

H L COLLEGE OF COMMERCE (AUTONOMOUS)

H. L. Campus, S.V. Desai Marg, Vasant Vihar, Navrangpura, Ahmedabad-380009

MINUTES OF THE MEETING OF THE IQAC OF H L COLLEGE OF COMMERCE (AUTONOMOUS) HELD ON 20TH APRIL, 2026, AT 10:00 AM, AT THE CONFERENCE ROOM, HLCC CAMPUS, AHMEDABAD.

The following members were present for the online meeting:

Sr. No.	Name	Particulars	Attendance
1.	Dr Shriram Nerlekar	Director AES, Management Representative	Present
2.	Dr. Mona Kelshikar	Principal & Chairperson, IQAC	Present
3	Dr Parag Shah,	Coordinator, IQAC	Present
4	Dr Manisha Bhavsar,	Coordinator, IQAC	Present
5	Prof Pravin Parmar	Senior Faculty, UG Program	Present
6	Dr Saroj Rana	PG Program in-charge	Present
7	Dr Payal Shastri	Assistant Professor, Coordinator, B. Com (BFS)	Present
8	CS Komal Kewalramani	Assistant Professor, Coordinator, B. S (Fintech)	Absent
9	CA Kshitij Patel	Industry Expert	Present
10	Mr. Rajesh Rawani	Alumni Representative	Present
11	Dr. Ashish Dave	External Member	Present
12	Dr. Rakesh Rao	External Member	Present
13	Mr. Dharmesh Shah	Admin Staff	Present
14	Mrs. Alpa Chotai	Parent	Present
15	Ms Misri Upadhyay	General Secretary, Student Council	Present

Chairperson of the Meeting:

Dr. Mona Kelshikar, Principal & Chairperson, also welcomed all members and emphasized the significance of the meeting.

1. Welcome and introduction of New External Members

Dr. Mona Kelshikar requested all the members to introduced themselves and after a formal introduction she again graciously welcomed all the Members to contribute towards developments.

2. Approval of Previous Meeting Minutes

The minutes of the previous IQAC meeting, were presented for approval. The minutes were read, confirmed, and unanimously approved. Thereafter the discussions began with respect to other agenda items which was circulated well in advance with the invitation of the IQAC Meeting.

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3. Presentation & Review of HL's Journey as an Autonomous College:

Dr. Mona Kelshikar started to discuss phase wise journey of college as an autonomous institution. She begun the discussion explaining the phase wise clarity as follows:

Phase 1: Institutional Readiness and Governance Framework (July 2023 - April 2024)

The committee reviewed the initial phase of the autonomous transition, which primarily focused on establishing the institutional foundation required for smooth and effective autonomous functioning. During this phase, the institution formally submitted its application for academic autonomy in July 2023. After due consideration by the regulatory authorities, autonomous status was granted in November 2023, marking a landmark achievement in the academic history of the institution. Following the conferment of autonomy, the college initiated the formation of all essential statutory and governance bodies necessary for autonomous administration and compliance. These included the Governing Body, Academic Council, Finance Committee, Examination Cell, and various Boards of Studies. These bodies were constituted to ensure transparent governance, participative decision-making, academic accountability, and efficient policy implementation.

Significant efforts were undertaken in curriculum planning and academic restructuring. Program-wise curriculum frameworks and syllabus architectures were designed for all autonomous programs with emphasis on flexibility, interdisciplinary learning, employability enhancement, and alignment with the principles of the National Education Policy (NEP). Semester 1 and Semester 2 syllabi were carefully developed with industry relevance and outcome-based learning objectives. The institution also undertook recruitment processes for teaching and non-teaching staff required for newly introduced self-financed programs to ensure adequate academic and administrative support.

In order to facilitate academic reforms and examination management, the institution, initiated procurement and integration of ERP-based digital systems. Parallely, infrastructural strengthening was undertaken through establishment of the Examination Cell, creation of dedicated staff rooms for self-financed faculty, installation of interactive panels in classrooms, and modernization of computer laboratory facilities.

