



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE**

OOTY ROAD  
570025  
[www.jsscacs.edu.in](http://www.jsscacs.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2019**

# **1. EXECUTIVE SUMMARY**

---

## **1.1 INTRODUCTION**

JSS College of Arts, Commerce and Science is a co-educational College established in 1964 under the aegis of JSS Mahavidyapeetha, Mysore. The College was started as an affiliated college of University of Mysore with undergraduate programmes in BA, BSc, BCom, BBM and was given permanent affiliation in 1993. The College is recognised by UGC under section 2(f) and 12(B) of the UGC Act 1956 and is receiving central assistance. In 2005, UGC granted autonomy and since then the College is offering a total of 49 programmes in BSc and BA along with BCom, BCA, BBA, MSc (Physics, Chemistry, Mathematics, Computer Science, Biotechnology, Biochemistry, Botany, Zoology), MCom, MA (English, Kannada), Social Work and PhD. COCs and PG Diploma programmes are also offered. The college has undergone assessment & accreditation by NAAC with four Star grade in 2001, 'A' grade in 2008 (cycle 2) & 2014 (cycle 3). In 2010, the College was recognized by UGC as 'College with Potential for Excellence' and continued for II phase in 2015. Further, UGC-DDU KAUSHAL Kendra was established with financial assistance from UGC. The KAUSHAL Kendra is offering B.Voc/M.Voc in Food Processing & Engineering, B.Voc/M.Voc in Software Development, Certificate, Diploma and Advanced Diploma courses in Animation & Multimedia under Community College Scheme.

As per the new provisions provided by UGC for autonomous colleges, a total nine PG Departments viz., Social Work, Biotechnology, Biochemistry, Chemistry, Commerce, English, Kannada, Mathematics and Physics have been recognized as Research Centers by the University of Mysore. Govt. of Karnataka has recognized the College as Training Centre under Kaushalya Karnataka Scheme to train in 3 job roles, Animator, Editor & Baking Technician. GoK granted financial assistance for five years to offer PG Diploma in Protein Expression and Scale-up under Biotechnology Finishing School (BTFS) in 2011 and in phase II the assistance is continued for five more years with a new nomenclature, Biotechnology Skill Enhancement Programme (BiSEP). In 2017-18 (current year), a total of 3141 students are pursuing their education in various programmes mentioned above and are well supported by 175 teaching staff and 63 non-teaching staff.

### **Vision**

To be known as an institution providing need-based, skill-integrated, cost-effective, quality and holistic education, transforming the students into globally competitive, employable and responsible citizens and to be recognized as a centre of excellence.

### **Mission**

- ♦ To create and acquire relevant knowledge along with skills and global competencies and disseminate the same among students.
- ♦ To provide holistic education through relevant curricula, programmes and pedagogic innovations focusing on employability and self-employment.
- ♦ To undertake research work contributing to the creation of knowledge, skills and its applications for sustainable development.
- ♦ To establish linkage and collaborations for the betterment of teaching, learning, research and extension

activities.

- To provide good infrastructure, human resource and necessary support-services for the betterment of students' progress and welfare.
- To promote national integration, human rights, universal brotherhood and community development activities through inclusive practices.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Well qualified, experienced and dedicated staff
- Proactive management
- Strategic equation
- State-of-the-art infrastructure
- Market driven curriculum with CBCS
- Quality education at affordable cost with emphasis on rural students
- DDU Kaushal Kendra for Vocational programmes and Research promotion
- Clean and green campus
- Active Research Centre
- Hostel facility for girl students within the campus
- Promotion of value-based and holistic education

### Institutional Weakness

- Limited consultancy and collaboration
- Inadequate industry driven research
- Limited provisions for corporate training
- Faculty do not have patents

### Institutional Opportunity

- ♦ Skill India and Start up India
- ♦ Incubation for startups
- ♦ Increased involvement of industry in Curriculum planning
- ♦ Industry funded research
- ♦ Enhanced research activities
- ♦ Establishment of Centres of Excellence
- ♦ Collaboration with foreign universities
- ♦ Market savvy competitors
- ♦ Enhancing employability of students
- ♦ Attracting and retaining competent faculty
- ♦ Enhanced community engagement
- ♦ To transform into an University

## **Institutional Challenge**

- Space constraint for enhancing infrastructure
- Rising operating cost burden on management
- Strengthening traditional courses in the wake of declining student interest
- Entry of foreign universities

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College believes in realising the curricular aspects by defining Programme Outcomes, Programme Specific Outcomes and Course Outcomes that bring out the desired competencies expected. Programmes are relevant to local/ regional/ national and global developments. Curriculum review and development is done regularly to keep in pace with developments in respective fields to meet the requirement of academia, industry/ profession and society. Feedback is obtained from students/ teachers/ alumni/ parents/ employers and analyzed and placed before the Board of Studies comprising of members from diverse backgrounds who carry out a comprehensive process of curriculum design and development. Thrust on development of knowledge and skills are provided through various programmes in the college in addition to value added courses and value based education. The college has diverse range of course options catering to diverse range of learners in terms of Core options, Elective options and Add-on courses, Self-finance and Aided courses both at UG and PG levels.

Based on the societal demands, the College has introduced the programmes BVoc and MVoc in Food Processing and Engineering and Software Development and also Postgraduate Programmes in Botany and Zoology during the past five years. Add-on courses (COCs) leading to Certificate and Diploma are introduced by Biotechnology, Computer Science, Electronics, Microbiology, Botany, Kannada, Commerce and History departments. Several compulsory interdisciplinary courses like Environmental Science & Indian Constitution are introduced for all BA, BSc and BCA Programmes; Computer Business Applications for BCom and BBA programmes. Ample choices are offered to students by integrating CBCS and discipline specific, interdisciplinary/ multidisciplinary electives in curricula to meet students' interests and aspirations. Courses relevant to Professional Ethics, Human Values and Environment and Sustainability are integrated in different programmes. Value-added courses like Sharana Sahithya and Bharathiya Samskruthi are imparted for holistic development of students. College has application oriented programmes through internship, projects, field work and so on .

### **Teaching-learning and Evaluation**

The College has created facility for physically disabled and Divyanjan students for the safe movement and better learning. The college follows the rules and guidelines of Government of Karnataka and University of Mysore in admitting the students. Merit cum roaster system is adhered in allotting the seats for students. Student-teacher ratio of 17:1 exemplifies the existence of knowledge centre for betterment of students. Students learn and gain knowledge in diverse ways such as class room teaching, hands-on experience in laboratories, tutorials, group discussions, field works, minor research projects and seminars. The students are assessed continuously and classified as advanced and slow learners. Remedial classes are conducted to assist slow learners. Advanced learners are motivated and inspired to achieve higher goals and shoulder important responsibilities in various activities.

The teaching has been transformed to ICT mode, so that the scope for absorbing the knowledge is wide for students. The academic activities of the college is strictly adhered to the academic calendar covering admission, internal tests, vacations, examinations and dates of important curricular and extracurricular activities. The college ensures student centric approach that fosters a learning environment which nurtures exploration of various skills and critical thinking of student about the subject. Teachers prepare lesson plan as well as work diary. Teaching plans, methods and evaluation process are framed in order to attain programme outcomes (POs) and course outcomes (COs). The PO and CO attainments are calculated based on the performance of the students at different assessment levels. Continuous assessment is done by two internal tests and semester end examinations. Answer script evaluation for UG is done by internal/external examiner and a reviewer and for PG one internal and one external examiner. Results are made available to students online and the process is simple because of 100% automation followed in the examination section. The college has a total number of 144 full time and 31 part time teachers from all the departments. The library, computers, internet facility and net resource centre are student oriented.

### **Research, Innovations and Extension**

The College is committed to engage faculty members and students in research, innovation and extension activities. The research is governed by the research promotion policy as hosted in <http://jsscacs.edu.in/downloads/research-promotion-policy.pdf>. The College has exclusive central research facility with modern equipment and adequate space to accommodate research scholars and dedicated incubation centre and IPR Cell. There are 9 Research Centres (Physics, Chemistry, Mathematics, Biotechnology, Biochemistry, Commerce, English, Kannada, Social Work) affiliated to University of Mysore, with a total of 24 research scholars pursuing Ph.D. in various disciplines of Arts, Commerce and Science. 12 Faculties are recognized as Ph.D guides. Till date two Ph.Ds, are awarded in Social Work.

The College supports research activities through grant of seed money and an average of Rs. 10.68 lakhs per year has been provided to the teachers to carry out projects. Teachers are encouraged to pursue postdoctoral studies. Since 2013, a total of 26 projects have been funded by UGC, ICMR, DST and DRDO. JSS Mahavidyapeetha, Mysore has sponsored two endowment projects for infrastructure development to PG Departments of Biochemistry (Rs. 45 lakhs) and Biotechnology (Rs. 50 lakhs) for a period of five years.

The College is in the forefront in hosting 94 IPR and Industry-Academia related activities during last five years. The Incubation Centre is robust and has provided necessary support to 65 start-ups which have been performing very well.

A total of 182 research papers in Scopus, WoS and UGC recognized Journals have been published since 2013. The College follows University of Mysore regulations for Plagiarism prevention. Many faculties have published books and chapters in books bearing ISBN. A few teachers have generated a sum of Rs. 115.8 lakhs through consultancy services, with 70:30 sharing basis, which is a strong motivation for other teachers too. The College has received good number of appreciation letters from various bodies for the extension activities organized by YRC, NCC and NSS Units during last five years. The College has signed 78 MoUs with national/international institutions/universities/industries, corporate houses for academic and research collaborations.

### **Infrastructure and Learning Resources**

The College has state-of-the-art infrastructure and learning resources including ICT enabled classrooms, seminar halls, equipped laboratories, computer labs, library and other support facilities. The College has substantial infrastructure for sports and other extracurricular activities. The College has an automated library with 76179 books covering all disciplines, rare books, manuscripts and special reports and it has access to Learning Resources like e-journals, e-books, Infilbnet, Shodhganga, e-Shodhsindhu and databases.

Budget for infrastructure, library and other learning resources is earmarked annually based on the recommendations of respective committees. The overall functioning of IT resources, review and upgradation of IT infrastructure is carried out annually according to plan and approval of Finance Committee. The college has student to computer ratio of 1:7 with 70 Mbps bandwidth for internet connection. Feedback is from stakeholders sought about infrastructure and learning resources and a continuous review is carried out by respective committees and the recommendations are integrated in the annual planning for upgrading, maintaining and utilizing physical, academic and support facilities. PG classrooms and laboratories are equipped with multimedia teaching aids. High-end equipment are available for regular experiments/ student projects and research. Other supporting facilities like hostel, playground and gymnasium are provided within the campus. The campus facilities are maintained through full-time staff appointed by the Management and by maintenance contractors.

The administration is committed to effective and optimum use of its available infrastructure. The College has three sources of funding for the development of infrastructure, viz. State Government, UGC and Donation from philanthropies. The Office has adequate number of computers, photocopiers and printers. There are two 30 KVA Kirloskar brand silent generator systems which ensure uninterrupted power supply in case of power failure for the entire campus. The College has an auditorium with covered area of 568 Sqm having a seating capacity of 600 and is well equipped with all ultra-modern facilities. For security monitoring CCTV cameras are installed. The college has a big playground with proper fencing and beautiful lawns. There is a hassle-free parking for 50 cars and 500 two-wheelers.

