit:** This program is entirely taught in Sanskrit, offering an in-depth study of classical texts, grammar, and literature.
- Bilingual Courses:** Several degree programs offer bilingual options. Students can choose to study subjects in both English and their regional language.

Efforts in Preserving and Promoting Indian Knowledge:

- i. **Indian Languages:** The institution actively promotes and preserves Indian languages, including Sanskrit and regional languages, through language courses and cultural events.
- ii. **Indian Ancient Traditional Knowledge:** The curriculum promotes ancient Indian knowledge systems like Ayurveda, Yoga, and Vedic sciences. The institution hosts workshops and seminars to explore and disseminate this knowledge.
- iii. **Indian Arts:** Various art forms like classical dance, music, and traditional crafts are celebrated through cultural events and extracurricular clubs.
- iv. **Indian Culture and Traditions:** Cultural festivals, heritage walks, and exhibitions are organized to showcase and celebrate Indian culture and traditions. The institution actively engages with local

	<p>communities to promote cultural heritage. Good Practices in Alignment with NEP 2020: One noteworthy practice is the institution's promotion of cultural diversity through cultural programs. Natya Yagya , an International Webinar on theatre was organized in March 2021 in collaboration Fanatika Theatre, in which renowned theatre artistes from India and Europe spoke on traditional and folk theatre. Kavya Yagya, a multilingual International Poetry Festival was conducted in October 2021, in which poets from India and abroad participated and recited their poetry in all the recognized languages in India and also in English and some European languages. In conclusion, the institution has a comprehensive strategy for the appropriate integration of the Indian Knowledge system, fostering linguistic</p>
5. Focus on Outcome based education (OBE):	<p>i. Curriculum Transformation towards OBE: With the implementation of NEP 2020, it will become possible for the institute to undertake to align its curriculum with Outcome-Based Education (OBE) principles. These initiatives include: Curriculum Mapping: The institution shall be able to conduct a comprehensive curriculum mapping exercise to identify program-level learning outcomes (PLOs) and course-level learning outcomes (CLOs). Learning Objectives Clarity: The institution shall focus on making learning objectives clearer, more specific, and measurable. Assessment Alignment: Assessment methods and tools can be revamped to align with CLOs. Faculty members were trained in designing assessment instruments that measure specific learning outcomes. This ensures that assessment is directly linked to learning objectives. Feedback Mechanism: A feedback mechanism can be established to collect input from students, faculty, and industry experts regarding the relevance and effectiveness of the curriculum. This feedback is used for continuous improvement. Assessment Strategies: Formative assessments, quizzes, and projects can be incorporated into the teaching process to monitor students' progress towards achieving CLOs. These assessments provide valuable feedback to both students and instructors. Outcome-Driven Syllabi: Course syllabi can prominently feature learning objectives and outcomes. This clarity helps students understand what is expected of them and guides</p>

	<p>faculty in delivering content and assessments aligned with the outcomes. Feedback and Adaptation: Regular feedback mechanisms can be established to assess the effectiveness of teaching and alignment with outcomes. Good Practices in Line with NEP 2020: The institution can adopt several good practices aligned with the National Education Policy 2020's emphasis on OBE: Competency-Based Learning: The institution plans to introduce competency-based learning modules that allow students to acquire specific skills and competencies outside the traditional curriculum. These modules shall align with industry needs and help students gain practical skills. Learning Analytics: To enhance OBE, the institution can introduce learning analytics to monitor student performance and engagement. This data-driven approach enables early intervention for students who may be struggling to achieve outcomes. Multidisciplinary Projects: The institution will be able to encourage interdisciplinary projects that require students to apply knowledge and skills from multiple courses to solve real-world problems. This approach fosters a holistic understanding of complex issues. In conclusion, the institution's commitment to Outcome-Based Education is evident through its curriculum transformation, pedagogical practices, and alignment with NEP 2020's vision. These initiatives aim to produce graduates who are not only knowledgeable but also capable of applying their knowledge effectively in real-world contexts, ultimately contributing to the nation's growth and development.</p>
6. Distance education/online education:	<p>Distance Education/Online Education at an educational institution can take on various forms and has evolved significantly, especially in response to the global COVID-19 pandemic. In this particular case, the Institute under discussion does not offer Distance or Online Education as a regular mode of learning. However, it adapted to the extraordinary circumstances of the pandemic by transitioning to online teaching through platforms like MS Teams and Google Meet. During the coronavirus era, educational institutions worldwide had to adapt rapidly to continue delivering quality education while ensuring the safety of both students and faculty. The Institute's decision to utilize online platforms for teaching underscores its commitment to maintaining</p>

educational continuity and prioritizing the well-being of its academic community. In such instances, online education provides several advantages. It allows students to access course materials and interact with instructors remotely, enabling flexible learning schedules that cater to the diverse needs of learners. Online education can also promote self-discipline, time management, and digital literacy skills, all of which are valuable in today's fast-paced world. Additionally, the Institute's initiative to adopt online teaching platforms reflects the global trend toward digital learning, which is becoming increasingly important in today's knowledge-based society. By embracing technology in education, institutions can enhance the learning experience, reach a broader audience, and provide opportunities for lifelong learning. While the Institute does not offer Distance or Online Education in a regular capacity, it does host a Distance Education Centre affiliated with the Indira Gandhi National Open University (IGNOU). IGNOU is the largest open university in Gujarat and the second largest in India. It offers a diverse range of over 150 courses, catering to the academic interests and professional aspirations of thousands of students. The IGNOU Distance Education Centre's significant student enrollment of nearly 8000 is a testament to the growing demand for flexible, accessible educational options. Through IGNOU, the Institute can provide a means for individuals to pursue higher education and acquire new skills without the constraints of traditional, classroom-based learning. In summary, while the Institute may not regularly offer Distance or Online Education, its adaptability during the pandemic demonstrates its commitment to maintaining educational continuity and serving the needs of its student body. By embracing online teaching platforms and collaborating with IGNOU, the institution contributes to the broader movement of digital education and ensures that students have diverse and flexible opportunities to pursue their academic and professional goals.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	As of now, our college has not yet established
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set up in the College?	Electoral Literacy Clubs (ELCs). However, we have outlined plans to set up ELC within the college in the near future. This initiative is part of our commitment to nurturing responsible citizens who actively engage in the democratic process. The college NSS unit does organize programs to improve electoral literacy and encourage young voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	While ELCs have not been established yet, the college has student coordinators and coordinating faculty members to oversee the initiative of enhancing electoral literacy.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Once the ELCs are functional, they will undertake a range of innovative programmes and initiatives aimed at promoting electoral literacy and participation in the electoral process:
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Socially Relevant Projects/Initiatives (Planned): The college plans to undertake socially relevant projects and initiatives related to electoral issues. These may include: Research Projects: Research projects focused on electoral processes, voter behavior, and civic engagement will be conducted by faculty members and students. These projects will contribute valuable insights to advance democratic values. Surveys: Surveys to understand voter sentiment, assess voter awareness levels, and identify areas for improvement in the electoral process will be conducted. Awareness Drives: Extensive awareness drives, including workshops, seminars, and public lectures, will be organized to educate the public about electoral rights and responsibilities. Content Creation: The college will create educational content, such as pamphlets, brochures, and videos, to disseminate information about electoral literacy. Publications: The college plans to publish research findings, articles, and publications highlighting its contribution to advancing democratic values and fostering participation in electoral processes.
5. Extent of students above 18 years who are yet to be	The college administration is committed to

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

institutionalizing mechanisms to register eligible students as voters. This includes: Student Outreach: ELCs will actively engage in outreach efforts to identify students above the age of 18 who are yet to be enrolled as voters. Registration Camps: Voter registration camps will be set up within the college premises to facilitate the enrollment of eligible students. This procedure has been put into operation by the NSS unit. Collaboration with Election Authorities: The college will collaborate closely with election authorities to streamline the voter registration process and ensure that all eligible students are registered as voters. In conclusion, while Electoral Literacy Clubs (ELCs) have not been established within the college yet, we have comprehensive plans to create these clubs and undertake a range of activities to promote electoral literacy, inclusivity, and participation in the electoral process. These initiatives reflect our commitment to fostering responsible citizenship and democratic values among our students and the wider community.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1808	1825	1756	1643	1520
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 30

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	26	27	28	28

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.68347	19.555224	23.459625	30.6631	28.30988
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

L.D. Arts College is a constituent college of Gujarat University, and therefore follows a pre-determined curriculum set by the parent university. The college innovates within these established academic structures, committed to providing holistic education to its students.