Institutional Outcome - Phase 1

The members observed that this phase successfully established the regulatory, curricular, technological, and infrastructural foundation required for the commencement of the first autonomous academic cycle.

Phase 2: Operational Launch of Autonomous Academic Cycle (June 2024 - December 2024)

Next IQAC committee reviewed the successful implementation phase of autonomy wherein the institution operationalized the autonomous academic framework across multiple programs. The college successfully launched the first autonomous academic cycle in the following programs:

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- B.Com. Accountancy (Existing Program)
- M.Com. Accountancy (Existing Program)
- B.Com. Banking & Financial Services (Newly Launched)
- B.S. in FinTech (Newly Launched)
- B.S. in International Finance (Newly Launched)

The institution has in place the NEP-aligned curriculum flexibility offering B.Com. Accountancy students the option to choose from Statistics or Management as minor subjects, thereby promoting multidisciplinary learning opportunities. A major institutional challenge during this phase involved managing three parallel academic structures simultaneously. The institution effectively handled:

- First Year under the autonomous framework
- Second Year under Gujarat University's NEP-affiliated structure
- Third Year under the CBCS affiliated structure

The IQAC appreciated the smooth transition management and academic coordination demonstrated during this complex operational period. The institution also introduced ERP-enabled MCQ examinations, which enhanced transparency, evaluation efficiency, and performance analytics. Attendance was made compulsory in every lecture through a mobile application-based digital attendance system, thereby strengthening academic discipline and monitoring.

An important academic reform introduced during this phase was the implementation of a structured Continuous Comprehensive Evaluation (CCE) model mapped explicitly to Bloom's Taxonomy. Different assessment components were linked to specific cognitive levels such as remembering, understanding, applying, analyzing, evaluating, and creating. This ensured a more holistic and scientifically designed student assessment framework.

Institutional Outcome - Phase 2

The committee observed that this phase established the academic credibility of the autonomous system through effective digital governance, transparent assessment mechanisms, structured evaluation practices, and curriculum flexibility.

Phase 3: Curricular Stabilization and Examination Quality Enhancement (January 2025 - April 2025)

The third phase focused on strengthening curriculum continuity and standardizing examination quality systems. During this period, Semester 3 and Semester 4 syllabi were designed and implemented with continued emphasis on employability, industry alignment, and outcome-based education. The curriculum design process incorporated practical applicability, skill enhancement, and academic rigor.

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The examination ecosystem underwent major quality improvements. The institution introduced faster result processing workflows and significantly reduced examination result turnaround time. Standardized question paper formats were implemented to ensure consistency and fairness across all programs. The institution further institutionalized question paper setting practices aligned with Bloom's Taxonomy, ensuring balanced assessment across all cognitive domains. To enhance academic credibility and benchmarking, external subject experts from reputed institutions were invited to contribute question papers for term-end examinations. The committee noted that these reforms strengthened the integrity, transparency, and academic standardization of the examination process.

Institutional Outcome - Phase 3

The committee concluded that this phase ensured curricular continuity, strengthened academic benchmarking practices, and significantly improved the credibility and quality assurance of examinations.

Phase 4: Process Stabilization and Infrastructure Scaling (June 2025 - December 2025)

The fourth phase represented the institution's transition from implementation towards operational maturity and stabilization of autonomous systems. The institution successfully completed the second cycle of autonomous admissions through the GCAS portal, demonstrating improved administrative preparedness and process maturity.

Regular examination and result cycles became more stable and systematic during this phase. The institution ensured timely conduct of examinations, punctual declaration of results, reduction in administrative bottlenecks, and improved communication channels with students. The IQAC also reviewed measures undertaken for strengthening student support systems and academic administration through enhanced digital communication mechanisms. Technology-enabled infrastructure development continued during this period. The institution consistently upgraded four to five classrooms annually into smart classrooms equipped with interactive teaching technologies to improve the teaching-learning environment.