### **Student Support and Progression**

The College supports students to apply for scholarships from Government and also freeships provided to the needful by the institution. Since 2013, an average of 39.32% and 10.5% of students have availed scholarships from government and freeships by the institution respectively. Guidance for competitive examinations, career counseling, soft skill development, Language Lab and bridge courses are provided. Each department takes up remedial coaching to the low performing students in the examinations. Yoga and Meditation classes are held regularly. Vocational Education and Training (VET) is offered to develop entrepreneurship skills among students. During the last five years, 1400 students have completed VET in different areas.

The grievances, sexual harassment complaints and any requests, in general is addressed by the Grievance and Sexual Harassment Redress Cell through a transparent mechanism within three days from the receipt of the complaint. The menace of ragging is viewed very seriously and Anti-ragging Cell takes all necessary measures to curb the ragging within the campus. The Placement Cell is proactive and has organized several skill development, career guidance and campus drives to facilitate the placement of the students. The average placement rate is 10.57%. In 2017-18, 30.55% of the students have opted for higher studies. Since last five years, 17 students have cleared NET/SLET. The members for the Student Council are selected through the election. Sports and cultural competitions both at the College and Inter collegiate levels are held annually. A total of 35 sports events and 40 cultural activities are held in 2017-18. The college has functional alumni association. Considerable contributions are made by the alumnus. Alumni contribution for the last five years is

Rs. 24,48,800. The alumni meetings are hosted every year to create an opportunity for alumnus to meet and share knowledge with their friends and teachers. The alumni are actively involved in organizing events in the college and supporting the placement of the present students.

### **Governance, Leadership and Management**

The Vision, Mission, Goals and Objectives of the institution reflect the nature of governance and decision making bodies of the institution. The governance of the institution is carried out with the support of statutory bodies constituted as per the autonomous norms. The College has developed a perspective plan for development, based on the master plan comprising goals, objectives and action plans for a period of five years (2019-2024) that includes: Teaching and learning; Research and development; Community engagement; Human resource planning and development; Industry interaction and Internationalization.

The Institution has adapted itself to e-governance. The administrative unit is completely automated. All notifications from Directorate of Collegiate Education, Regional Joint Director, University of Mysore and the Management and at College level are in e-mode including financial issues.

Smooth functioning of any institution depends on the resolutions and implementation of the minutes discussed in the respective bodies/cells/committees. The College has constituted different cells and committees for the successful implementation of the resolutions.

The College provides both statutory and non-statutory welfare measures for the benefit of the faculty and the supporting staff. The IQAC being the central body within the college monitors and reviews the teaching-learning process regularly. It encourages the faculty to adopt new and innovative approaches to facilitate teaching- learning process. To enhance the professional development of teaching and non-teaching staff IQAC organized several Conferences, Seminars, Workshops, FDP/Training programmes, Guest lecturers/Special lectures and deputation of faculty to attend seminars/ conferences/ workshops. Faculty are encouraged to undertake minor and major research projects and publish their findings in research journals.

Performance appraisal system of the staff includes - Student feedback, Peer feedback, Feedback from parents and alumni, Self-appraisal report and Exit analysis. The Self-Appraisal Report (SAR) of all Non-teaching staff is taken on annual basis using structured questionnaire. Based on the performance and the feedback, the Principal takes personal interest in guiding them. The Finance Committee constituted as per the UGC guidelines, meets regularly and prepares strategy for resource mobilization with the consent of the Management.

### **Institutional Values and Best Practices**

The College is highly conscious and firmly determined in addressing the environmental issues judiciously. Green audit is done every year. Observation of significant days related to environment like Earth Day, Soil Day, Nature Conservation Day, Ozone Protection Day and Pollution Prevention Day and other days of important issues are done regularly in the College. Awareness programmes and rallies on AIDS, Seasonal Diseases, epidemics and saving of rivers/water resources are implemented. Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption. The solar roof top photovoltaic project which is nearing completion is going to save power consumption by the institution. Toxic and hazardous waste from the laboratories are tackled effectively. The women empowerment cell strengthens

many initiatives of the college for women education and empowerment. The college has organized various programs to inculcate human values, patriotism and also to promote gender equity. The college through NSS and NCC has organized various programmes to address the local community and societal needs. The college adopts best practices in teaching-learning, ICT enabled teaching, Kaushal Kendra for skill enhancement, career guidance, placements, coaching for competitive exams, research, innovations and social service. Minor Projects in collaboration with other labs are undertaken; results are documented and published in peer reviewed journals. Mega Medical Camps, blood donation camps, Swachh Bharat and various awareness programmes are the best practices of the institute. The students are empowered through educational and extra-curricular activities to be better citizens and leaders in fast-changing culture of the country.

MAAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE
Address	Ooty Road
City	Mysore
State	Karnataka
Pin	570025
Website	<a href="http://www.jsscacs.edu.in">www.jsscacs.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	M Mahadevappa	0821-2548380	8884345956	0821-2548238	jsscacs.naac@gmail.com
Associate Professor	H C Honnappa	0821-2548236	9980046066	0821-2548396	honnappausha_hc@rediff.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	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1964

Date of grant of 'Autonomy' to the College by UGC		28-01-2005		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Karnataka	University of Mysore	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	31-03-1998	<a href="#">View Document</a>		
12B of UGC	31-03-1998	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Ooty Road	Urban	7.08	29662.59

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Arts	36	PUC	Kannada	15	0
UG	BA,Arts	36	PUC	English	40	0
UG	BA,Arts	36	PUC	Kannada	30	0
UG	BA,Arts	36	PUC	English	55	10
UG	BA,Arts	36	PUC	Kannada	30	22
UG	BA,Arts	36	PUC	Kannada	50	23
UG	BA,Arts	36	PUC	English	40	0
UG	BA,Arts	36	PUC	English	55	0
UG	BA,Arts	36	PUC	Kannada	30	0
UG	BA,Arts	36	PUC	English	40	10
UG	BA,Arts	36	PUC	Kannada	50	0
UG	BA,Arts	36	PUC	Kannada	30	25
UG	BSc,Science	36	PUC	English	60	23
UG	BSc,Science	36	PUC	English	48	23
UG	BSc,Science	36	PUC	English	60	58
UG	BSc,Science	36	PUC	English	60	51
UG	BSc,Science	36	PUC	English	69	65
UG	BSc,Science	36	PUC	English	30	0
UG	BSc,Science	36	PUC	English	60	38
UG	BSc,Science	36	PUC	English	46	40
UG	BCA,Science	36	PUC	English	80	80
UG	BVoc,Vocati on	36	PUC	English	50	0
UG	BVoc,Vocati on	36	PUC	English	50	19
UG	BVoc,Vocati	36	PUC	English	58	58

**Self Study Report of JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE**

	on					
UG	BBM,Commerce	36	PUC	English	120	68
UG	BCom,Commerce	36	PUC	English	207	196
PG	MVoc,Vocation	24	UG	English	50	10
PG	MVoc,Vocation	24	UG	English	50	3
PG	MSc,Physics	24	UG	English	69	67
PG	MSc,Chemistry	24	UG	English	69	65
PG	MSc,Mathematics	24	UG	English	44	42
PG	MSc,Computer Science	24	UG	English	60	31
PG	MSc,Biotechnology	24	UG	English	48	44
PG	MSc,Biochemistry	24	UG	English	50	49
PG	MSc,Botany	24	UG	English	40	38
PG	MSc,Zoology	24	UG	English	40	39
PG	MSW,Social Work	24	UG	English	45	28
PG	MCom,Commerce	24	UG	English	120	107
PG	MA,Kannada	24	UG	English	50	25
PG	MA,English	24	UG	English	30	13
Doctoral (Ph.D)	PhD or DPhil,Physics	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG	English	6	1

**Self Study Report of JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE**

Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil, Biotechnology	36	PG	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Biochemistry	36	PG	English	6	2
Doctoral (Ph.D)	PhD or DPhil, Social Work	36	PG	English	6	4
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	PG	English	10	10
Doctoral (Ph.D)	PhD or DPhil, Kannada	36	PG	Kannada	5	5
Doctoral (Ph.D)	PhD or DPhil, English	36	PG	English	1	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				75			
Recruited	0	0	0	0	0	0	0	0	11	7	0	18
Yet to Recruit	0				0				57			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				141			
Recruited	0	0	0	0	0	0	0	0	56	85	0	141
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	8	0	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				56
Recruited	39	17	0	56
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	3	0	26	17	0	49
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	8	2	0	32	63	0	105

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	7	19	0	26

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		2	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	8	0	0	3	11
	Female	13	0	0	0	13
	Others	0	0	0	0	0
PG	Male	360	0	0	0	360
	Female	684	0	0	0	684
	Others	0	0	0	0	0
UG	Male	1431	10	0	3	1444
	Female	682	2	0	1	685
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	80	64	82	65
	Female	63	44	46	25
	Others	0	0	0	0
ST	Male	47	32	43	45
	Female	29	28	34	22
	Others	0	0	0	0
OBC	Male	861	829	689	587
	Female	425	432	406	310
	Others	0	0	0	0
General	Male	862	884	898	932
	Female	774	623	550	655
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3141	2936	2748	2641

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Arts	<a href="#">View Document</a>
Biochemistry	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Kannada	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Science	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Vocation	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
39	38	35	33	30
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3141	2936	2748	2641	2464
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
993	898	856	951	813
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2763	2512	2332	2270	2199
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

**Number of revaluation applications year-wise during the last 5 years**

2017-18	2016-17	2015-16	2014-15	2013-14
107	89	58	60	36

**3.3 Teachers****Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1527	1549	1484	1459	1400
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
144	150	141	127	129
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Number of sanctioned posts year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
175	172	165	155	137
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**3.4 Institution****Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3713	3125	3657	3972	3925

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
927	894	845	830	862

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

**Total number of classrooms and seminar halls**

**Response: 69**

**Total number of computers in the campus for academic purpose**

**Response: 430**

**Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
464.07	606.41	457.68	362.22	300.92

## **4. Quality Indicator Framework(QIF)**

### **Criterion 1 - Curricular Aspects**

#### **1.1 Curriculum Design and Development**

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution**

**Response:**

The institution ensures effective curriculum delivery through a well planned and documented process which has relevance to the regional/ national/ global developmental needs with well-defined and informed learning objectives and outcomes. Understanding the expected competencies of the graduates in fulfilling their roles helps the design and development of curriculum.

Major curriculum revision has been carried out every two/ three years for PG/ UG programmes respectively and minor changes were effected every year as per the current requirements. Every department plans different academic activities for every year which have been reflected in the Academic Calendar of the department. Each programme has a well-defined objective which is reflected in the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) and Course Outcome (COs) which in turn is reflected in the syllabus. Syllabi were framed reflecting the current market needs by obtaining feedback from the students/ teachers/ alumni/ parents/ external experts which enable the smoother transition of students from the college to the industry. This has helped the students to a great extent in order to meet the shop-floor requirements and application of their skills in practical scenarios. Further, the major employment sectors in and around Mysuru region, are - Chemicals and Pharmaceuticals, Hardware, Education and Skill, Food processing, ITs, Organized retail, Travel & Tourism etc. The programmes offered by the institution are in line with the requirements of the above stated employment sectors.