- Being a constituent college of Gujarat University, L.D. Arts follows the Academic Calendar issued by the University at the beginning of the Academic year. It clearly delineates a schedule for teaching, examination, semester break and vacations, that is strictly followed by the College to ensure that Teaching learning processes and the administrative processes are carried out smoothly.
- Academic processes are streamlined, with timetables, workloads, and other supporting tasks, prepared well in advance. The Academic Calendar is prepared by the College as per the guidelines in the University Academic Calendar, and all departments follow it totally.
- The Principal conducts department meetings and also with the non-teaching staff, so that the college activities are carried out as per the Academic Calendar.
- Our Faculty members are members of various bodies of the University contributing to curriculum reviews, assessment, and evaluation.
- For the purpose of conducting CIE, Faculties prepare their schedule of teaching, class tests and assignments, in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities in mind.
- The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as the internal assessment methods and dates for the same.
- Each Faculty member develops a consolidated Course Plan for each of their papers in every semester. It is duly shared with the students through mail, or the what's app group, at the beginning of the Semester. The College provides a **mark sheet** at the Semester end to enable the student to know his/her **internal assessment result**.
- Technological support for effective curriculum dispensation is provided. A WIFI enabled campus offers ample opportunities for flipped learning, and for obtaining relevant reference material from J-Stor, Shodhganga, and other academic portals.
- The internal exam conducted at the end of the Semester is based on the exact pattern of the University assessment.
- Project work and field trips are streamlined as part of the syllabic requirements in a way that direct teaching is not disturbed.
- Academic Calendar bears testimony to the fact that our students get ample opportunity to make their mark in diverse areas of excellence, like Sports, Co-curricular activities, social and outreach

activities, the NCC, state-level competitions organized by the College, and space to submit their literary & artistic creations.

All processes in the Institution are geared towards providing transformative education in a structured manner, with accessibility, comprehensibility, and transparency as our 'mantras'.

1.2 Academic Flexibility

1.2.1

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

Response: 1

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 3.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	56	0	74	78

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Curriculum prescribed by the affiliating University makes provision for the inclusion of these issues prominently. Our academic delivery integrates the said issues in the following manner.

- L.D. Arts College stands for sensitivity, empathy and commitment to self and society. The NSS, NCC and CWDC (Collegiate Women's Development Cell) regularly organize socially relevant events and outreach programmes which enable our students to involve themselves regularly in socio-cultural issues.
- Academically, the students take a course on **Environment Studies** and **Stress Management**, which galvanizes them into sensitizing towards environment issues and professional ethics.
- The NSS regularly organizes 'Tree Plantation' drives at various specific locations, creating environment awareness.
- A paper on **Leadership Development** and **Indian Epic & Tradition** inculcates a sense of Human Values in the students.
- The Political Science Department has a paper titled '**Human Rights**', which is taught with a dual purpose of enabling the students to grasp the legal aspects as well as the humanistic angle.
- The Economics department has a paper titled '**Environmental Economics**', which generates a systemic approach towards environment preservation.
- The CWDC frequently organizes programmes for students' benefit. A workshop on 'Emotional Well Being of Students' was organized to understand the inner workings of the students' psyche. CWDC and Psychology Department along with the Institute SAATH, conducted a programme on 'Student's Life – A Memorable Journey'.
- Awareness Programmes on Women's Health and Nutrition are organized by inviting experts like gynecologists and nutritionists.
- While writing Assignments and making Presentations on their syllabic requirements, students are counseled by Faculty members to offer proper citations, and not indulge in any plagiarism. This method has inculcated a sense of Professional Ethics among the students.
- Counseling sessions with a practicing Psychologist are held regularly to facilitate the students towards a sustainable development.
- During the pandemic, when the country was under total lockdown, the NSS Unit distributed food

packets, medicines, masks, gloves, and other essential items to the daily wage labourers, who were severely deprived of the same. The NSS unit gave a call to all the students to donate as much as they could for this noble cause. Covid testing facilities were also arranged by the NSS Unit in this period.

- The College has a lush green campus spread over a huge area; all Units – NSS, NCC, and Sports – make efforts to keep the environment rich, clean, and a visual a treat to the eyes. For the same, ‘Swachh Abhiyaan’ programmes are implemented and campus cleaning is undertaken regularly.
- The literature departments get together and organize a joint poetry recitation and writing programme in the college, which gives a great opportunity to the students to recite their own literary creations publicly; they are further encouraged to publish their creations.
- A tete-a-tete with ten authors, who came together to write one novel, *Altitudinus*, was organized for the benefit of the students. Conversing with the authors from diverse fields, gave invaluable inputs to the students on the art of writing, publishing, collaborating, and understanding the professional world in a better manner.

1.3.2

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

Response: 13.22

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

Response: 239

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
459	568	518	524	546

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
528	568	528	528	546

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 86.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	242	246	252	200

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

2022-23	2021-22	2020-21	2019-20	2018-19
283	283	283	283	235

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 64.57

2.3 Teaching- Learning Process

2.3.1

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

Response:

The College makes conscious efforts continuously to help the students realize their true potential, and enable them to evolve as transforming agents of society.

- The College has fully equipped labs for the Psychology, Geography, and the Computer departments. It facilitates a complete understanding of the curriculum requirements and also helps the students to get a practical insight into problem-solving methods.
- Various departments organize field trips to specific destinations which help in the absorption of inclusive pedagogies and understand the syllabic concepts at grass roots level. For example, the Psychology Department visits the Mental Hospital, and interacts with the experts there, and with the patients as well, thus getting a first-hand experience.
- Visits to slums and villages are organized by the NSS, to gain an understanding of the geographical, socio-political, and economic factors of the people residing there.
- At our PG centre, Departments of Economics, English, and Psychology interact with the students on one-on-one basis, and then individually decide upon their specific topic of Project Work. This ensures that students are actively involved in a problem-solving exercise.
- Departments of Psychology, Economics, and Political Science engage the students in case studies, through which they learn they grasp the varied methodologies of problem-solving.
- The College publishes its Magazine annually to nurture the students' literary and artistic skills.
- Special lectures, Workshops and State level Competitions are organized by the College to motivate students to become participative agents, and not simply engage in passive learning.
- The College has a WIFI enabled campus, which helps both Faculties and students to update their information domain. Some teachers share E-books, which simplifies and enhances learning experience, and makes teaching-learning more interactive.
- The College has an automated Library, which remains open from 7.30 am to 5.00 pm every day. It has the SOUL 2.0 software installed. The Library provides accessibility to e-resources vide INFLIBNET to Faculties and students.
- Many Faculty members make and share Power Point Presentations with the students which help them have an interactive session in the classroom.
- The entire syllabic dispensation took place with the help of MS Teams, and other ICT windows during the two years of the pandemic.
- Educational podcasts and videos, YouTube Content, and relevant websites related to the topics and for developing humanistic values among students are regularly used. Mention must be made of the YouTube Content channel, **The Story Café: Shades of Life**, with which our Faculty member is associated. It offers sessions on storytelling, with emphasis on pronunciation, vocabulary development and content creation; it also presents lectures on Poetry from across the globe, helping the students to inculcate a literary interest and to understand the nuances of poetic analysis. <http://www.youtube.com/@thestorycafe1602>

Most Faculty members use ICT for routine tasks like Course Plan Development, Question paper setting, maintaining record for Assignments and Presentations, and such other tasks. The Faculty members are gradually adapting to the enhanced use of ICT tools for classroom teaching, in order to provide high quality education.

2.4 Teacher Profile and Quality

2.4.1**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 59.57**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	46	46	46

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*****Response:** 74.45**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

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

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

L.D. Arts College is affiliated to the Gujarat University. As per the University provisions, the College conducts Internal assessment for 30% marks (internal), and the University for 70% marks (external).

The Internal assessment is conducted as follows:

10% - Assignments and Presentations/Seminars

15% - the Internal examination conducted for 50 marks

5% - Attendance.