Institutional Outcome - Phase 4

The committee observed that this phase established institutional confidence in autonomous systems, strengthened scalability of academic operations, and enhanced learner support and administrative efficiency.

Phase 5: Review, Reflection, and Preparation for Complete Autonomous Cycle (January 2026 - April 2026)

The fifth phase marked the institution's movement towards quality review, evidence-based reflection, and preparation for long-term autonomous excellence. The institution successfully completed the four-semester undergraduate curriculum cycle and ensured readiness of academic resources, faculty preparedness, examination systems, and learning infrastructure for the remaining semesters across all autonomous programs. A major initiative undertaken during this phase was the first IQAC-led curriculum revision exercise for Semesters 1 and 2. The revision process was based on:

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- Two years of teaching-learning experience
- Student progression analysis
- Assessment outcomes
- Stakeholder feedback
- Academic performance indicators

The Committee emphasized that this evidence-based review process reflects the institution's commitment towards continuous quality improvement and academic responsiveness. The institution also strengthened governance support mechanisms by creating dedicated spaces for cells, committees, and statutory body meetings to improve administrative coordination and institutional functioning.

Further discussions focused on planning for the first complete autonomous graduation cycle with emphasis on:

- Academic quality benchmarks
- Outcome-based education
- Institutional excellence
- NAAC preparedness
- Long-term sustainability of autonomous practices

Institutional Outcome - Phase 5

The committee noted that this phase signifies the institution's transition toward continuous quality enhancement, data-driven curriculum review, institutional maturity, and readiness for sustained autonomous excellence.

Thereafter, the phase wise discussions were completed, Dr. Kelshikar requested Dr. Parag Shah to discuss about the criteria wise progress of the institution highlighting the factors that NAAC evaluates:

Criterion 1: Curricular Aspects

Dr. Parag Shah started the discussion with IQAC committee about the institution's progress under Criterion 1, which focuses on curriculum design, academic flexibility, curriculum enrichment, and feedback mechanisms. The committee noted that the institution has significantly strengthened academic flexibility and programme diversification after attaining autonomy. Specialized and future-oriented programmes such as:

- B.Com. Banking & Financial Services
- B.S. in FinTech
- B.S. in International Finance

were successfully introduced to address evolving industry demands and emerging career opportunities. The institution also introduced NEP-aligned flexibility through Major and Minor subject options as already discussed. The meeting further reviewed the adoption of the

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Outcome-Based Education (OBE) framework. All courses and assessment components have been systematically aligned with Bloom's Taxonomy (Remembering / Understanding / Analyzing / Applying / Evaluating) and programme outcomes. Internal and external evaluations are now structured to assess competencies across multiple cognitive levels, thereby strengthening academic rigor and learning outcome measurement.

The curriculum across semesters was found to be strongly aligned with employability enhancement, industry relevance, sector specialization, and emerging financial technologies. The IQAC particularly appreciated the institution's focus on integrating practical relevance and future-readiness within academic programmes. Mr. Kshitij Patel suggested about planning new courses and making industry ready students; to which Dr. Mona Kelshikar said since the entire premise is packed from Morning to Evening, the infrastructure is packed and thus difficult for starting new courses as of now. Dr. Parag Shah confirmed that once the current programs mature, college may plan to expand and add new courses. Upon asking the new courses that can be considered, Mr. Kshitij Patel suggested for foreign accounting courses with rising demands.

Criterion 2: Teaching-Learning and Evaluation

The IQAC reviewed the progress achieved in technology-enabled pedagogy, innovative teaching methodologies, and examination reforms. Dr. Parag Shah informed about that the institution has progressively transformed conventional classrooms into ICT-enabled learning environments through annual installation of smart panels in four to five classrooms. Faculty members are increasingly integrating digital teaching content, interactive pedagogy, and data visualization techniques into classroom delivery.