Effective curriculum implementation has been ensured though proper infrastructure in terms of labs which are equipped with high-end instruments and are in tune with the current industry usage. This resulted in enhancement of skill-set and the learning ability of the students. The development of soft skills, language and presentation skills through Language Lab and personality development are part of the curricula.

Identification of extent of compliance of the curriculum for attaining POs and PSOs are done by obtaining feedback from alumni/ industry (through Placement Cell)/ outgoing students/ direct and indirect assessment. All these have been placed before Board of Studies for deliberation and eventually for approval of Academic Council. The curriculum also provides educational experiences through Special lectures, student centric programmes, student seminars, field trips, internships which enhance the learning competencies of students.

To compete with the technological demands of the modern era, faculty members have been insisted to follow innovative pedagogy of teaching methods like internet, e-notes and LCD projectors apart from chalk and talk. Every department has Board of Studies to guide and monitor curriculum preparation. The steps followed are:

- ◆ Feedback from faculty/ students/ alumni/ parents/ experts

- ◆ Faculty meetings in relation to revision of syllabus
- ◆ Board of Studies meeting comprising senior faculty of the department and four experts from university/ academia and/or industry, alumni
- ◆ Submission of revised syllabus to AC which houses diversified representatives for evaluation/ suggestion and approval

File Description	Document
Any additional information	<a href="#">View Document</a>

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response:** 73.47

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 36

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 49

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response:** 0.07

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 26.85</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 688</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 2562</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 82.05</b></p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 32</p>	



File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

#### Response:

In order to integrate the cross cutting issues relevant to Environment and Sustainability, Human Values and Professional Ethics, the institution has imbibed different types of courses in the curriculum such as Indian Constitution, Bharathiya Samskruthi and Sharana Sahithya (COCs), Professional Ethics and Environmental Studies for all UG & PG programmes. The students have undertaken a number of activities to inculcate these values.

#### Environment and Sustainability:

A course on Environmental Studies of 4 credits has been included for all UG programmes. In order to sensitize students about the environment and sustainability issues, a number of courses were taught (SWB230, ZOB210, ZOD010, BTB210, CLE47203(B), BME58006) and activities such as seminars, guest lectures, industry visits and field excursions were organized. Environment Day is being celebrated every year.

#### Human Values:

A number of activities comprising Human Values have been conducted ranging from working in old age homes, NGOs, organizing blood donation camps, health check-up camps, etc. The institution has also organised guest lectures by experts, spiritual gurus and luminaries to inculcate social, moral and ethical values in the students.

#### Professional Ethics:

In order to nurture best ethical practices among the students, several courses have been included in the curricula. Perceptions of students on professional ethics have been enriched by exposing them not only through the curriculum (SWB210, MCA080, BNE43001, BNC27001) but also through different kinds of seminars, workshops, lectures by eminent scholars with a view to imbibe and practice moral values in their profession. Further, workshop on Capacity Building for teaching and non-teaching staff has been organized on periodical basis to enhance the personal as well as professional growth.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

**Response: 2**

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 2

<b>File Description</b>	<b>Document</b>
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

**Response: 74.16**

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2943	2862	1733	1560	1416

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 1.3.4 Percentage of students undertaking field projects / internships

**Response: 20.69**

1.3.4.1 Number of students undertaking field projects or internships

Response: 650

File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</b></p> <p><b>A. Any 4 of above</b></p> <p><b>B. Any 3 of above</b></p> <p><b>C. Any 2 of above</b></p> <p><b>D. Any 1 of above</b></p> <p><b>Response:</b> A. Any 4 of above</p>	
File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.44

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	16	14	8	9

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 2.12

##### 2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1855	1788	1690	1655	1725

File Description	Document
Demand Ratio (Average of Last five years)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 56.74

##### 2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
580	580	519	403	399

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

#### Response:

The performance of students is assessed by internal assessment tests and semester end examinations. The process of identification of slow learners comprises conducting discussion, internal tests, viva-voce etc. The performance or obtained grades/marks are the key indicators to categorize students as slow learners and advanced learners in a class. Under Non-CBCS scheme of syllabus there are at least two compulsory internal assessment tests conducted at the mid and thirty days prior to the semester end examination. However under CBCS scheme, for students of PG programmes and present students of I year UG programmes, two internal assessment tests, Component-1 and Component-2, are conducted before the completion of eighth and sixteenth week of the semester, respectively. These internal tests are for lecture and practical models. Seminars are conducted in each semester for each student on a pre-assigned topic of the course. Tutorial classes also form the component of curriculum for assessment of students.

The bonding between staff members and students is highly appreciable in the institute. Distinction of the students over their performance is easily sought and hence categorisation as advanced and slow learners is done. Advanced and slow learners are identified through their performance levels in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc. The Institute promotes independent learning atmosphere that contributes to their academic and personal growth.

Special classes for slow learners are conducted to teach them in feasible manner with all necessary tools, such as models, pictures, animated videos etc. Upon series of interactions, required suggestions are given at the first stage with all necessary instructions to increase his/her strength to become good learner of both theoretical as well as practical aspects. As per the provision in CBCS guidelines, a slow learner is offered periodic tests to increase confidence level to learn subject and to perform well.

To avoid irregular students becoming slow learners, mentors take special care of such wards. Contacting parents, sending SMS-Letters to bring to their notice the performance of their wards at college are some of the measures followed by the college.

Other measures taken to enhance the performance of slow learners are as follows:

Remedial Classes

Bridge Course

Group Study System

Provision of simple and standard lecture notes/course materials

Motivational classes are conducted to improve the mental ability of student to analyze problems and to encourage student to attend classes regularly

Revision of important concepts in a viable manner

Extra assignments to strengthen learning

Special programmes like professional coaching classes, skill development and communication development programmes, aptitude and placement, coaching classes for competitive exams, provision to participate in various competitions such as case study analysis, debate, group discussion, problem solving – decision making exercises, quiz programmes and other events are organized in and outside the college.

### 2.2.2 Student - Full time teacher ratio

**Response:** 21.81

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.06

#### 2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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**

#### **Response:**

Student centric teaching methods are adopted for effective communication of the subject knowledge to the students. Students are taught with the mission that fosters a learning environment which nurtures exploration of various skills and critical thinking about the subject. This presents new opportunities for academics in strengthening the courses under arts, science and commerce.

The following are the highlights of student centric methods adopted:

Provision for individual involvement in practicals or project work, group work, role play, field visit, industrial visits, case study, debates, seminars, presentations

Organization of educational trips and surveys

Special lecture programmes

Visiting faculties drawn from industry and academic institutes of repute supplement the teaching process and provide the information to bridge the gap between industry and academia

Provision of e-learning sources

Internship programmes

Conducting workshops/seminars/conferences

**Experiential learning:** This includes both individual and group experiential learning. Under group experiential learning system, a group of students are allotted to a faculty member who helps and guides them academically.

**Participatory learning:** The students are engaged in activity learning viz., tours and excursions, group discussions, case studies, community surveys, describing visual images.

**Problem solving:** Few departments have case study analyses/problem solving questions to be answered by the students. Students are taught to solve a problem/case study in each of the courses in the PG programmes. Thus the ward learns solving many practical cases after the courses.

Active learning is another form of learning in which teaching strives to involve students in the learning process more directly than other methods.

Interdepartmental collaborative activities promote sharing of thoughts/knowledge among the students, to develop leadership qualities in students and inculcate the spirit of team work among the students

**Minor projects:** To inculcate and enhance the practical knowledge with innovation, selected students are encouraged to take up minor project. However as a part of curriculum all PG students have to undertake project work in their final semester.



Departmental libraries

Student seminars

Practicals in science and/or geographical science departments involve individual as well as group work, under the guidance of the teacher

Maintenance of teacher to student ratio of 1:17 for the effective mentoring of the students for various academic and other activities

Facility of internet to promote of the habit of self-learning skills in students

Individual student projects

Support to students to publish the research articles

Students of the college are also taught to enhance their problem solving skills to find the solution effectively. The steps are

Identification and definition

Analysis

Framing of scope and significance

Proposing the possible solutions

Acting the proposal to draw solutions

Evaluation of the solutions for their strengths and limitations

Selection and presentation of the best solution

While implementing the plan in solving problem, students are taught to think all aspects of the problem before considering solutions. Thus, proper implementation of the problem solving plan promotes students' true understanding and helps to find right solution.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100**2.3.2.1 Number of teachers using ICT**

Response: 144

<b>File Description</b>	<b>Document</b>
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues****Response:** 21.81**2.3.3.1 Number of mentors**

Response: 144

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution****Response:**

The College has a good practice of preparing the prospectus of institutional information, courses offered, eligibility criteria for every programme. It also prepares academic calendar three months prior to the reopening of the college based on University of Mysore's Calendar of events and also UGC regulations. The number of working days are calculated and included by excluding national/state/regional or other holidays. The centralised or non-centralised internal tests are conducted as proposed in the academic calendar. The academic calendar is structured by taking the consents from Controller of Examinations, HoDs and faculty members. It is presented before the academic council for approval and then with or without modification the same will be implemented to become effective. A keen and serious calculation will be undertaken to make sure that there is sufficient time for syllabus coverage for each course.

Teaching plan is framed in accordance to the availability of number of working days in each semester based on proposed academic calendar. The plan includes internal tests, evaluation/assessment of students and teaching methods followed and adoption of other teaching related student performance enhancing activity. The teaching plan of the college is put into action with provision for conducting two internal assessment tests at the mid and before the end of semester term under non-CBCS scheme. However, under CBCS, for all PG programmes and current first year students of UG programmes, internal assessment tests, component-1 and component-2 are conducted before the completion of 8th and 16th weeks, respectively. These compulsory tests are conducted by covering, at least first 50% of the syllabus for 1st

test and after completion of whole syllabus for second test. After evaluation of test papers the students are made to know their performance and progress. The slow learners (students with low performance level) are offered to take up remedial or special classes. If necessary, parents/guardians are advised to note the performance of their ward and take remedial measures.

Provision of plan also met in the academic calendar to conduct the tutorial and seminar classes for students of each programme. Seminars are compulsory for students of all PG programmes and it is an optional for those of UG programmes. In order to adhere to the dates mentioned in the calendar, HODs meetings are conducted frequently by the Principal to know the progress of the functioning of the department. The HODs, in turn, convene departmental meetings and motivate the faculty members to complete the syllabus and other teaching related activities within the stipulated time. The systematic planning of the lessons and the implementation of the planning are clearly indicated. The staff members prepare lesson plans before the commencement of every semester with a view to syllabus coverage.

Effective outcome of teaching plan is assessed by Academic audit committee by visiting each department once in a year. Each department present their annual academic report before the committee by the end of the academic year.