- The College Academic Calendar clearly indicates the probable dates for Internal Assessment. The Course Plan that each Faculty member shares with the students further clarifies the probable dates for Assignment submissions and Presentations.
- Topics on which Assignments can be written, and Presentations/Seminars can be done, are discussed by each Faculty member in the classroom condition.
- Faculties ensure that students are aware of the Internal Assessment Evaluation Criteria. It is discussed with them in detail to achieve complete transparency.
- Marking criterion are discussed regularly with the students to give them an idea about the assessment process, both internally and externally.
- MCQ tests, Case Studies, Book Reviews, Group Discussions, and Project work are conducted to involve students in CIE.
- In special circumstances, especially those involving foreign students or the differently abled, personalized and individual evaluation methods are devised; such as, giving them the opportunity to explain the topic in bilingual mode, and to arrange writers for the Divyanjana, so their assignment submission is facilitated.
- If due to sickness, or attendance in NCC, or State/National level competition, or participation in Sports, some students cannot take the internal assessment at the allotted time, then they are assessed through re-tests.
- Some departments have Practical lab sessions as syllabic requirements; the students' skills are continuously enhanced through conduction of practical lab sessions regularly. Internal assessment here is judged through lab performances.
- The College has a well-defined system in place to handle internal assessment related grievances. As soon as the internal assessment is over, the mark sheets for each paper are displayed on the Notice Board. If a student discovers an anomaly in the marks allotment, then she/he can approach the Grievance Redressal Cell.
- The Cell, and the concerned Faculty member address the rightful grievances of the students pertaining to marks obtained, within a time period of one week.
- In case the grievance raised by the student is found justified, then it is immediately rectified by the Faculty member and new marks are entered in the Admin Office.

- Each Faculty member offers personalized remarks and observations to the students informally for further improvement.
- The College has a unique practice of providing the student with a consolidated **Mark Sheet** for her/his internal assessment result. This unique practice ensures total transparency in evaluation and provision of assessment outcomes.
- The internal assessment marks are sent to the University, only after each student has been given ample time and opportunity to review and register her/his complaint, if any.

The College has a multi-tiered mechanism to ensure transparency in assessment and provide efficient redressal system.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

L.D. Arts College is a constituent college affiliated to the Gujarat University. Hence, it is not the curriculum designing body. The complete curriculum is designed by the University, as also the Programme Structure of both the Undergraduate and Postgraduate Programmes.

The University is yet to define specific Programme Outcomes and Course Outcomes for all the Programmes that it offers.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

As stated above, the affiliating University, Gujarat University, is yet to define the specific Programme Outcomes and Course Outcomes.

L.D. Arts College, being a constituent college of the Gujarat University, will follow the Programme Outcomes and Course Outcomes of the said University, as and when it defines and states them.

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 93.39**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
376	431	388	359	283

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

2022-23	2021-22	2020-21	2019-20	2018-19
399	459	430	369	310

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

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

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Transitioning Towards an Innovative Ecosystem: The Impact of NEP 2020

At present, L. D. Arts College may not have fully established an Innovative Ecosystem, including initiatives related to Intellectual Property Rights (IPR) awareness, technology transfer, and knowledge dissemination. However, the implementation of the National Education Policy (NEP) 2020 is poised to revolutionize this landscape, promising a future where such initiatives become a reality.

Current Scenario:

As of now, the college might not have taken concrete steps to create an Innovative Ecosystem or promote awareness about IPR. The establishment of an IPR cell, an incubation center, and other measures for knowledge/technology transfer may not have been realized.

The Impact of NEP 2020:

The National Education Policy 2020 heralds a new era in Indian education. It is a visionary document that lays the foundation for comprehensive reforms in the education sector. One significant aspect of the NEP is its emphasis on fostering innovation, research, and a holistic understanding of Indian Knowledge Systems (IKS).

Introduction of IKS in the Syllabus:

The NEP 2020 recognizes the significance of Indian Knowledge Systems (IKS) and aims to integrate them into the mainstream education system. As part of this, IKS is being introduced as a subject in the college's syllabus, effective from the year 2023. This introduction will ensure that students are exposed to the rich tapestry of traditional Indian knowledge and wisdom.

Establishment of an Innovative Ecosystem:

The NEP 2020 envisions the creation of an Innovative Ecosystem within educational institutions. This ecosystem includes various components such as:

IPR Awareness:

The NEP places an emphasis on IPR awareness and protection. With the policy's implementation, the college will likely take proactive steps to raise awareness about IPR among students and faculty.

IPR Cell:

The establishment of an IPR cell is a significant aspect of the Innovative Ecosystem. This cell will serve as a focal point for IPR-related activities, including the protection of intellectual property developed within the institution.

Incubation Centre:

The NEP encourages the creation of incubation centers where innovative ideas can be nurtured and transformed into practical solutions. Such a center will not only facilitate innovation but also serve as a hub for knowledge and technology transfer.

Innovation: The ecosystem will foster a culture of innovation within the institution. Students and faculty will be encouraged to explore and develop creative solutions to real-world challenges.

IKS Integration: The introduction of IKS in the syllabus will lead to a more comprehensive and holistic education that combines traditional wisdom with modern knowledge. In conclusion, while L. D. Arts College may not have fully established an Innovative Ecosystem or initiated awareness programs related to IPR and knowledge transfer, the implementation of NEP 2020 is set to catalyze these transformative changes. Through the integration of IKS into the syllabus and the establishment of an ecosystem for innovation, the college will undoubtedly witness tangible outcomes in the near future, aligning itself with the dynamic educational landscape envisioned by the policy.

3.2.2

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	4	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	8	5	3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.6**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	4	8	3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

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

Response:

At our institution, we believe that education goes beyond the classroom, and true learning is not confined within the boundaries of textbooks. In line with our mission and goals, we have initiated a series of outreach programs that are generating tremendous interest among our students, fostering their holistic development, and aligning with the ethos of community-oriented service.

The National Service Scheme (NSS) unit of our institution is the driving force behind these transformative outreach programs. It harnesses the boundless enthusiasm, energy, and untapped potential of our students, channeling them towards various noble causes. Our institution meticulously plans a comprehensive array of activities that the NSS unit undertakes throughout the year.

The journey begins with the profiling of the NSS unit during the induction meeting, marking the commencement of each academic year. A date for registration is duly announced, and an orientation program is meticulously organized to acquaint the registered students with the essence and objectives of NSS involvement. A core committee, constituting dedicated individuals, is formed to spearhead the various activities undertaken by the NSS unit.

We believe in partnerships for greater impact, and to this end, our NSS unit actively collaborates with various Non-Governmental Organizations (NGOs) deeply engaged in social service. Together, we design a program schedule that addresses pressing community needs and resonates with the overarching mission of social responsibility.

One of the distinctive features of our outreach efforts is the adoption of a village for a week to conduct rural awareness programs. This immersive experience allows our students to directly engage with rural communities, fostering empathy, and a deeper understanding of grassroots issues.

To fuel these outreach programs, the NSS unit receives vital support from the University in the form of funds, allowing us to execute our initiatives effectively.

Our extension activities not only serve as a platform for our students to hone their personalities but also complement their academic learning experiences. Values such as altruism, selfless service, charity, and a humanitarian attitude are instilled.

Participation in activities like Blood Donation Camps, Rural Awareness Camps, Cleanliness Drives, and Charity Programs instills in our students a strong sense of social responsibility. They emerge as socially responsible citizens, fully aware of their role in contributing positively to society.

The NSS unit, in collaboration with organizations such as the Lions Club, Rotary Club, and various Government and Non-Governmental Organizations, leads the charge in community development efforts. Some of our students are working for NGOs. Some are still assisting in organizing the NSS camp in different villages. The recognition of our NSS unit as the best unit in Gujarat is a testament to the dedication and impact of our outreach programs. Through these initiatives, we continue to empower our students to be conscientious, compassionate, and responsible individuals, ready to make a meaningful difference in the world beyond our institution's walls.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Awards and Recognitions

The institution has a rich history of nurturing NCC cadets who have not only displayed exceptional dedication but have also received prestigious awards and recognitions for their outstanding performances in various activities. These awards and recognitions come from esteemed governmental and government-recognized bodies.