A major pedagogical innovation discussed during the meeting was the introduction of the Block Teaching Model. The institution adopted this strategy to address rapidly evolving sectors such as FinTech and International Finance. Under this model, industry experts, practitioners, and domain specialists deliver intensive and focused academic modules within self-financed programmes.

The IQAC observed that this approach has significantly strengthened: Industry exposure, Experiential learning, Practice orientation and Curriculum relevance. He also apprised the committee about the FDPs also conducted for development of the faculties. IQAC was apprised that AES Trust has granted Rs. 50000/- for research and Rs. 50000/- for FDPs for the faculties for their holistic professional growth and development.

The committee also reviewed examination reforms undertaken after autonomy. ERP-based MCQ assessments have improved transparency, objectivity, evaluation speed, and performance monitoring. Digital workflows for internal marks and examination result processing have enabled near zero-delay result declarations. Question paper formats aligned explicitly with Bloom's Taxonomy have also been institutionalized to ensure balanced cognitive assessment.

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The IQAC appreciated the scientific and structured assessment framework designed to continuously evaluate holistic student learning outcomes.

Criterion 3: Research, Innovations and Extension

The meeting reviewed the institution's emerging research ecosystem and initiatives undertaken to strengthen research culture. The IQAC noted that faculty academic progression is being systematically monitored through the Career Advancement Scheme (CAS) framework. This has positively contributed towards:

- Increased research motivation
- Research publications
- Participation in conferences and seminars
- Faculty academic development

Dr. Parag Shah informed about that the institution is currently in the process of developing a formal research and entrepreneurship promotion policy. Proposed provisions under the policy include:

- Seed money support
- Institutional research grants
- Innovation incubation support
- Interdisciplinary research incentives

The committee observed that this policy framework will strengthen institutional research infrastructure and faculty engagement in scholarly activities. The institution's specialized programmes in FinTech and International Finance were identified as emerging platforms for: Domain-based research, Live market analysis, Case development and Industry-linked student projects. The IQAC further noted that autonomy has increased faculty and student participation in seminars, workshops, FDPs, and industry conclaves due to improved curriculum ownership and scheduling flexibility. Mr. Ashish Dave suggested for college's own Journal and the suggestion was gladly accepted by the members of the IQAC.

Criterion 4: Infrastructure and Learning Resources

The IQAC reviewed infrastructural development and digital transformation initiatives undertaken by the institution. The institution renovated administrative and accounts office spaces through interior enhancements and installation of air-conditioning facilities to create a more professional and efficient work environment. Academic infrastructure scaling was also reviewed.

The institution expanded computer laboratory capacity to support technology-oriented programmes and established dedicated spaces for: Statutory body meetings, Governance committees, IQAC functioning, Academic cells and Examination administration.

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The committee appreciated the institution's continued investment in smart classrooms and technology-enabled learning spaces. A major achievement discussed during the meeting was the establishment of an end-to-end ERP ecosystem covering: Admissions, Attendance, Internal assessments, Examination management, Student communication and Result processing. The IQAC observed that the ERP system has improved operational efficiency, academic monitoring, and institutional transparency.

Criterion 5: Student Support and Progression

The meeting reviewed various student-centric reforms and progression support systems implemented by the institution. The institution introduced specialized programmes in: Banking & Financial Services, FinTech, and International Finance

These programmes were recognized as highly capability-oriented and aligned with employability enhancement and industry expectations. The IQAC appreciated the institution's data-driven progression tracking system enabled through the Continuous Comprehensive Evaluation framework. The system allows real-time monitoring of student performance and supports:

- Identification of at-risk learners
- Academic mentoring
- Remedial planning
- Academic counselling interventions

The committee also noted that curriculum flexibility and Minor subject choices have increased student ownership of learning pathways and enhanced academic engagement. The committee observed that the institution demonstrates strong student-centric governance, transparent academic systems, progression analytics, and learner support mechanisms.