<http://www.jsscacs.edu.in/academic-calendar-1>

<http://iqac.online/files/JSSCOLLEGE OF ARTS, COMMERCE AND SCIENCE/496/Documents111/>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 86.21

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 27.48

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
44	39	38	35	34

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 8.75

#### 2.4.3.1 Total experience of full-time teachers

Response: 1259.6

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

#### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 1.61

## 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:** 9.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	8	9	12	6

File Description	Document
List of programs and date of last semester and date of declaration of result	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.95

## 2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	16	9	0	0

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 92.37

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
105	83	56	51	32

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

#### Examination procedure

IT integration is followed in examination procedure starting from pre-examination processes for time table generation, student list generation, allotment of invigilators, squads, creation of attendance sheet, online payment gateway, etc., through examination process – for examination material management, logistics, etc., to post-examination process – for capturing attendance, auto processing, tabulation of marks, declaration of exam results, certification, etc. The college follows integrated examination platform. The registered courses are centrally managed to prepare the data sheets for time table, students list, room wise allocation, invigilators list and attendance sheets. Time tables are displayed at notice boards as well as in college website with a link to examination portal. The examination process is looked after by centre superintendent, deputy superintendent and assistant superintendents. The answer sheets are distributed room wise along with question papers and attendance sheets to the invigilators. After examination the answer sheets are collected by the invigilators and submitted to the Controller of Examinations (COE) for further process.

#### Processes integrating IT

The examination concerned processes are carried out by TAKSHILA software. The automations are done

for

- ♦ Preparation of students list
- ♦ Preparation of time table
- ♦ Inviting examiners/reviewers
- ♦ Coding and decoding of answer books
- ♦ Preparation of examiners/reviewers marks sheet
- ♦ Generation of result sheet, declaration of results, statement of marks/grade cards, etc.

Adoption of advanced and automated software technology has brought the rapidity and improved the efficiency, reliability, transparency and accuracy in the examination system. The assessments become easier and improved to a considerable extent. The cases of errors have been considerably reduced. Moreover, usage of paper is minimized.

### **Continuous internal assessment system**

The question papers are set by concerned course faculty and submitted to COE at least one day prior to the test for preparation of multiple copies. The centralised internal assessment tests are conducted for students of UG programmes. However, for PG programmes the tests are conducted by the individual departments. Evaluated scripts are given to the students to view their performance and preserved for next internal test. The marks obtained are recorded and displayed in the notice board of the Department. The valued answer scripts are submitted to COE with marks online through the examination portal. The marks obtained by the students in each internal assessment test component along with marks obtained in seminar or assignment are consolidated by respective HoDs and submitted to COE for tabulation. The question papers of tests and examinations are deposited to Central Library and department library. After the completion of evaluation, data entry and other examination related processes, the results or grades of students approved by the Committee of Academic Council and will be made available online through college website.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### **2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)**

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

The learning effectiveness of any programme and course depends on the POs and COs. The college has developed its POs and COs taking into consideration the mission and goals of the programmes. For all the undergraduate and postgraduate programmes the POs and COs are drafted following discussions with all the stakeholders.

The programmes offered by College cater to multiple interests of the student community and also at building the human capital needed by the society and nation. The programme outcomes and course outcomes primarily aim at imparting knowledge and skills which is critical for building students' competence and personality. There is also an emphasis on holistic development of the students as the learning outcomes focus on imparting values and ethics and enhancing their interpersonal and communication skills. The POs/COs are thus in keeping with the prime motto of the college i.e. empowering students and preparing them to be catalysts of change.

All the departments have group brainstorming sessions to draw up the programme outcomes of the various programmes. Departments prepare a course file with details of the course objectives, course outcomes, modules, assessment and teaching tools, reference material, total number of teaching hours and credits at the beginning of the academic year. COs of the different courses are first presented in the meeting with Principal. Once approval has been given the course file is displayed on the department notice boards and communicated to students.

The syllabi of all the departments (UG and PG programmes) with the programme outcomes and the course outcomes of all the individual courses offered by the departments are displayed on the College website.

Communication of the PO/CO to the teaching faculty:

All departments are expected to conduct internal brainstorming sessions to finalize the programme outcomes and course outcomes. The course outcomes finalized by the departments are then presented to the Academic Dean for approval. The POs and COs are discussed, reviewed and approved by the Board of Studies. The POs and COs are presented at the Academic Council Meetings by the respective heads of departments. The POs and COs are incorporated in the syllabus file and displayed on the website. At the



end of the semester the PO and CO attainment are reviewed by each of the Departments. The Exam Section presents a PO and CO attainment report to the Principal at the end of the semester examination.

Communication of the POs/COs to the Students:

The College website has details of the POs of all the UG and PG programmes The COs of all the courses offered by a department are displayed on the department page on the main website. At the beginning of the academic year during the Orientation Programme students and parents are briefed about the POs. The concerned faculty of each of the department brief their respective classes about the POs and COs.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The College is committed to quality education which is reflected in their programme outcomes and course outcomes. To achieve the POs and COs the management focuses on human and physical capital.

The college uses an online tool where assessment rubrics for direct and indirect assessments. The student performance data is uploaded to an online software and attainment report is calculated. If the attainment is less than desired, Faculties arrange for supplementary attainment such as Assignments etc.

The recruitment of faculty is based on their qualifications, experience and ability to deliver the POs and COs. The faculty are also encouraged to update their subject knowledge and keep pace with changing trends in teaching methodology and delivery by pursuing higher studies, participating in faculty development programmes and seminars as it enhances effective attainment of POs and COs.

PO and CO attainment is linked to the teaching tools. Departments have evolved from the traditional chalk and talk teaching technique and use experiential learning techniques like seminars, workshops, field visits and internship.

Infrastructure is another focus for attainment of POs and COs. The classrooms are ICT enabled and state of art laboratories have been established as these are critical for enhancing the teaching learning effectiveness and outcome attainment.

The PO and CO attainment is evaluated in the following way:

#### a. Direct Method:

- ◆ The Continuous Internal Assessment (CIA) and End-Semester Examination (ESE) are the prime

tools for evaluation of PO and CO attainment. The CIA matrix comprises of two tests, assignment, presentation, practicals and attendance. The marks obtained by the students are mapped to CO and PO.

- ♦ All PG programmes and a few UG programmes have a mandatory Internship where the Industry will evaluate the student's performance based on certain criteria drawn from the POs.
- ♦ Experiential learning in the form of organizing events like workshops/seminars/fests is also used to evaluate students' organizational and leadership skills which are a component of PO attainment.
- ♦ The PO attainment of the postgraduate students is also evaluated on the basis of their research output in the form of paper presentation and publications.
- ♦ Community Development Programme is a mandatory component of the PG and some UG programmes. The involvement of the students and their impact on community also helps to map PO attainment.
- ♦ Academic Performance Evaluation Committee scrutinizes the results and interacts with the student community to take their feedback on gaps in CO and PO attainment. The Committee then submits a brief to the Principal for action.

b. Indirect Method:

- ♦ Student Feedback on Curriculum is obtained and the same is shared with the departments so that their feedback is discussed and relevant changes, if any, are made.
- ♦ The results of the CIA and ESE are placed for approval by the Principal with a brief on PO and CO attainment. Then it is placed before the Academic Council for approval.
- ♦ PO is evaluated based on the performance of the students in terms of their progression to higher studies, qualification in competitive examinations and placement.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.6.3 Average pass percentage of Students**

**Response:** 89.22

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 886

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

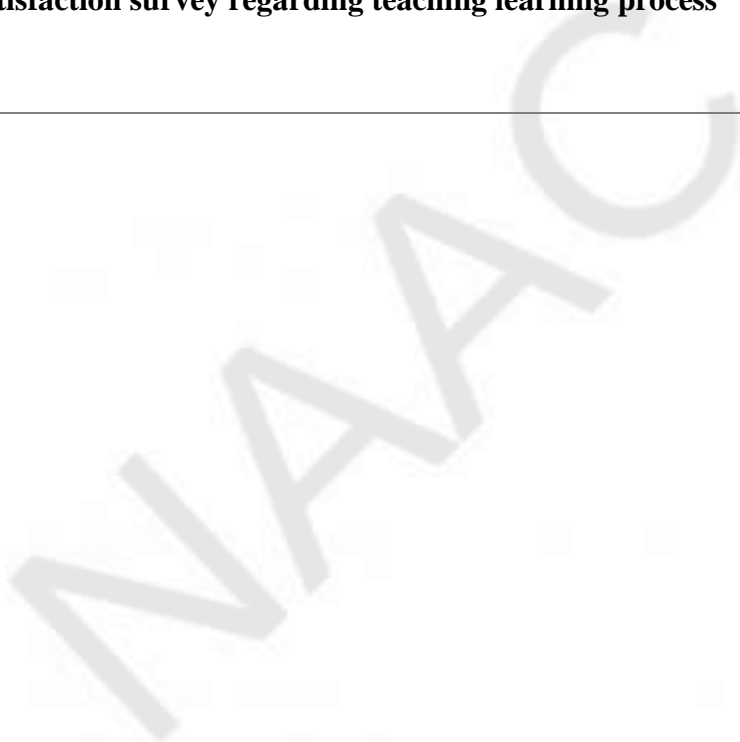
Response: 993

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.61



### Criterion 3 - Research, Innovations and Extension

#### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 10.68

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
10.80	10.20	11.40	10.20	10.80

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 2

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	1

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers.	<a href="#">View Document</a>

### 3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

**Response:** A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

**3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 264.26

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
40.82052	49.90000	46.40000	55.62000	71.51592

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

### 3.2.2 Number of research centres recognised by University and National/ International Bodies

**Response:** 7

#### 3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 7

File Description	Document
Names of research centres	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 4.96

#### 3.2.3.1 Number of teachers recognised as research guides

Response: 12

#### 3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 242

File Description	Document
Details of teachers recognized as research guide	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

**Response:** 0.54

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years	
Response: 26	
File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
link to funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

<p><b>3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge</b></p> <p><b>Response:</b></p> <p><b>The objective of the ecosystem for innovation is to:</b></p> <p>Create physical infrastructure and support systems necessary for incubation activities</p> <p>Provide services such as training or High-speed Internet access</p> <p>Facilitate networking with professional resources, which include mentors, experts, consultants and advisors for the incubatee companies</p> <p>Link to higher education resources</p> <p><b>Promote and facilitate knowledge creation, innovation and entrepreneurship activities</b></p> <p><b>The College has the following:</b></p> <p>Innovation and entrepreneurship development cell</p> <p>Industry institute interaction/placement cell</p> <p>Research &amp; Development (R&amp;D) cell</p> <p>All the above encourage forging a relationship between the industry and the institution. Individual department interacts with industry to ascertain its needs to fill the gap in curriculum. The gap is filled by arranging workshops addressed by industry and well known academia. Industry institution relationship works in the following areas:</p> <p>Industrial visits for students and faculties</p> <p>Field and site visits of students</p>
---

Sponsored projects

Faculty members regularly interact with the industry to understand functional challenges through applied research or student projects

Expert lectures by industry personnels for students

Conducting joint technical programmes & events with industry

**The college has a Research and Development Cell to monitor and address the issues of research**

**Functions of the Committee:**

Creating research culture among faculty members and students

Motivating to undertake minor and major research projects from various funding agencies

Identifying and assisting through finance from Management as well as funding agencies like DRDO, DST, DBT, UGC and other agencies

Guidance for publication of papers/articles in reputed/peer reviewed journals

**Recommendations:**

Recommend the employees to increase their number of research publications

Recommend to undertake minor and major research projects from various funding agencies

Recommend funds for research from various funding agencies

Recommend to organize more number of seminars, conferences and workshops

**Impact of Recommendations:**

As a result of recommendations from R&D Cell and Management

Increase in number of projects increased

Increase in the publication rate by the faculty members

Students came up with minor and major projects

Faculty members and students took initiative to enroll themselves in more number of Professional Societies