Year 2018-19:

Brinda Bhatt:

Name of Activity: Cultural in CATC camp

Award/Recognition: Gold Medal (State)

Awarding Body: Ahmedabad HQ NCC

Bulbul Tiwari:

Name of Activity: Cultural in EBSB Camp at Jammu and Kashmir

Award/Recognition: Gold Medal (National)

Awarding Body: Directorate J&K, Jammu Kashmir And Lada NCC

Pawar Nisha:

Name of Activity: Best Drill Competition in CATC camp

Award/Recognition: Gold Medal (State)

Awarding Body: Ahmedabad HQ NCC

Brinda Bhatt:

Name of Activity: Group Dance in RDC Camp at Delhi

Award/Recognition: Gold Medal (National)

Awarding Body: DG NCC Delhi

Chintal Rathod:

Name of Activity: Group Song in RDC camp at Delhi

Award/Recognition: Gold Medal (National)

Awarding Body: DG NCC Delhi

Sejal Solanki:

Name of Activity: Run for Soldier Marathon

Award/Recognition: Gold Medal (State)

Awarding Body: Gujarat University

Year 2019-20:

Brinda Bhatt:

Name of Activity: Swachhh Bharat summer Internship

Award/Recognition: Silver Medal (National) & 1 lakh cash Prize

Awarding Body: Government of India

Pooja Pandey:

Name of Activity: Group Dance in RDC Camp at Delhi

Award/Recognition: Silver Medal (National)

Awarding Body: DG NCC Delhi

Brinda Bhatt:

Name of Activity: Basic white water rafting course at Dirang (Arunachal Pradesh)

Award/Recognition: A' Grade (National)

Awarding Body: National Institute of Mountaineering and Allied Sport, Arunachal Pradesh

Year 2022-23:

Dipeeka Rathod:

Name of Activity: Group Dance in All India Girls Trekking Expedition at Ajmer, Rajasthan

Position: 1

Type of Award: Gold Medal (National)

Awarding Body: Rajasthan NCC Headquarters Udaipur

Pooja Meena:

Name of Activity: Best Cultural Activity in All India Girls Trekking Expedition at Ajmer, Rajasthan

Position: 2

Type of Award: Silver Medal (National)

Awarding Body: Rajasthan NCC Headquarters Udaipur

Ridhdhi Rathod:

Name of Activity: Shooting Competition

Position: 1

Type of Award: Cash prize (State)

Awarding Body: Gujarat NCC Directorate

Ridhdhi Rathod:

Name of Activity: Best Camp Senior in CATC

Position: 1

Type of Award: Gold Medal (Intra State)

Awarding Body: NCC HQ Ahmedabad

Anchal Shrimali:

Name of Activity: Shooting Competition

Position: 1

Type of Award: Gold Medal (Intra State)

Awarding Body: Ahmedabad HQ NCC

Khant Rajeshwariba:

Name of Activity: Best Mess Commander in CATC

Position: 1

Type of Award: Gold Medal (Intra State)

Awarding Body: Ahmedabad HQ NCC

Shreya Jha:

Name of Activity: Ground Management in CATC

Position: 3

Type of Award: Bronze Medal (Intra State)

Awarding Body: Ahmedabad HQ NCC

Captain Vinod Meena:

Award/Recognition: Best NCC Officer and Rank of Captain

Rank: Award

Awarding Body: NCC HQ

These awards and recognitions reflect the commitment and excellence of the institution's NCC cadets in various activities, contributing to their personal growth and fostering a spirit of service and discipline. The institution takes pride in nurturing such dedicated individuals who have excelled in both national and state-level events.

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 65

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	0	8	28

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution is equipped with adequate infrastructure and facilities to support teaching, learning, and extracurricular activities. This includes well-furnished classrooms, laboratories, computer facilities, libraries, and spaces for cultural and sports activities.

Classrooms and Laboratories: The institution, situated in the heart of the city, boasts its own independent building covering a significant area of 9620 sq. mt. Spread over three floors, the building is designed to accommodate its educational activities efficiently. Each floor houses an appropriate number of classrooms, and there are restrooms available for both men and women. Additionally, facilities are in place to ensure accessibility for differently-abled students through ramps and a lift.

The classrooms are well-maintained, adequately ventilated, and equipped with electrical equipment. Five classrooms are fitted with LCD projectors to enhance teaching and presentations. Two of these classrooms are equipped with audiovisual facilities, including overhead projectors, for conducting workshops, presentations, seminars, and discussions.

Laboratories: The institution offers specialized laboratories to support various academic departments:

a. **Computer Laboratories:** There are three well-equipped computer laboratories with a total of 65 computers for students. These labs are equipped with internet connectivity and an overhead projector for interactive learning and practical exercises.

b. **English Language Laboratory / Digital Education Learning Laboratory (DELL):** The English language laboratory features 25 computer stations equipped with specialized software for teaching, learning, and practice.

c. **Geography Laboratory:** For undergraduate students in the Department of Geography, a well-equipped laboratory is available. It houses a collection of topographical sheets, weather maps, instruments for land surveying, and weather instruments.

d. **Psychology Laboratory:** The Psychology laboratory caters to both undergraduate and postgraduate students. It contains the necessary apparatus and materials for conducting experiments and administering psychological tests.

Library: The institution boasts an extensive library with a vast collection of books. It utilizes SOUL software version 2.0 for efficient cataloging and management of resources. The library also provides ample reading space for students, fostering an environment conducive to research and learning. Additionally, the institution holds membership with INFLIBNET, further enhancing research capabilities.

We have access to the following shared facilities provided to us by the Ahmedabad Education Society:

1. Auditorium:

The Ahmedabad University campus houses a state-of-the-art auditorium equipped with modern audio-visual equipment. It serves as the hub for cultural events, seminars, workshops, and guest lectures.

2. Sports Grounds:

L. D. Arts College is proud to possess expansive outdoor sports grounds. These grounds cater to a variety of sports including cricket, football, and athletics.

3. Gymnasium:

The gym at the AU campus is equipped with modern exercise machines.

4.. Yoga Centre:

The college promotes holistic well-being through a dedicated Yoga Centre available at the Ahmedabad University Campus

These facilities contribute to the overall physical fitness and well-being of students.

Students enjoy access to a remarkable array of sports facilities, including the AES Sports Complex, complete with a cricket ground, basketball court, volleyball court, table tennis area, and two football fields - the North and South Grounds.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 15.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.74	0.125	3.6	12.46077	0.41663

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution's library is a treasure trove of knowledge and learning resources. It has embraced digitalization and automation through the **Integrated Library Management System (ILMS)**, making access to resources efficient and user-friendly. The library's digital facilities provide an enriching academic experience for students and faculty.

Digital Facilities and Resources:

ILMS Software: The library employs the SOUL (Software for University Libraries) ILMS software.

Automation: The library is fully automated, simplifying tasks related to cataloging, circulation, and resource management. This automation was completed in 2016 with the implementation of version 2.0 of the SOUL software.

Digital Resources: The library subscribes to a wide range of e-resources and journals, ensuring that students and faculty have access to the latest research and information.

Collection and Holdings:

Books: The library boasts an extensive collection of over 85,000 physical books.

E-books: In addition to physical books, it offers an impressive digital collection of 1.85 lakh e-books.

Rare Editions: The collection includes some rare editions on various subjects, providing a unique resource for in-depth research.

Periodicals and E-Journals: The number of journals and Magazines purchased during the years 2018-19 To 2022-23 were 36, 45, 07, 24 and 19 respectively.

Reference Section: A well-equipped reference books section is available, featuring the latest atlases, encyclopedias, dictionaries, and other literary references.

Reading Facilities:

Reading Room: The library provides dedicated reading rooms for students and faculty, ensuring a conducive environment for study and research.

Current Affairs: To keep users updated on developments in relevant subjects and societal trends, the library subscribes to newspapers, periodicals, and magazines.

Copying and Printing: An electronic copier is available for copying articles and study material, facilitating research and reference work.

Wi-Fi Enabled: The library is Wi-Fi enabled, allowing both staff and students to access digital resources seamlessly.

Usage Statistics:

Per Day Usage: The library experiences substantial daily footfall, with 65-70 physical users accessing its resources.

E-Access: Additionally, around 3600 users access the library's digital resources remotely annually.

E-Resources and Subscriptions:

E-Journals: The library subscribes to e-journals, ensuring access to a wide range of academic publications.

E-Books: The institution provides access to e-books, expanding the library's digital collection.

Remote Access: While there's currently no remote access provision, the library offers an impressive array of on-site digital resources.

Membership: The institution is a member of INFLIBNET (Information and Library Network) further enhancing its digital resource accessibility.