Criterion 6: Governance, Leadership and Management

Dr. Mona Kelshikar began this discussion and apprised the committee about the institutional governance structure and quality management systems established after autonomy. All key autonomous statutory bodies, including: Governing Body, Academic Council, Finance Committee, Boards of Studies and Examination Cell, have been fully constituted and are functioning effectively.

The committee observed that decision-making processes have become more participative, academically driven, and systematically documented. The institution's phase-wise strategic developmental roadmap for the period 2023–2026 was also reviewed. Each phase integrates: Academic reforms, Governance strengthening, Infrastructure scaling and Quality review mechanisms. The IQAC itself has emerged as a central institutional quality driver, particularly in areas such as:

- Curriculum revision
- Progression tracking
- Examination quality monitoring

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- Policy review and implementation

The committee appreciated the institution's emphasis on decentralized governance and long-term strategic planning. The committee concluded that the institution demonstrates leadership maturity, decentralized governance, strategic institutional planning, and effective quality assurance systems.

Criterion 7: Institutional Values and Best Practices

Dr. Mona Kelshikar thereafter discussed about 7th Criterion with Committee which is reviewing the institution's focus on institutional values, social responsibilities, and best practices. The committee observed that the institution's transition towards autonomy has encouraged: Greater accountability, Quality consciousness, Academic transparency, Technology-driven governance and Student-centric practices. The IQAC emphasized that the institution's best practices are increasingly aligned with innovation, transparency, quality enhancement, and continuous improvement principles. The committee concluded that the institution is steadily strengthening institutional distinctiveness, quality-oriented practices, and value-based governance systems.

Mr. Rajesh Ravani inquired about the next NAAC cycle timeline and Dr. Mona Kelshikar apprised it is usually 5 years and the next cycle for our institution is due in the year 2029.

Further, Mr. Rakesh Rao suggested for Green audit and the IQAC members and coordinators informed about the Institution's invested towards - Solar Panels and also apprised the committee that the ERP is also green AI based. Water Harvesting is in process of development along with the cricket ground development. Mr. Rakesh Rao further inquired about Anti Ragging Cell / NCC / NSS and Innovation & Entrepreneurship Club to which Dr. Mona Kelshikar confirmed with pride the college has these committees and clubs in place since long while and these committees and clubs are fully functional.

4. Discussion on future plans and strategic roadmap:

Dr. Mona Kelshikar thereafter apprised the committee about the future developmental plans for the next Academic year, as follows:

- *Aiming to establish tie-ups with professional institutions for ACCA training, enabling students to receive exemptions in selected ACCA papers.*
- *Redevelopment of the cricket ground and pavilion along with installation of floodlighting facilities.*
- *Renovation of boys' and girls' toilet blocks to improve hygiene and usability.*
- *Upgradation of student drinking water facilities for enhanced accessibility and quality.*
- *Procurement and implementation of an AI-enabled ERP system for efficient academic and administrative management.*
- *Installation of interactive panels in additional classrooms to further strengthen technology-enabled teaching-learning processes.*

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5. Any Other Matter with the Permission of the Chair

At last, the members were asked for general suggestions and feedback for further growth and development and following deliberations took place:

Ms. Misri shared her viewpoint that as SF students are getting software-based learning exposure, it would be better if GIA students also get the same opportunities and learning exposures. Her viewpoint was taken on list for future developments.

Thereafter, Mr. Ashish Dave suggested about Laptop Lab which is prominent practice in good institutions where there is Laptop Rack for empowering students with facilities for modern age learnings; this suggestion was also considered for future.

Thus thereafter, there being no other business to discuss, it was decided to adjourn the meeting.

Vote of Thanks:

The meeting was adjourned at 1:20 P.M. with a vote of thanks to the Chairperson.

Place: Ahmedabad
Date: 20th April 2026

Dr. Mona Kelshikar
Chairperson