**Initiatives taken to inculcate the spirit of research amongst faculty and students are as follows:**

Flexibility in timings



Implementing a policy for distribution of Testing and Consultancy charges to motivate faculty for providing consultancy

Faculty with an aptitude for research are identified and Seed money is provided to young faculty to implement their research project

File Description	Document
Any additional information	<a href="#">View Document</a>
link for additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

**Response: 1**

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response: 0**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	<a href="#">View Document</a>

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response:** 0

#### 3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>
e- sanction order of the Institution for the start ups on campus	<a href="#">View Document</a>
Contact details of the promoters for information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

### 3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** Yes

### 3.4.3 Number of Patents published/awarded during the last five years

**Response:** 0

## 3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>

## 3.4.4 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

3.4.4.1 How many Ph.Ds are awarded within last 5 years

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 12

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

## 3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.77

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	18	20	22	17

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years****Response:** 0.17

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	10	8	1	1

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index****Response:** 1.95**3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 5.5**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	<a href="#">View Document</a>
URL of the consultancy policy document	<a href="#">View Document</a>

**3.5.2 Revenue generated from consultancy during the last five years**

**Response:** 115.8

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
28.00	21.00	20.00	24.80	22.00

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>

**3.5.3 Revenue generated from corporate training by the institution during the last five years****Response:** 72.03

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
16.89400	14.91632	14.75420	13.48262	11.97997

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of account indicating the revenue generated through training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

**3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

Social commitment is an integral part of the College vision. Student and faculty Orientation Programmes emphasize the critical significance of social outreach programmes for holistic development and integrated

learning. The College believes and promotes students for ethical and moral activities trying to add social values to the society, grooming the student as a responsible citizen of India. NSS, NCC & YRC coordinators of the college throw light on the core values and ethos of the College. The College strives to instill civic responsibility in the young minds of students through extension and outreach programmes and value based courses so that they develop into sensitized, socially responsible citizens. The College conducts neighborhood community activities through NCC, NSS, Master of Social Work Department, Women Cell, Swachhatha Abhiyan etc.

The important activities include:

Celebration of World AIDS Day, Women's Day, Energy awareness Day, Ozone Day, Environment Day, International Child Right's Day, International World Youth Day etc.

Participation in Community development programmes, Health and Hygiene Awareness Programmes, AIDS Awareness Pogramme, Gender Sensitizing Programme, Medical and Blood Donation Camps, and Environmental Awareness Programmes.

Faculty members are encouraged to attend workshops, seminars and conferences organized by NGOs to become more professional in implementing the extension activities of the college.

The faculty and students respond with sensitivity to natural calamities and other issues by genrously contributing to relief fund.

The extension activities organized by the College enhance the students' academic learning experiences and inculcate the values and skills in them. The expected impact from these activities can be summarized:

Through these activities the students get socialized and learn to think beyond individual interests and for social welfare.

The theoretical knowledge obtained in the classroom can be applied for the benefit of the society.

Teamwork, Leadership Skills, Time Management, Effective Communication Skills, and Effective Decision Making are a few things that students learn while participating and organizing various projects and programmes under extension activities.

The students get a wonderful platform to mingle with each other and learn about culture, traditions and values of people/society.

The Extension activity also inculcates the value of gender equality, humanity and notion of equal rights.

Some of the extension activities organized by the College such as Alcohol De-addiction Camps also create awareness about bad social practices in the society and prepares them for eradication of it.

The Extension activities conducted through NSS and Postgraduate Department of Social Work are useful in sensitizing few social issues like Dowry system, Superstition, Castism, Gender Inequality etc.

The objective of Social Work Camp organized by our College is to provide opportunities for the students to stay in neighborhood community to understand the rural / tribal / urban life, analyze their dynamics and

observe the functioning of local Community and Voluntary organizations. Shramadhan, field survey, group discussion, social interaction & cultural activities are some of the programs conducted during the camp.

### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 50

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	6	12	9	8

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 119

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
39	22	23	20	15

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 17.02

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
857	1050	100	325	150

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Government or NGO etc	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response:** 15.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	20	15	15	8

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years



**Response: 15**

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	14	0	0	0

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>

**3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 1**

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

The College accommodates 3141 students studying in UG, PG, Postgraduate diploma and PhD Programmes. The campus is spread over 7.08 acres of land which facilitates excellent infrastructure for teaching learning process, career progression and higher education. The campus main building accommodates the chamber of Chief Executive (01), Principal (01), Administrative office (01), Examination section (01), Seminar hall (01), Classrooms (69), Laboratories (35), Language lab (01), Maths lab (01), Business lab (01), Museums (02), Staff rooms (23), Reading room (01), Central library (01), Girls waiting room (01), Auditorium (01), Washrooms (09), NSS Room (01), NCC Room (01), Placement Cell (01), NAAC Room (01). The campus also houses ladies hostel (01), canteen (01), Cold-rooms (02) and Boiler (01). All the departments are equipped with the necessary infrastructure to meet the ever increasing requirements with adequate number of class rooms, seminar halls, laboratories and sufficient space for hosting all academic activities.

**Class Rooms:** The college has sufficient number (69) of ventilated, spacious class rooms for conducting theory classes. The Class Rooms are equipped to meet the conventional teaching tools and furnished comfortably to meet the student requirements.

**Laboratories:** All the laboratories are equipped with modern, modular and functional workspaces integrating the student needs of water, electricity, gas and ICT needs. The laboratories are designed with the safety features imbibed in the infrastructure and create an excellent ambience and atmosphere for work. The laboratories are well maintained not only for carrying out curriculum oriented practicals, but also to carry out experiments beyond curriculum. The college houses specialized facilities and equipment for teaching, learning and research. The research laboratories of PG Biochemistry, Chemistry and Biotechnology are unique with sophisticated instrumentation and computational facilities. The College has an exclusive English communication skills lab where the students practice and test their communication skills.

**Computing equipment:** Every PG department has one ICT enabled class room with LCD projector to integrate technology in teaching with class room practices. For better visualization of the subject topics, the faculty is encouraged to use the ICT facilities. The students are also supported by the faculty to present their seminar topics using the ICT facilities. The use of these facilities makes the teaching-learning more effective and lively.

**Seminar Hall:** The College has a seminar hall for organizing special lecturers and meetings with a seating capacity of 200.

**Auditorium:** The auditorium has a seating capacity of 500, which is used to organize workshops, seminars and conferences with sophisticated ICT equipment.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

#### 4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

##### Response:

Sl.No.	Facility	Year of establishment	User rate
1	Basketball court	1994-95	80%
2	Gymnasium	1994-95	50%
3	Indoor hall with multipurpose court	2012-13	80%
4	Playground for outdoor sports (Cricket, football, etc.)	1964	80%
5	Track for athletics'	1994	80%
6	Volleyball court	1964	90%
7	Shuttle-Badminton Court	1964	90%
8	Throwball court	1964	90%
9	Yoga centre cum Reading room	1964	90%

Sports/Games: Various sports facilities are provided to the students within the campus focusing sports as one of the extracurricular activities. The College is committed to create a balanced atmosphere of academic, cultural and sports activities for the overall personality development of the students. Various sports competitions such as Interdepartment, Intercollegiate, Interuniversity, etc help in developing team spirit in students. Their interpersonal relationship is enhanced in a very healthy manner. Students are awarded medals, trophies and certificates to motivate them.

Outdoor Games: The College caters to the needs of all major outdoor sports events with standard court and track facilities. The playground facilitates the following:

- ♦ Cricket ground measuring 137.16 x 59.43 m with all safety measures like elbow guard, thighpads, abdomen guards and first aid kit.
- ♦ Football court measuring 90 x 55 m
- ♦ Hockey ground measuring 90 x 55 m
- ♦ Volleyball court measuring 23 x 14 m
- ♦ Throwball court measuring 29 x 14 m
- ♦ Kabaddi court measuring 16 x 13 m
- ♦ Shuttle badminton court measuring 29 x 14 m

In addition to these students are encouraged to take up field events like Javelin-throw, Shot-put, Hammer-throw, Discus-throw by providing them with necessary sports equipment.

Indoor Games: A fully furnished indoor games hall is utilised to play Table Tennis, Chess, Caroms etc, are provided to students in the college campus.

Gymnasium: A well furnished gymnasium hall is available in the College with Medicine Balls, Meinam Weight Bench, Weight Training/ Lifting Set, Weight Lifting Bar, Three Dumbell Set of 1 to 10 kgs, Station Multigym Weight, Weight Plates and Parallel Bar wall.

Yoga: The College houses a Yoga Centre to revive the ancient tradition and culture to provide a healthy practice along with academics. This leads to an increased performance of the students in all respect. The College also provides certificate and diploma courses in Yoga. Ample space is provided to practice Yoga in the College premises and a separate spacious hall measuring 60x120 feet is earmarked for this purpose.

Cultural Activities: The College also encourages students to participate in various cultural and literary activities and make the students excel in their fields of interest. The college conducts various cultural activities like Annual day, Fresher's day and Talents day in which students exhibit their talents. The students' participation in cultural activities develop aesthetic sensibility and an appreciation for the arts.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 8.7

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 06

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 0

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

#### Response:

Name of the ILMS software: NewzenLib

Nature of automation (fully or partially): Fully

Version: 7.0790.15

Year of automation: 2006-2007

The Library recognises the importance of functioning in a thoroughly professional way taking into consideration the interests of all departments. The Library Committee consists of the Principal as Chairperson aided by a Convenor, senior faculty and the Librarian as Secretary of the Committee. The Committee also has representatives from each department for one academic term or more. The Library Committee works on a rotational basis of faculty involvement. These faculty representatives report back to their respective departments on all the issues discussed, funds allocated, new journals subscribed to and they also encourage members to suggest names of books to be included. The faculty members of the committee also play an important role in coordinating the Library Orientation for the new entrants. This enables the Librarian and the Library staff to meet student batches and introduce them to the easy means of accessing the books on the shelves as well as available online resources. The Library Committee takes the lead incepting strategic directions for all aspects of the Library services and operations. It meets regularly to engage with all the issues related to student requirements from the Library as resource, and endeavours to prioritise funds judiciously in order to make the process and operations of the Library student friendly. The Library Committee pays attention to the needs and intellectual aspirations of the students who are enabled by this valuable resource towards maintaining world class academic standards.

The Library is housed in the main building of the College with 500 seating capacity for reading and conference purpose. Library is fully automated with all its subsystems like LAN connectivity and Wi-Fi. Library Management Software system is incorporated with latest technologies that enables Library to serve its users more efficiently. The Library has a wide collection of Books, Journals, Audio-video materials, photocopying facility, News Papers, Rare books, e-resources, previous years question papers etc. A specialised service provided by the Library includes INFLIBNET, Resource Managing Software and NEWGENLIB.