In conclusion, the institution's library has evolved into a digital haven of knowledge, offering an extensive collection of books, e-resources, and digital facilities. It serves as a vibrant hub of academic exploration, where students and faculty can engage with the latest research and information to support their educational endeavors. The library's automation and extensive digital holdings make it a valuable asset for the entire academic community.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

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

The institution's commitment to maintaining and updating its IT facilities is a crucial aspect of providing a conducive learning and working environment for students and staff. In an age where technology plays a pivotal role in education and administrative processes, ensuring that IT infrastructure is up to date is essential. Here's a detailed description of the institution's IT facilities and its commitment to providing sufficient bandwidth for internet connectivity:

Current IT Infrastructure: The college boasts a comprehensive IT infrastructure that supports various academic and administrative functions. As of now, there are a total of sixty-six IT units, which include sixty-three desktop computers, and three laptops. This diverse range of equipment caters to the needs of both students and faculty members.

Administrative Section IT Facilities: The administrative section of the college is equipped with state-of-the-art IT facilities. This includes a fleet of thirteen updated printers of different types, ensuring that all administrative tasks can be efficiently carried out, from printing official documents to handling student records.

Security Measures: One of the significant aspects of the college's IT infrastructure is its focus on security. The entire campus is under constant CCTV surveillance, facilitated by sixteen strategically located CCTV cameras. This not only enhances security but also assists in monitoring and managing campus activities effectively.

Wi-Fi Enabled Campus: The college has transformed its entire campus into a Wi-Fi-enabled zone, ensuring that students and faculty have easy access to the internet.

High-Speed Internet: Recognizing the importance of reliable and high-speed internet, the college has taken measures to ensure that the connectivity meets the requirements of modern technology. The college subscribes to the services of two reputable internet service providers to guarantee a stable and robust internet connection.

Bandwidth Capacity: With a bandwidth capacity of 50 Mbps, the college offers fast and reliable internet access to all users. This ample bandwidth capacity is particularly crucial for supporting various online activities, including research, e-learning, and administrative processes.

User Access and Monitoring: While ensuring free access to the internet, the college also employs monitoring measures to ensure responsible and appropriate usage. This helps in maintaining the integrity and security of the network while allowing users to benefit from unrestricted access.

Futuristic Trends and Upgradation: One of the college's strengths lies in its commitment to staying abreast of futuristic trends in the technology field. Regular upgradation of IT infrastructure ensures that students and faculty have access to cutting-edge technology, empowering them to excel in their academic pursuits and administrative responsibilities.

In conclusion, the institution's dedication to providing and updating IT facilities is commendable. From hardware to security and high-speed internet, the college recognizes the pivotal role technology plays in modern education and administration. By maintaining and improving its IT infrastructure, the institution ensures that its students and staff can fully leverage the benefits of a technology-rich learning environment, ultimately contributing to their academic and professional growth.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 36.16

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

Response: 50

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 100**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
22.68347	19.555224	23.459625	30.6631	28.30988

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 85.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1704	1547	1481	1438	1104

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**Response:** 2.54**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
60	50	0	55	52

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

Response: A. All of the above**File Description****Document**

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

[View Document](#)**5.2 Student Progression****5.2.1**

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

Response: 11.76**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
67	28	45	47	29

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

2022-23	2021-22	2020-21	2019-20	2018-19
376	431	388	359	283

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 1.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	1	6	1

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 179

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	1	1	59	53

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 121

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

2022-23	2021-22	2020-21	2019-20	2018-19
248	0	2	210	145

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services**Response:****Alumni Engagement at L.D. Arts College: Fostering a Network of Achievers**

While L.D. Arts College does not currently have a formally registered Alumni Association, it is actively working towards establishing one in the near future. This endeavor aims to strengthen and formalize the college's alumni network, which already boasts a remarkable array of individuals who have achieved success in various fields.

Diverse Achievements: The alumni of L.D. Arts College have carved illustrious careers across diverse fields, making significant contributions to society. Notable alumni have excelled in the defense forces, civil services, chartered accountancy, banking, business, mass communications, and the entertainment industry. Their accomplishments stand as a testament to the quality education and holistic development imparted by the college.

Informal Alumni Network: Although there is no formal registration process for alumni, the college maintains an informal network of former students. These alumni, who have achieved eminence in their respective domains, remain connected to their alma mater. They willingly offer their support, expertise, and guidance whenever called upon. Particularly, they enthusiastically respond when invited to participate in cultural events organized for alumni, showcasing their enduring bond with the institution. Chintan Pandya, founder of an internationally acclaimed theatre company, Fanatika, collaborated with L D Arts College to organize Natya Yagya, an International Webinar on theatre in 2021.

Plans for a Formal Alumni Association: Recognizing the immense potential and benefits of a formal Alumni Association, L.D. Arts College is actively working towards its establishment. The college intends to create a structured platform that will foster stronger ties between alumni, faculty, current students, and the college administration. We have created a dedicated portal for the same.

Anticipated Contributions: The formation of a registered Alumni Association is expected to bring forth significant contributions to the development of the institution:

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: "To be a leading institution of academic excellence, fostering holistic development and nurturing future leaders"

Mission: "At L D Arts College, we are committed to providing a transformative educational experience rooted in the core values of transparency, participatory approach and growth"

Our core mission is to nurture the holistic development of our students, and to achieve this, we have set specific goals that reflect the philosophy of the Ahmedabad Education Society, emphasizing transparency, a participatory approach, and growth.

Our mission revolves around five major goals:

All Round Personality Development: We are dedicated to holistic education, encouraging our students to engage in extracurricular activities such as NSS, NCC, sports, and cultural events. We believe that these activities significantly contribute to their personal development, helping them become well-rounded individuals.

Character Building: We instil values such as discipline, regular attendance, and punctuality as essential traits to nurture strong character and integrity among our students. These values are fundamental to our educational philosophy.

Service to Society: Our institution places a strong emphasis on the importance of giving back to society. We actively nurture a sense of social responsibility in our students, encouraging them to become active and compassionate members of their communities.

Humanitarian Orientation: We cultivate a humanitarian outlook among our students, fostering empathy and compassion towards fellow human beings. This outlook is vital for creating a more just and caring society.

Self-Reliance: We empower our students to become self-reliant and confident individuals who can face life's challenges with resilience. Through our education, we aim to equip them with the skills and mind-set necessary for success in an ever-changing world.

Our institution is proudly governed by the Ahmedabad Education Society, an organization with a rich history of promoting academic excellence since its establishment in 1935. The Principal, as a key leader,

collaborates closely with the Management through periodic meetings to ensure the effective execution of our institution's goals.

Our institution places a high emphasis on involving stakeholders in our decision-making processes across all levels. Interaction and collaboration occur at each tier, encompassing management, the Principal, Heads of Departments (HODs), faculty members, and students.

L. D. Arts College has well-defined policies for monitoring and assessing progress in various domains. Under the guidance of the Principal, numerous committees have been formed. These committees ensure that our institution operates efficiently and effectively.

Together, we shoulder the responsibility of implementing our mission and vision, guided by the principles of transparency, a participatory approach, and a commitment to growth.

This vision and mission statement encapsulates L D Arts College's commitment to providing a well-rounded education while aligning with the core values and philosophy of the Ahmedabad Education Society.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Perspective 1: Implementation of NEP 2020 with Emphasis on Academic Bank of Credits, Skill Development, and Outcome-Based Education

1.1. Academic Bank of Credits (ABC):

Develop a robust Academic Bank of Credits system in line with NEP 2020 guidelines.

Create a transparent and user-friendly online platform for students to accumulate and utilize credits.

Offer a diverse range of courses, including multidisciplinary and skill-oriented subjects, allowing students to customize their learning paths.

1.2. Skill Development Initiatives:

Establish dedicated skill development centres and labs to enhance students' practical skills.

Collaborate with industry partners for internships, apprenticeships, and hands-on training programs.

Incorporate soft skills, ability enhancement, skill enhancement, entrepreneurship, and critical thinking modules into the curriculum.

1.3. Outcome-Based Education:

Develop a framework for outcome-based education, including clear learning objectives and assessment criteria.

Implement continuous assessment methods to measure student progress.

Regularly review and update curriculum to align with industry needs and changing academic standards.

Perspective 2: Establishing National and International Presence

2.1. Achievements and Recognition:

Encourage faculty and students to participate in national and international conferences and competitions.

Promote research and innovation, leading to publications in reputed journals.

Seek recognition and accreditation from national and international bodies.

2.2. Alumni Engagement:

Create an Alumni Association and register it formally to connect with and involve former students.

Organize alumni events, mentorship programs, and guest lectures.

Leverage the achievements of alumni to enhance the college's reputation.

2.3. Global Perspectives and Collaboration:

Organize international webinars, seminars, and conferences on relevant topics.

Establish partnerships with foreign universities for student and faculty exchange programs.

Encourage cross-cultural learning and collaboration through joint research projects and study abroad opportunities.

Perspective 3: Applying for Autonomous Institute Status

3.1. Preparations for Autonomy:

Conduct a comprehensive self-assessment to identify areas where autonomy can improve educational

quality.

Develop a strategic plan for governance, administration, and financial management.

Formulate academic and administrative policies in alignment with autonomy requirements.

3.2. Application Process:

Prepare a detailed proposal for autonomous status, including academic, administrative, and financial plans.

Ensure compliance with all regulatory requirements and guidelines.

Seek guidance from experts and educational authorities to strengthen the application.

3.3. Transition to Autonomous Institute:

Once autonomous status is granted, a dedicated board of governors will oversee governance, guaranteeing effective leadership

Implement innovative academic programs, curriculum reforms, and faculty development initiatives.

Continuously monitor and evaluate the impact of autonomy on academic excellence and institutional growth.

This perspective plan outlines a strategic roadmap for L D Arts College to align with NEP 2020, expand its national and international presence, and work towards achieving autonomous institute status. It encompasses a holistic approach to education, skill development, alumni engagement, and global collaboration, ensuring the institution's growth and recognition in the academic landscape.

File Description	Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Elevating Faculty Excellence through the Academic Performance Index (API)

In the dynamic landscape of education, the role of faculty members in shaping the academic journey of students is paramount. Recognizing this, the Government of Gujarat has instituted the Academic Performance Index (API) as a comprehensive assessment tool to evaluate the performance and contributions of faculty members. This initiative aims to promote excellence in teaching, research, and professional development within higher education institutions.

The API evaluates faculty members based on three core criteria:

Teaching, Learning, and Evaluation related strategies: This criterion assesses a faculty member's effectiveness in delivering educational content, engaging students in the learning process, and their ability to evaluate and improve teaching methodologies. It encourages faculty to adopt innovative teaching strategies that enhance the quality of education.

Co-curricular, Extension, and Professional Development Activities: Beyond the classroom, faculty members are encouraged to actively participate in co-curricular and extension activities. These could include organizing events, workshops, or community outreach programs.

Research and Academic Contribution: This criterion acknowledges the significance of research and academic contributions in the higher education sector. Faculty members are evaluated on their research output, publications, participation in conferences, and other academic contributions that advance knowledge and scholarship.

One of the notable impacts of the API system is its influence on faculty motivation. It serves as a catalyst for faculty members to enhance their skills and performance continually. This motivation is driven by the prospect of grade promotion and increment. To attain these, faculty members must achieve a minimum required score on the API, making it a tangible goal to strive for in their careers.

The API process involves a meticulous evaluation by the Principal in consultation with the institution's management. Once this internal assessment is completed, the API records are forwarded to the Department of Higher Education in Gandhinagar. Based on the API analysis, the government considers revising the scales, which can have a substantial impact on faculty remuneration and career progression.

In addition to recognizing faculty performance, the institution also extends various welfare schemes to staff members. These include provisions for Medical Allowance, Leave Travel Concession (LTC), and contributions to the Provident Fund. Furthermore, the L. D. Arts College Staff Co-Operative Credit Society, established to cater to the welfare of staff members, provides financial assistance to its members, ensuring their financial security and well-being.

The management has implemented a distinct performance evaluation process tailored specifically for the non-teaching staff employed through the AES. These employees receive a range of benefits, including gratuity, provident fund contributions, medical insurance coverage, and leave entitlement. Furthermore, the management offers financial support by prioritizing assignments for external exams like CA and IGNOU.

Essentially, the management extends social welfare programs to staff members who are not part of the government workforce.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 12.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	15	4	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	18	18	18

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Strategic Resource Mobilization and Financial Vigilance at Our Institution

In an era where financial prudence and resource optimization are crucial for the sustained growth and development of educational institutions, our institution has adopted a robust strategy for mobilizing and efficiently utilizing resources and funds from various sources, both governmental and non-governmental. Our commitment to fiscal responsibility is evident through regular financial audits, both internal and external, which help ensure transparency and accountability in our financial operations.

The management, in its pursuit of responsible stewardship, diligently oversees financial expenditures with the assistance of appointed auditors. This oversight encompasses two distinct types of audits: internal audits and statutory audits, which are conducted annually.

The internal audit is an intricate examination of our income and expenditure records, carried out with

meticulous attention to detail. It serves as a critical mechanism for identifying any irregularities, discrepancies, or areas for improvement in our financial processes. Our internal auditor plays a vital role in ensuring that every financial transaction adheres to established protocols and best practices.

On the other hand, the statutory audit focuses on providing the final statement of income and expenditure. This audit, conducted by external auditors, adds an additional layer of impartial scrutiny to our financial records. The results of both internal and statutory audits are shared with the Principal and the management, along with suggestions and remarks. This transparent approach to financial oversight ensures that our institution's leaders have a clear understanding of our financial health and can make informed decisions accordingly.

In terms of procurement, our institution adheres to a systematic approach to ensure value for money. When making purchases for campus renovations and infrastructure enhancements, we follow a competitive bidding process. Specifically, we solicit three quotations from reliable providers and present them to the management for final approval. The order is placed with the minimum bidder, balancing considerations of cost with the expected quality of goods or services and post-supply support.

The frequency of financial audits underscores our commitment to fiscal accountability. Internal audits occur twice a year, providing regular checkpoints for financial scrutiny. The final audit, encompassing the entire financial year, is typically completed at the year's end. To ensure the highest level of professionalism and objectivity, we engage a recognized chartered accountant firm for this annual review and analysis of our accounts. Their financial audited statements are presented to the management, complete with their comments and insights. The management diligently reviews these financial statements, offering their advice and recommendations for the upcoming financial year.

In the event of any financial deficit, our institution's management takes responsibility for covering the gap, underlining their commitment to the institution's financial stability and continued growth.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Elevating Academic Excellence: The Pioneering Role of IQAC

In the relentless pursuit of academic excellence, institutions must embark on a continuous journey of self-

evaluation and improvement. Our institution has been privileged to witness the transformative impact of the Internal Quality Assurance Cell (IQAC) since its establishment in the academic year 2015-16. Guided by the institution's Principal, the IQAC comprises a cadre of esteemed heads from significant academic and administrative units, a selection of dedicated educators, and representatives from local committees.

IQAC: The Beacon of Excellence

Each new academic year marks the commencement of a rigorous planning exercise within the IQAC. This dedicated group of individuals convenes with the Principal to craft a comprehensive blueprint for elevating the institution's overall quality. The IQAC takes on a multitude of critical responsibilities, all aimed at the relentless pursuit of academic excellence:

Encouraging Participation: The IQAC acts as a catalyst, motivating both faculty and students to actively engage with various State Government initiatives geared towards enhancing educational quality. Through fostering collaboration and participation, it ensures that our institution remains at the vanguard of educational innovation.

Faculty Development: A cornerstone of our institution's success is its commitment to faculty development. The IQAC actively promotes faculty participation in seminars, workshops, and conferences, thereby providing opportunities for professional growth and knowledge sharing. This commitment to continuous learning enriches the teaching and learning experience.

Enriching the Academic Calendar: The IQAC consistently endeavors to enhance the academic calendar by weaving a rich tapestry of cultural and academic activities. These activities not only nurture holistic development but also contribute significantly to creating a vibrant campus environment.

Alumni Interaction: The IQAC recognizes the invaluable role of alumni and regularly invites members of the Alumni Association to interact with students. Through this engagement, students gain insights, mentorship, and networking opportunities.

Expert Engagement: To enrich the learning experience, the IQAC proactively invites experts from diverse fields to engage with students through lectures, talks, and discussions.

The IQAC further takes the initiative to propose and organize state, national, and international seminars across various departments, thereby enriching the educational experience of both faculty and students.

Annual Quality Assurance Report (AQAR): It meticulously prepares and submits the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of the National Assessment and Accreditation Council (NAAC).

Through these functions, the IQAC is a driving force in our institution's pursuit of academic excellence, promoting a culture of quality that permeates every aspect of our educational journey.