Barcode online circulation system is in practice in the Library. The Library is a member of INFLIBNET-Nlist project and provides web access to Books, Periodicals, Theses, Dissertations, etc. The digitalisation of the Library through OPAC has resulted in the easy access of information from any computer within the campus on subject/ author-wise book, account information like books borrowed and due date to return, penalty to be paid, if not returned intime, and so on. It also facilitates retrieval of information.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

##### Response:

MANUSCRIPT LIST	
1.	?????? ????????????? (Hariharana girijaakalyana)
2.	????? ???? (Sanaanda Ganesha)
3.	???????????? ?????????? (Madivaalaiyana charithya)
4.	???????????? (Sharanalilaamrutha)
5.	?????? ?????????? (Navarathana chinthamani)
6.	?????? ???? (Jaimini bharatha)
7.	???????????????? (Vaidhyashastra)
8.	???????????? (Sharanalilaamrutha)

##### RARE BOOKS LIST:

Sl. No.	Acc. No		BOOK TITLE	No of PAGES	BOOK PUBLISHED YEAR
1	3271	TAYLOR J	THE AGE WE LIVE IN VOL-1	138	1968
2	3272	TAYLOR J	THE AGE WE LIVE IN VOL-2	140	1968
3	3273	TAYLOR J	THE AGE WE LIVE IN VOL-3	140	1968
4	3274	TAYLOR J	THE AGE WE LIVE IN VOL-4	120	1968
5	3275	HOPE A R	THE WORLD OF TODAY	270	1968
6	3276	KINKODO CO: TOKY	THE RUSSO JAPANESE WAR FULLY ILLUSTRATED SEP-1904 VOL- 1	142	1968

7	3277	KINKODO CO: TOKY	THE RUSSO JAPANESE WAR FULLY ILLUSTRATED SEP-1904 VOL - 2	142	1968
8	3278	KINKODO CO: TOKY	THE RUSSO JAPANESE WAR FULLY ILLUSTRATED SEP-1904 VOL - 3	140	1968
9	3279	KINKODO CO: TOKY	THE RUSSO JAPANESE WAR FULLY ILLUSTRATED SEP-1904 VOL - 4	138	1968
10	3654	REV.F. KITTEL	KANNADA-ENGLISH DICTIONARY	1752	1894
11	15709	CHAKRABARTI	MODERN HUMANPHYSIOLOGY	1648	1972
12	32548	ELLISON HAWAKS	THE MARVELS AND MYSTERIES OF SCIENCE	512	E739
13	32549	THE HOME LIBRARY CLUB	THE WORLD'S GREATEST WONDERS	511	E538
14	32550	BERNARD SHAW	THE COMPLETE PLAYS	651	E239
15	32551	BERNARD SHAW	THE COMPLETE PLAYS	1284	E339
16	32552	THE HOME LIBRARY CLUB	ONE HUNDERED GREAT LIVES	740	E439
17	32553	HAROLD WHEELER	MARVELS OF THE MODERN WORLD	448	E1038
18	32554	DUNBER FL	EVERYBODY'S BOOK OF FACTS	640	E639
19	32555	HAROLD WHEELER	THE MIRACLE OF LIFE	480	E528
20	32556	L F RUSHBROOK WILLIAMS	GREAT MAN OF INDIA	640	E939
21	32557	HOME LIBRARY CLUB	LIFE THE GREAT ADVENTURE	608	E1139

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Any 1 of the above**

**Response:** Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 7.03

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.82	10.15	6.81	7.98	7.37

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 1.98

4.2.6.1 Number of teachers and students using library per day over last one year



Response: 65	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The College provides a range of IT facilities to help students and faculty with their studies. This includes extensive computer provision and Internet. Each PG Department has at least one class room furnished with LCD projector to enable teachers and students to switch over to IT supported teaching-learning methods. These IT supported facilities are regularly updated.

The College office uses LAN facility and softwares for admission of students and fee collection. The examination section uses softwares to get student's results and to maintain all other confidential matters. These IT facilities are updated annually.

Examination section uses DOS based Takshila software, which is regularly updated. This software supports various types of regulations like marks based, credit based etc. All the parameters required to get the results of a student is generated with the help of this software.

The department of computer science uses updated version (10.05) of codeblock software, to run the C and C++ programming. It also uses Netbean software to run java programming, Visual studio to run c# programming and Mysql software to run Mysql queries.

The Department of Animation uses updated versions of Maya Adobe CS6 and Blender AdobeCS6 software for Modeling, Animation, Editing and Texturing.

College library uses updated Newzenlib software for library automation and the college office uses Sampoorna Infotech software for admission, fee collection and accounts maintenance.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response: 7.3**

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line )****?50 MBPS****35 MBPS - 50 MBPS****20 MBPS - 35 MBPS****5 MBPS - 20 MBPS****Response: ?50 MBPS**

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response: No**

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response: 17.19****4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
88.03	71.48	68.68	68.98	63.67

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

##### **Response:**

The College takes direct initiative in the maintenance and upkeep of infrastructure and support facilities. The Manager, Financial Administrator and Office superintendent monitor the quality of maintenance of infrastructure and equipments. The custodians of the equipment frequently examine them for timely maintenance and repairs to ensure performance and accuracy.

##### **Laboratory**

Lab equipments are strictly inspected by lab assistants before the commencement of practical classes and examinations. Users register & logbooks are maintained and the Instruments are used within the proximity of teachers. Maintenance of funds procured from State/Central Governments and the UGC are utilized for the upkeep of specified items. The maintenance expenses that are not specified above are met by the Management.

Electrically sensitive equipment are provided with necessary back up to ensure steady functioning and to safeguard against voltage fluctuations. In case of disruption in power supply, the diesel generator having a capacity of 20KVA functions as the substitute source. The power requirements, including outdoor lighting during night, are met through Power Plant installed in the College.

##### **Class Room**

The class rooms are well maintained. Most of the departments maintain department libraries with proper stock and issue register. The Browsing Centre with ten computers in the Student Service Centre is accessible to students at any time in the library.

##### **Computers**

The College has a System Administrator to oversee the maintenance of the Computer Systems. The use of the Central Computer Lab is scheduled as per time-table. Any repair beyond the scope of the system administrator, external agencies are called for.

##### **Sports amenities**

All Sports amenities are under the in-charge of the Director of Physical Education. A sports room houses sports utilities. Time is allotted to students for using Gymnasium. The maintenance of the Courts is done regularly. Common facilities like Ground, and Multipurpose Indoor sports facilities, are provided to the sister-institutions on prior request.

**Library**

Library facilities are open to the students from 8am to 8pm. Maintenance and utilization of library resources are done strictly following the library rules. The maximum period of loan for books is fourteen days. The students can access the reference books in reference section.

File Description	Document
Any additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 39.74

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1307	1161	1199	1107	788

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 10.69

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
330	311	294	283	269

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 7.52

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
586	1	517	1	1

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 7.95**5.1.5.1** Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
209	224	227	240	200

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.6** The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1** Average percentage of placement of outgoing students during the last five years**Response:** 17.07**5.2.1.1** Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
124	138	105	209	189

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 25.08

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 249

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 48.5

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	3	6	2

#### 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	5	10	5



File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1 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) during the last five years

**Response:** 2

##### 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

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

**Response:**

The college has Students Association for both Undergraduate programmes and Postgraduate programmes separately since its inception. They have been actively engaged in the academic and administrative functions as the college strongly believes in democratic values and gives opportunity to students in supporting the co-curricular and extracurricular activities conducted in the college.

The various academic and administrative bodies and their activities which have students' representation on them are:

1. Sports Committee: Under the chairmanship of the Principal, the Physical Education Director and

members from the faculty of UG and PG, this committee has student players as representatives who take the lead role in organizing various sports and games competitions apart from Annual Sports Day for UG and PG students.

2. Cultural Committee: The Cultural committees are constituted annually by the Principal separately for UG and PG students. Each committee has a co-ordinator and one member from all departments of UG and PG programmes, and student representatives to look into all cultural aspects of the campus and to organise all cultural programmes and events like Fresher's Day, Talents Day, Fests, and Annual Day etc. in the college. The Student Council actively engage in drawing up the programme, conduct and support the various extracurricular activities.

3. NSS: The NSS wing of the college is actively organizing various activities with the motto of SERVE TO LEARN LEARN TO SERVE. Annual NSS camp is held every year where in the students are involved in cleaning of village with the active involvement of community members. Further the NSS wing also organizes awareness programmes and capacity building activities.

### 5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

**Response:** 21.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	21	21	22	21

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

The College has a functional Alumni Association. It meets periodically to discuss the ways and means to improve the academic environment of the College, as well as to exchange views on the employment opportunities and scope for higher education. Alumni of the College contributed both financially and non-

financially over the years in growth and development of the College. Through endowment scholarships or cash prizes and financial support in conducting Birth Centenary of His Holiness Jagadguru Sri Shivarathri Rajendra Mahaswamiji and Golden Jubilee Celebration of the College, the Alumni have supported the College. In association with NSS and NCC Units, the association regularly conducts Blood Donation and Health Check-up Camps. All the departments have a Database of the final year students, which is updated from time to time. Annual Alumni Meetings bring a rich interaction between old and younger generations, which also upholds our cherished customs and traditions. It also deliberates upon the role of the Alumni in positive interaction with the society through participation of young students under the guidance of senior teachers. The Alumni Association has majorly contributed the College through institution of awards, development / creation of certain facilities, curricular support through occasional interactions with the students within the campus.

The alumni of the college are holding positions of public importance such as Member of Legislative Assembly, Ministerial Positions, Member of Syndicate and at the local bodies. They are contributing immensely for the development of the college through their guidance and support. The alumni who are having administrative positions at the state level are associated with the college in organizing community camps and other extension activities.

To quote the significant contributions

- ◆ Shri Late H S Mahadevaprasad, former Minister, Government of Karnataka, has contributed Rs. 1 Lakh towards Centenary Celebrations of the founder President of the Institution.
- ◆ Shri B S Prashanth, Proprietor, Safe Wheels, Mysore has contributed Rs. 1 Lakh towards Centenary Celebrations of the founder President of the Institution.
- ◆ Shri K R Mallikarjunappa, former Member of Legislative Council, has contributed Rs. 1 Lakh towards Centenary Celebrations of the founder President of the Institution.

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

**Response:** ? 15 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response: 5**

## 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>

## **Criterion 6 - Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution**

**Response:**

The College has a clearly defined organizational structure for the optimum and effective decision making and its implementation. The Vision, Mission, Goals and Objectives of the institution reflect the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution. The governance of the institution is carried out with the support of following bodies constituted as per the autonomous norms:

1. The Management
2. Governing Body
3. Academic Council
4. Planning Committee
5. Finance Committee

**The Management:** JSSMVP is the life force of the administration and ensures imparting quality education to suit the emerging trends in the market. The faculty has freedom to give suggestions to the Management for the improvement of quality parameters in the Institution. The participative decision making strategy of the Management helps to achieve the Vision, Mission, Goals and Objectives of the institution.

**Governing Body:** The Governing Body is a liaison between Management and the Institution which oversees and ensures all necessary infrastructural and other developmental activities. The Governing Body includes UGC, Affiliating University and State Government nominees, Academicians and Entrepreneurs. It also has Principal as the Member Secretary and two senior faculty representatives. The Governing body strives to steer for the implementation of the strategic plans adopted by the college.

**Academic Council:** The Academic Council consists of the Principal as the Chairperson, Experts nominated by Governing Body (Academician, Industrialist), three nominees from affiliating University and four teacher nominees. All the Heads of the Departments are members of Academic Council by default. The Academic Council approves all the academic activities such as course structure and policy matters recommended by the Board of Studies, admission and Examination process, research activities, infrastructural developments of the College.

**Planning Committee:** The policies and practices of the College, academic and administrative, planning and implementation reflect the efforts of the institution towards a consistent growth for the development of society through education.