A Systematic Approach to Excellence

The IQAC at L. D. Arts College is steadfast in its commitment to excellence across all facets of education. Its systematic approach to planning and implementation, conducted in close collaboration with

department heads, ensures that every aspect of teaching and related activities is meticulously considered.

In conclusion, the IQAC stands as a testament to our institution's unwavering dedication to quality education. Its holistic approach to improvement touches every aspect of our academic journey, reinforcing our commitment to excellence.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity and Sensitization Steps at Our Institution

In the pursuit of creating a campus that champions gender equity and equality, our institution has implemented a multifaceted approach, spearheaded by the Collegiate Women's Development Cell (CWDC), Discipline Committee, and the Student Council. These entities work in harmony to foster an environment of inclusivity and empowerment.

The inception of the CWDC in 2005 marked a pivotal moment in our commitment to gender equity and justice. This cell serves as a platform for both female students and women employees, promoting a range of academic and creative initiatives. The primary goal is to ensure a safe and nurturing campus atmosphere for all female stakeholders. The CWDC's tireless efforts have not only motivated female students to engage actively in various activities but have also resulted in a remarkable absence of reported grievances related to harassment or ragging. This underscores the effectiveness of these proactive measures.

One of the cornerstones of our approach is the organization of workshops aimed at enhancing the emotional well-being of our female students. These workshops, attended enthusiastically by the majority, have a transformative impact on their personalities and attitudes. By equipping them with knowledge and coping strategies, we empower our female students to navigate the challenges they may face confidently.

Moreover, our commitment extends beyond emotional well-being to encompass physical health. We conduct awareness programs on women's health and hygiene, featuring senior gynaecologists who address issues such as anaemia, HIV, and thalassemia. These sessions also offer personal counselling and guidance, ensuring that our female students have access to comprehensive healthcare support.

Recognizing the significance of socio-cultural norms and discrimination, we strive to inculcate an understanding of different rights, responsibilities, and relationships between genders within our community. We actively promote gender-sensitive services, rejecting any form of discrimination or stereotyping. Every student, regardless of gender, is treated with equal respect and offered equitable opportunities for involvement in NCC, NSS, sports, and cultural activities. Our NCC has a dedicated wing for female students, fostering their participation in parades, competitions, and camps at both state and national levels, showcasing their talents and abilities.

We follow the government defined norms of filling seats for female students and women employees.

To nurture gender sensitization, we have established an open channel of communication between students and faculty. Female students are encouraged to share personal concerns, seek guidance, and participate in various competitions. We incorporate gender bias discussions into our curriculum, promoting a culture of equality and inclusivity. Our institution is committed to teaching students to behave respectfully, minimizing discriminatory behavior and fostering a welcoming environment.

Our policies, including the dress code, are designed with the safety and values of our students in mind. We believe that these guidelines contribute to the creation of a respectful and secure campus environment.

In conclusion, the measures implemented by our institution have had a profound impact on the consideration and integration of female students. We prioritize their well-being and ensure that their identities are celebrated.

File Description	Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Fostering an Inclusive Environment at Our Institution

Inclusivity is a core value that defines the ethos of our institution. We take pride in creating an environment where individuals from diverse cultural orientations are not only welcomed but encouraged to freely express themselves, their opinions, and their unique perspectives. This commitment to inclusivity extends across all facets of our academic community, ensuring that every member can participate fully in the learning process, social and cultural activities, sports, NCC, and NSS.

To cultivate an inclusive environment, various departments organize a multitude of social activities that promote emotional well-being. Students are made to feel safe from abuse, harassment, and unfair criticism. This nurturing environment seamlessly integrates teaching and extracurricular activities, infusing core societal values into the behavior and outlook of our students.

One of the foundational principles of our institution is the creation of safe spaces for both boys and girls. We make deliberate efforts to establish a workplace environment where everyone, including teachers and senior students, respects one another and contributes to the qualitative development of the institution as a whole. This environment fosters a deep sense of belonging among our students, ensuring that they are continuously engaged with the institution.

Our students are actively encouraged to participate in various activities, both inter-college and intra-college, and their efforts are often rewarded with medals and certificates. These activities are designed to focus on the holistic development of each student, promoting their right to learn and their right to reach their highest potential.

In addition to formal instruction, our classrooms encourage interactive debates and discussions. These provide a platform for the all-around development of students' personalities. The atmosphere in our institution promotes tolerance, as our student body comes from diverse socioeconomic and cultural backgrounds, each with their own unique ideas and value systems. However, harmony is a fundamental value that is actively encouraged.

To instill a sense of nationalism and patriotism, we celebrate Independence Day and Republic Day every year. We collectively read out the Preamble of the constitution, helping our students become more aware of our country's cultural and political landscape.

Cultural events are a cornerstone of our institution, encouraging the active participation of both boys and girls. Our NCC boys and girls wing, along with the NSS, are among the most popular activities in which many students are involved. These activities promote personality development and foster positive social relationships.

Our commitment to inclusivity extends to students who may be differently abled. We actively work to reduce barriers, ensuring that every student is provided with equal opportunities for academic and social achievement. Our curricular and extra-curricular activities are designed to instill respect, understanding, and compassion in our students. Through learning and interaction, we aim to cultivate civic participation, employment opportunities, and a sense of community for all.

It is our firm belief that an inclusive environment not only enriches our institution but also prepares our students to embrace diversity and contribute positively to society at large.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice

Transparency in Internal Evaluation

2. Objectives of the Practice

The objective of this best practice is to ensure transparency, fairness, and accountability in the internal evaluation process. It aims to:

- Promote academic integrity by assessing students fairly.
- Recognize and reward students' efforts appropriately.
- Encourage healthy competition among students to strive for excellence.
- Foster a culture of accountability and ownership of academic performance.

3. The Context

L. D. Arts College recognized the need for a more transparent internal evaluation system due to several contextual features:

- Previous concerns about inconsistent evaluation practices.
- A desire to eliminate subjective biases in grading.
- The need to instil trust and confidence among students and faculty.
- The goal of promoting a culture of academic excellence.

4. The Practice

L. D. Arts College's commitment to transparency in internal evaluation involves:

- Openly displaying students' marks on the notice board for public access.
- Providing internal mark sheets to students with a detailed breakdown of their scores.
- Regularly updating and reviewing the evaluation process to maintain fairness and consistency.
- Addressing any grievances or concerns raised by students promptly and impartially.

This practice is unique in the Indian higher education context as it goes beyond conventional evaluation methods. While constraints or limitations may include concerns about student privacy and the need for a robust mechanism to handle grievances, these are carefully addressed to ensure the practice's effectiveness.

5. Evidence of Success

The evidence of success includes:

- Improved academic performance and motivation among students.
- Reduction in complaints and disputes related to evaluation.
- Enhanced trust and confidence in the institution among students and faculty.
- Positive feedback from stakeholders, including parents and alumni.

These results indicate that the practice has contributed to a more equitable and transparent evaluation system, ultimately benefiting the institution and its students.

6. Problems Encountered and Resources Required Problems Encountered:

Challenges in managing and addressing grievances effectively.

7. Resources Required:

- Human resources for implementing and overseeing the transparent evaluation system.
- IT infrastructure for maintaining an updated notice board and online mark sheets.
- An efficient grievance redressal mechanism.

8. Notes (Optional)

The transparency in internal evaluation practice at L. D. Arts College has not only improved academic standards but also fostered a culture of trust and accountability. Other institutions can consider implementing similar practices to enhance academic integrity and student motivation. It is essential to strike a balance between transparency and privacy concerns while designing and implementing such systems.

This practice aligns with our institution's core values of fairness, accountability, and continuous improvement. We believe that transparency in evaluation is a cornerstone of quality education and strive to uphold these principles in all our academic processes.

1. Title of the Practice:

NSS: Fostering Social Awareness and Community Welfare

2. Objectives of the Practice:

The National Service Scheme (NSS) at our institution aims to promote social awareness, inculcate Indian values, and nurture a sense of community, nationalism, and patriotism among students. Through various camps and initiatives, NSS encourages student participation in welfare programs, fostering a sense of responsibility towards society.

3. The Context:

Established in 1937, our institution recognizes the importance of social outreach and community development. The context involves the upliftment of rural areas through NSS camps and other social welfare activities where students actively engage with rural communities. However, resistance from conservative rural groups occasionally presents a challenge, but NSS volunteers have successfully brought about positive change.