**Finance Committee:** The College has constituted a Finance Committee as per the UGC guidelines for autonomous colleges. It prepares the annual budget and takes approval by the Governing body. The committee also oversees and monitors the funds from UGC scheme and other funding agencies.

The autonomous status also provides an opportunity for the faculty to shoulder various administrative posts

that include Chief Executive, Principal, Dean, Controller of Examination, Heads of the Departments, Chairman of BOS and BOE, Student Welfare Officer, Coordinators of Associations/Cells and Convenors of Committees for the smooth and good governance of the college. The stakeholders including parents, alumni, students and industry also make major contributions in education and community development.

Particulars of Committee Meetings:

Particulars	2013-14	2014-15	2015-16	2016-17	2017-18
Governing Body Meetings	02	02	02	02	02
Academic Council Meetings	02	02	02	02	03
Finance Committee	01	02	02	02	02
HODs meeting	26	30	14	07	15
Staff Meeting	05	05	05	04	06

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The effective practice of decentralisation and participative management is clearly reflected in the admission process adopted by the institution. UG and PG admission have witnessed a significant increase since last accreditation due to decentralisation and participative management. The College ensures publicity and transparency in the admission process. At the time of admission applications are invited and scrutinised by the admission committee headed by Chief Executive, Principal, Dean, HODs and senior faculty representing different streams. The admissions to both UG and PG is done through advertising in all mass media. Prospectus and other details are uploaded on college website, providing details and schedule of admissions.

**UG Admissions:** The College ensures merit of the students while taking admissions to the UG programmes. After inviting applications they are scrutinised by the admission committee and short listed on the basis of merit and reservation policy of University of Mysore and Government of Karnataka. Differently abled students, performance in sports, cultural and other aspects (NCC, NSS, Youth Red Cross, Scouts and Guides, Ex Servicemen) are also considered along with merit.

#### A case study:

**PG Admissions:** Admissions to PG programmes are on par with rules and regulations and the calendar of events fixed by the University of Mysore, the affiliating university. The following steps are adopted for PG admission at the institution level:

- ♦ Announcement of University notification for on-line registration of applications to appear for **entrance examination**
- ♦ Notification of on-line registration of applications to admission through Centralized Admission Cell of University of Mysore
- ♦ Approval of list of Committee members for admissions by University of Mysore including members of other PG centres
- ♦ Announcement for registration of applications under **College quota** and the calendar of events on the **website**

- ◆ Announcement of seat matrix by the University of Mysore
- ◆ Scrutiny of the applications received under College quota by respective PG departments
- ◆ Preparation of merit lists for each PG programme as per seat matrix for **College quota** that includes consolidated merit list of affiliated University, Other university merit list of With-in Karnataka, Outside Karnataka and Hyderabad Karnataka
- ◆ Category wise (SC, ST and OBC quota as per the orders of Government of Karnataka) Merit List
- ◆ Allotted and Waiting list
- ◆ Announcement of the lists on the **College website** and **Notice board**
- ◆ Admissions against selected list of candidates under **College quota** on the College Website
- ◆ Admissions of selected candidates under **University quota** is sent to the College by selection committee of University of Mysore
- ◆ Counselling for admissions for vacant seats from the waiting list for both **University quota** and **College quota**
- ◆ Obtaining approval by the University of Mysore for students admission

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The College has a perspective plan for development, based on the master plan comprising goals, objectives and action plans for a period of ten years (2014 -2024) that include:

- ◆ Teaching and learning
- ◆ Research and development
- ◆ Community engagement
- ◆ Human resource planning and development
- ◆ Industry interaction
- ◆ Internationalization

#### One activity successfully implemented based on the strategic plan:

#### Introduction of Skill Integrated Programmes

To achieve excellence the institution has opened new avenues of knowledge by introducing new courses with student benefit need based curriculum that will facilitate ample employment opportunities for the students. Since the aim and objectives of JSS Mahavidyapeetha, a pioneer in the field of Education and Health Care, providing education to students from rural areas are matching with the objectives of KAUSHAL KENDRAS, the institution started the UGC Skill Development Programmes.

Realizing the importance and the necessity to develop skills among students and to create work ready manpower on large scale the college established the Deen Dayal Upadhyay KAUSHAL KENDRAS (Knowledge Acquisition and Upgradation of Skilled Human Abilities Livelihood) under Community College Scheme from 2013-14 on pilot modes on the initiative of the MHRD in Universities and Colleges during XII Plan period of UGC.

The College submitted a proposal for Deen Dayal Upadhyay Centre (KAUSHAL) to start PG programmes, in order to provide enhanced vertical mobility in vocational education on a larger scale. Based on the proposal and presentation made by the college in the interaction meeting conducted by UGC KAUSHAL Kendra was sanctioned. The proposal was accepted and approved by the UGC vide letter no D.O No 3-9/2015 (KAUSHAL) dated 14-08-2015 (View Details B. Voc View Details Kuashal Kendra).

In 2014-15 Advanced Diploma in Animation and Multimedia, and Retail Management; B.Voc. in Software Development and Food Processing and Engineering was introduced.

In 2015-16 M. Voc in Food Processing and Engineering

In 2016-17 M. Voc. in Software Development was introduced.

The Curricula was prepared as per UGC guidelines in consultation with the expert representatives in the field from the collaborated organisations. The syllabi were discussed and approved in the respective Board of Studies.

An MOU was established with institutions of National repute and leading industries for teaching skill components and to provide hands on training of practical components to students of M. Voc programme. The collaborated organisations/ Industries/Companies provided their expertise and support to impart the skill component to the students. This helped the students to acquire optimum knowledge in a systematic manner.

The College feels proud to declare that first batch of M. Voc students have successfully completed the programme and recruited in various reputed companies.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**



Board of Management, The Governing Body, Academic Council, BOS, and Finance Committee are formed as per the guidelines for the effective functioning of the institution under autonomous mode. These bodies also support the development through planning and execution, budget, review of performance and policy making. The Academic Council approves the course structure and policy matters recommended by the Board of Studies of respective departments.

The Principal guides the College in academic progress, admission, staff recruitment and administrative matters. He is the Chairman of the Staff Council, IQAC, Anti-ragging Cell, Disciplinary and the Library Advisory Committee. The Dean and the IQAC help the Principal in the overall administration which involves the planning of the academic calendar and its systematic implementation. The Controller of Examinations monitors the evaluation process. The staff council and faculty members play an important role in executing the curricular, co-curricular and extra-curricular programmes.

Heads of the Departments are responsible for the preparation of Department time table, work allocation among teachers, review of Teacher's Diary, and submission of various reports to the Principal and IQAC. Class teachers are assigned for each class to ensure personal care, attention, guidance, counseling, evaluation and assessment of each student in the class.

The recruitment procedure, promotional policies and service rules are as per the rules of Directorate of Collegiate Education of Government of Karnataka and the guidelines of UGC for appointments in Private Aided colleges of Karnataka and KCSR of Government of Karnataka.

#### Grievances and Redress Cell

The College has an active Grievances and Redress cell for teaching faculty, administrative staff and the students. Provision is made to voice their grievances in the general staff meetings with Principal and Management. The faculty members express their constraints regarding teaching-learning and other matters of concern. Staff Association of the college also provides a platform to discuss the grievances. The Non-teaching staff can share their apprehensions through office superintendent or directly to the Principal and the management in writing through interactions. Counseling is offered if necessary to provide solutions.

#### Redress for Student Grievances:

The Grievance Redress, Anti-ragging Cell, Anti-sexual Harassment Cell and the student Welfare Committee work for the well-being of students. Bare-foot counseling by subject teachers/value education teachers/ mentors and professional counseling by experts at the Counseling Centers of the college address student grievances. Information about the functioning of the Cell is given on the Orientation Day and during value education classes.

Suggestion boxes are kept in various places within the campus. The complaints/ suggestions are collected and analyzed by the grievance committee periodically and the necessary actions are initiated. In addition, the student grievances are also addressed at the department level by respective teachers and HoDs. The mentor-mentee system, class teacher also act as first line of grievance redress. Representatives of the students' union meet the Principal or the Dean or the Student Welfare Officer to communicate and share their opinion, views and grievances.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

Smooth functioning of any institution depends on the resolutions and implementation of the minutes discussed in the respective bodies/cells/committees. The College has several cells and committees for successful implementation of the resolutions. To name a few important bodies:

1. Governing Body
2. Academic Council
3. IQAC
4. Finance Committee
5. Research Committee
6. Grievance Redress Cell
7. Women Cell
8. Anti-Ragging Cell

The College celebrated the Golden Jubilee during the academic year 2015-16 as per the resolutions passed in the GB meeting. Fortunately the year 2015-16 was also the year of Birth centenary of His Holiness Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji, 23rd Pontiff of Sri Suttur Muth and the founder president of JSS Mahavidyapeetha. Several programmes are organised to celebrate these two memorable incidents in the college. A central committee was constituted under the guidance of the Management and several relevant committees are constituted at the institutional level to chalk out and execute Golden Jubilee programmes.

A series of meetings of teaching and non-teaching staff was convened and resolved the outlines of the programmes to be organised throughout the year 2015-16. The Principal obtained the approval for the resolutions and the consent for the organisation of programmes from the Management and the central committee of Birth Centenary Celebration of the His Holiness Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji.

The Golden Jubilee celebration was inaugurated on 08-04-2015 and several special lecture series and other special programmes organised for the centenary celebration. Mathematics Laboratory was also inaugurated on the occasion.

The Committees formed exclusively for the celebration of Golden Jubilee worked effectively in organising several programmes such as:

- Twelve special lectures of which two are by **Nobel Laureates**
- National level Four Seminars, Six workshops and One Conference
- State level Science Exhibition, cultural competition, Quiz competition on Indian Constitution, Commerce, Science and Arts Fests for students and Interaction with experts
- Three Books authored by Faculties of the College are published
- Intercollegiate sports competitions
- Alumni convention and Retired employees' conference.
- Extension activities such as Health Awareness programmes, Health Check Up Camps, Blood donation camps, Cleanliness drive (Swachh Bharat)

The Valedictory function of the Golden Jubilee year was organised on 28-10-2016.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

#### Response:

The College provides both statutory and non-statutory welfare measures for the benefit of the faculty and

the supporting staff. They are:

- ◆ 15 days of Casual leave, 30 days of Special Casual leave (Examination, Evaluation) facility per year to the teaching staff
- ◆ 15 days of Casual leave, 20 half pay leave or ten days commuted leave facility per year for Non teaching staff
- ◆ Duty leaves (OOD facility) to staff members to attend various Training Programmes/ Orientation/ Refresher/ Workshop/Seminar/Exam subject to the existing Government rules
- ◆ Lady teachers can avail Maternity Leave as per Government rules
- ◆ Paternity Leave is given to male teachers on request
- ◆ Government offers various mandatory Insurance Schemes to the staff
- ◆ Co-Operative Society directed and managed by staff with Government registration provides various services like deposit and loan to its shareholders
- ◆ The staff are also extended health benefits at the JSS hospital at subsidized costs
- ◆ Facility for spiritual development at Suttur
- ◆ Gratuities, Pension and all other Government welfare schemes and measures are given to the staff
- ◆ Faculty enhancements Programs are periodically arranged to motivate on teaching and knowledge updation
- ◆ Minor Research Projects
- ◆ Lab Facility is provided to teachers to conduct research
- ◆ Leave is granted to teachers to participate and present papers in seminars
- ◆ Celebration of important festivals for the teaching and non-teaching community
- ◆ Hostel Facility for teachers on demand
- ◆ Canteen at subsidized food price
- ◆ First Aid Facility
- ◆ Grievance Redressal Cell
- ◆ Internal Complaints Committee for Prevention of Sexual Harassment of Women at Work Place
- ◆ Parking Facility
- ◆ Internet
- ◆ Complete support and assistance is provided to the faculty for pursuing higher studies