4. The Practice:

Our NSS unit comprises more than 200 enthusiastic students, led by Dr. N.P. Verma and Dr. Babubhai Desai. The unit conducts various camps in remote rural areas, each lasting approximately 7 to 8 days. These camps focus on community welfare, cultural exchange, and the promotion of Indian values. Despite resistance from some rural communities, NSS volunteers have played a pivotal role in effecting positive change.

The NSS unit, under Dr. N.P. Verma's leadership, has received recognition and awards from the State and Central Governments for its contributions to social welfare. Financial support for NSS activities is granted by the Government.

5. Evidence of Success:

NSS has been instrumental in fostering a sense of responsibility, community involvement, and patriotism among our students. Many students have actively participated in National Level Camps and have contributed to the welfare of rural communities. Dr. N.P. Verma, the Coordinator of the NSS wing and two of our students, Ravi Jani and Gautam Mistry have received the prestigious INDIRA GANDHI NATIONAL AWARD, reflecting the impact and success of this practice.

6. Problems Encountered:

- Resistance and scepticism from conservative rural groups.
- Challenges in ensuring sustained community engagement.
- Logistical issues during remote rural camp organization.

7. Resources Required:

- Financial support from the Government to fund NSS activities.
- Adequate transportation and logistics for remote camp locations.
- Training and orientation programs for NSS volunteers.
- Continuous efforts to build trust and rapport with rural communities.

8. Notes:

NSS has not only enriched the lives of our students but has also made a significant, positive difference in the communities we serve. To successfully implement a similar practice, institutions should emphasize the importance of patience, cultural sensitivity, and long-term commitment in engaging with rural communities. Additionally, collaborations with local NGOs and government agencies can further enhance the impact of NSS initiatives on community welfare.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness: A Legacy of Excellence

Established in 1937, our institution stands as a beacon of education, steeped in a rich history that has shaped its unique identity. In a region characterized by diversity, our college proudly holds the distinction of being one of the few English-medium grant-in-aid Arts Colleges. Our commitment to providing quality education knows no boundaries, welcoming students from diverse cultural, regional, and religious backgrounds.

Diversity and Meritocracy:

At the core of our institution's philosophy is a commitment to diversity and meritocracy. Our admissions

process is marked by objectivity and a focus on merit, ensuring that talent and potential are the driving factors in selecting our students. This approach reflects our dedication to providing equal educational opportunities to all, regardless of their background.

Spirituality and Rationality:

As each day dawns within the hallowed halls of our college, a dual prayer, both sacred and secular, sets the tone. This unique practice symbolizes our commitment to fostering a holistic environment that values both spirituality and rationality. It's a testament to our belief that education goes beyond textbooks and exams; it's about nurturing the whole individual.

Academic Excellence:

Academic excellence is the heartbeat of our institution. Year after year, our students, spanning all three academic years, consistently shine in university merit lists. Many graduate with distinction and first-class honours, a testament to the rigorous academic environment we provide. To recognize and celebrate these achievements, we offer a range of scholarships, awards, and medals.

Path to Higher Studies and Careers:

Upon completing their three-year program, a significant percentage of our students excel in competitive examinations, paving the way for higher studies and successful careers. Alumni like Kathan Jitendrakumar Dabhi, who secured admission to Brunel University, London, for a master's in English Literature, exemplify the caliber of talent our institution nurtures. Others, such as Kaji Tabussum and Hinali Purohit, cleared the State Eligibility Test for Assistant Professor in Economics, while Ayushi Srivastava and Dirghaj Davda gained admission to prestigious MBA programs.

NCC Excellence:

Our institution proudly excels in NCC activities, led by Captain. Dr. Vinod Meena who leads the Boys' unit, and Dr. Jagruti Thummar. who leads the Girls' Unit. Both our NCC units have three wings of Army, Navy and Air force. Students actively participate in rigorous training programs, national events, and Republic Day Parade Camps.

Gender Justice and Equality:

Our institution places a strong emphasis on gender justice and equality, exemplified through our Collegiate Women's Development Committee (CWDC), established in 2005. Regular activities, guest lectures, personal counselling by renowned doctors and dieticians, and grievance mechanisms ensure a safe and empowering environment for our female students.

NSS:

The National Service Scheme (NSS) is another feather in our cap, recognized at the national level. Dr.

N.P. Verma, the convener of our NSS unit and two of our students Ravi Jani and Gautam Mistry received recognition from the President of India. Activities such as blood donation drives, tree planting, and visits to orphanages and old age homes underscore our commitment to social welfare and community development.

Sports and Cultural Activities:

The college has a brilliant record of achievements in Sports and Cultural Activities. The sports events are managed and organized by our sports director Dr. Manoj Thakore. Our students have won gold, silver and bronze medals at the university, state and national levels in events such as football, kho kho, handball, judo, chess, swimming, boxing, kabaddi, rifle shooting and athletics.

The achievements in cultural activities are equally noteworthy. The college cultural committee is led by Dr. Jenny Rathod (Co-ordinator) and other faculty members. The students of our college have an outstanding record of achievements in cultural activities at the Youth Festival in literary events, fine arts, music, theatre and performing arts at the university, state and national levels. Ghata Vasavada represented LD Arts College, Gujarat University, and India at SAUFEST in the event of elocution. Raj Virani won the Times of India Public Speaking contest. Some of our former students are actively working in the entertainment industry as actors and singers.

Mahadev Desai and Karnik Hutheesingh Elocution Trophy

The Mahadev Desai and Karnik Hutheesingh Elocution Trophy, a hallmark of distinction at L D Arts College, exemplifies a rich tradition of elocution excellence. Established in 1950, this competition has stood as a beacon of prestige for sixty-eight years showcasing the Gujarati language's eloquence in the state. This unique and distinctive feature of L D Arts College continues to foster linguistic and intellectual brilliance, solidifying its place in the annals of educational excellence.

The Geeta Jayanti Elocution Competition, is organized by the Department of Sanskrit, headed by Dr. Gajendra Panda. Its unique feature is it is organized purely in the Sanskrit language and has a history of 15 years. It includes a debate competition and a recitation competition of shlokas from the Geeta.

The Placement Cell at L D Arts College headed by Prof. Jayesh Solanki stands as a beacon of uniqueness and innovation, setting the institution apart as one of the very few arts colleges in the state to have established such a remarkable feature. The genesis of the Placement Cell at L. D. Arts College was rooted in the recommendations of the NAAC peer team, showcasing the institution's commitment to excellence. The college's esteemed reputation acts as a magnet, attracting renowned companies like Hitachi, Wipro, HDFC Bank, MOTIF, and Eureka Forbes Ltd, all of which eagerly participate in offering career counselling and attractive packages to the students.

IGNOU Study Centre: The college IGNOU study centre is one of the largest in Gujarat and second largest in India. It offers over 150 certificate to post graduate courses and nearly 8000 students enrol in this centre.

Top of Form

All-Round Personality Development:

Our institution's commitment to all-round personality development is unwavering. We emphasize the importance of attendance, a proper dress code, and active participation in enhancing our institution's uniqueness. As we look ahead, we remain dedicated to upholding our legacy of excellence while adapting to the evolving landscape of education.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Transparency in internal evaluation, including openly displaying students' marks and providing internal mark sheets, fosters accountability and trust. Academic excellence is a cornerstone, with students consistently excelling in university merit lists, earning distinctions and first-class. The college supports their achievements with scholarships, awards, and medals.

Furthermore, L.D. Arts College prepares students for higher studies and successful careers. Notable alumni, like those pursuing master's degrees and excelling in competitive examinations, exemplify the institution's commitment to nurturing talent.

In conclusion, L.D. Arts College's distinctiveness is rooted in its legacy of excellence, safe environment, strategic location, exposure to academic excellence, transparency in evaluation, and unwavering focus on academic and career development. It stands as a shining example of an educational institution driven by a passion for excellence and holistic growth, contributing significantly to society.

Concluding Remarks :

In conclusion, L.D. Arts College, established in 1937, continues to be a beacon of education, character development, and holistic learning in Gujarat. Its enduring commitment to the principles set forth by its founding fathers, combined with its modern approach to education, makes it a dynamic and forward-thinking institution.

Despite facing challenges such as faculty shortages and changing student preferences, the college is poised to capitalize on its strengths and opportunities. With a focus on research, diverse course offerings, and a commitment to social service, L.D. Arts College remains a vital force in shaping the next generation of responsible, educated citizens who will contribute positively to society.