Other welfare schemes:

- Group insurance (Grant-in Aid employees only)
- Provident fund(Teaching and Nonteaching Management Staff – 50% Contributions from Management)
- Medical benefit (Health insurance)
- ESI Facility(Management **Part time** teaching and all Nonteaching Staff with income less than Rs 25000/-)
- JSS Employees House Building Cooperative Society, Mysuru (Allotment of Sites approved by authorities of Government of Karnataka)
- Staff cooperative society – JSS Credit Cooperative Society, Mysuru (Provides financial assistance for all members)
- Festival advances (Grant in Aid Non- teaching Staff, Management Non- teaching Staff)
- Group Gratuity
- Retirement Benefit to Full time teaching and Non teaching Management Staff,100% Management contribution, no Salary deduction

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 57.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
79	86	100	74	61

<b>File Description</b>	<b>Document</b>
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 11

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	11	15	11	9

<b>File Description</b>	<b>Document</b>
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 7.73

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	23	15

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

Performance appraisal system of the staff includes the following mechanisms:

- Student feedback
- Peer feedback
- Parents and alumni feedback
- Self-appraisal report
- Exit analysis

Student feedback is taken in every semester to review the performance of staff and necessary appraisal is done. Peer feedback includes feedback by Head of the Departments, Principal and Management representatives. Feedback from parents at Parent-Teacher Meet, from alumni at Alumni Meet, is collected to review the performance of faculty. Exit analysis report by the outgoing students help to review the performance of staff and also institutional performance.

The Self-Appraisal Report (SAR) of all teaching staff is taken on annual basis using structured

questionnaire. Based on the performance and feedback, the principal takes personal interest in guiding the teachers. Senior faculty members of the department groom the new recruits to help them to enhance their teaching and evaluation performance. Observation of lessons is done by 'Sit In' sessions. Initial monitoring of lessons through surprise or informed 'Sit Ins' help the college to continue or discontinue with the teacher depending upon the performance and attitude. In rare instances where teachers are not able to adjust to the work ethos of the institution are requested to pursue their careers elsewhere.

The appraisal reports are analyzed and discussed with individual staff members. Major decisions taken based on these appraisals include:

- ♦ The faculty strengths are appreciated and corrective measures are suggested for shortcomings by the Principal
- ♦ Enhanced increments
- ♦ Promotion
- ♦ Planning for FDPs
- ♦ Increase in the number of submissions of proposals for research and organizing conference/seminars/workshops for funding
- ♦ Enhancement of IT infrastructure
- ♦ Selection of teachers for deputation and heads of various committees

The major decisions are utilized for the strategic planning of the institution in the areas of enhancement of faculty, efforts to enhance pedagogic innovations, adopt best practices.

#### **Performance Appraisal System non-teaching staff**

The Self-Appraisal Report (SAR) of Nonteaching staff is taken on annual basis using structured questionnaire. Based on the performance and the feedback, the principal takes personal interest in guiding the non-teaching Staff. The Manager and the senior members of the non-teaching Staff groom the new recruits to help them to enhance their performance. The non-teaching Staff members have assigned to work in different capacities on rotation basis. The appraisal reports are analyzed and the working ability of individuals is assessed.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 Institution conducts internal and external financial audits regularly**

#### **Response:**

A well-defined mechanism is in force for financial audit to have discipline and transparency in financial management. The accounts of the institution are subject to internal and external audit.

**Internal Audit:** The internal audit is conducted **annually** by an approved auditor (**Madhavan and Company**) appointed by the Management who check the receipts/payments of all college accounts. They submit audited statement of income and expenditure to the management for consideration and approval.

**External Audit:** The office of the Joint Director, Collegiate Education Mysuru, the Accountant General Office, Bengaluru, are empowered to conduct statutory audit in the college. The external financial audit of the utilization of funds is done by the government auditors, once in two or three years. Audits carried out by the government through Accountant General, Bengaluru and Joint Director of Collegiate Education, Mysuru, ensure proper maintenance of assets/documents/audited statements as per the statutes and guidelines. Their report will be submitted to the government for further consideration.

**Objection:** In the AG Audit report for the period from 1998 to 2008 under section 14 of CAG's (DPC) act 1971 dated 20-08-2018, it has been observed that there is a short remittance of Tuition; Laboratory fees to the Joint Account by the college, as per para 18(4) of Karnataka Educational Institutions (Collegiate Education) Rules 2003.

**Compliance:** The negotiation between the Management and Directorate of Collegiate Education, Government of Karnataka is still in progress.

The last external audit was done on 22 August 2017

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 1097.07

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
166.81	122.50	596.51	110.22	101.03

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>



### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The College Finance Committee, constituted as per the UGC guidelines, meets regularly and prepares strategy for resource mobilization with the consent of the Management. The management decides the fee structure for the programmes offered by the college under self finance scheme. Financial Resources are mobilized through:

- ◆ UGC staff salary disbursed by the Department of Collegiate Education, Government of Karnataka
- ◆ The management staff is paid by the Management
- ◆ Central Government Schemes and Projects of UGC, DBT,DST, and ICMR
- ◆ State Government Schemes and Projects VGST,
- ◆ State Government Scholarships and Fee concessions
- ◆ Sponsorships to organise major events such as National/State Level Conferences/Seminars/Workshops/Special lectures from generous alumni, parents, sponsors, well-wishers, philonthropes, banks and industries
- ◆ Regularly and timely submission of utilization certificates and request for release of next installment of grants for UGC funding after submission of progress report.
- ◆ Submission of new proposals for funding agencies like DBT,DST, VGST, UGC and ICMR to undertake research
- ◆ Support and financial assistance from the Management
- ◆ Funds from alumni
- ◆ Funds from fees
- ◆ Interest earned on fixed deposits

Proposals sent for approval are:

- ◆ Rashtriya Uchathara Shiksha Abhiyan (RUSA)
- ◆ KAUSHAL Kendra Scheme
- ◆ Community College and B-Vocational Degree
- ◆ College with Potential for Excellence Grants, CPE - IV Phase
- ◆ Kaushalya Karnataka Scheme grants

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## 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**

#### Response:

IQAC the advisory and evaluative body was instituted in the year 2004, as per guidance, with an aim to enhance quality. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra-curricular activities. One of the major activities of IQAC is the implementation of **CBCS for UG** programmes.

The institution would like to high light the following two activities of the IQAC:

### **I. Feedback from stakeholders**

IQAC obtained feedback from all stakeholders that include students, alumni and parents, on a structured questionnaire on teachers, infrastructure, library, teaching-learning and evaluation and other facilities provided by the institution. Significant contributions of IQAC:

1. Improved teaching-learning and evaluation process
2. Effective delivery of curriculum and enhanced usage of ICT tools
3. Enhanced research activities and publication of research articles
4. Establishing/introducing more PG programmes
5. Organising seminars/workshops/Conferences and endowment lecture series
6. Recognizing and felicitating distinguished alumni
7. Increased number of certificate courses
8. LCD projectors in class rooms
9. Appraised teaching and research carried out by the faculty
10. Appropriateness of support provided to students
11. Organizing staff training programmes
12. Integrated curricular and co-curricular activities such as special lectures and interactions with academic forerunners
13. Incorporating suggestions provided by the external members of BoS and BoE

### **II. Research and Publication**

The college has a well-functioning Research Centre to monitor and address the issues concerning research, and to imbibe research culture among the faculty and the students. It encouraged teachers to undertake research leading to Ph. D \ M. Phil. The institution publishes a journal **JSSCM- JOURNAL** to motivate and encourage the faculty to indulge in research related activities and publish articles.

The research centre also encourages:

- ♦ To present research papers at National and International seminars and conference
- ♦ To publish research articles in National and International journals.
- ♦ To submit proposals for Major\Minor research projects and Junior ResearchFellowship
- ♦ Student research projects and institute prizes

To promote Research activities the following activities were organized under the IQAC initiative:

- ♦ One day Workshop on “*Promotion of Research in Colleges*”
- ♦ One day UGC sponsored National level conference on “*Research advancement in Chemical Biology*”
- ♦ One day Orientation Programme on “*Quality in Higher Education, Importance of Research and*

**ICT –Enabled Teaching”**

- ♦ One day student centric seminar on “**Research and Hypothesis**” to instil research culture among the students.

**Implementation and impact**

Constant support and encouragement resulted in publication of more than 300 research articles in National and International journals. Several faculties registered themselves as research scholars. During the assessment period 06 faculties completed Ph. D and overall citation index of faculty and impact factor stands at 2.75.

The student centric Research activity has motivated to bring out the latent talent among the students at National and International level.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

IQAC being the central body within the College monitors and reviews the teaching-learning process regularly. It has designed a structured feedback form on teacher’s performance, curriculum and infrastructure. Based on these feedbacks various innovative activities and reforms were introduced. The two examples based on feedback implemented are -

- 1) Enhanced ICT facilities
- 2) Introduction of CBCS

**Enhanced ICT facilities**

To meet the growing need of global knowledge requirement the institution motivated the faculty to adopt ICT enabled teaching methodology. Teachers and support staff are encouraged to participate in ICT training and Orientation programmes. Computer Science department arranged special talks and lectures on various topics to equip the students and the faculty about the innovations and paradigm shifts in their respective fields.

The college organized the following programmes to enhance ICT usage:

- ♦ “**Teaching and learning in the 21st Century- Student centric approach**” one day orientation programme for teachers on **30 March 2015**.

- ♦ ‘Content Management System’ one day workshop on 31 March 2016.
- ♦ “Quality in Higher education, Importance of Research & ICT enabled training” one day Orientation Programme 3 Nov 2017.
- ♦ “Science, Technology and Society” two days conference on 24-25 November 2017.
- ♦ “Advanced Technologies in Computer Science” one day state level Workshop on 22 March 2018.

Departments are provided computer – printer with internet facility. All PG departments have ICT enabled classrooms and shortly the facility will be extended to UG programmes

A proposal has been sent to the Management to introduce Smart Campus.

### Choice Based Credit System

To provide opportunities for the overall development and to meet ever increasing competition of the global market the institution introduced **Choice Based Credit System** to PG courses from the academic year 2010. This academic flexibility provided ample employment opportunities to the students. Following the foot-steps and success of PG departments CBCS with CAGP was introduced to UG from the academic year 2017 – 18.

The College provides a good number of combinations and choice of subjects. In CBCS the UG students can choose three discipline specific courses offered by the college along with any two preferred languages. The credit fixed for all programmes in all disciplines (Bachelor of Arts\ Humanities, Bachelor of Commerce, Bachelor of Science, Bachelor of Business Administration and Bachelor of Computer Application) is 140. All the disciplines have DSC, DSE, SEC, and AECC. For BA two DSE have been implemented as per the UGC guidelines as against existing previous scheme of 3 Optional. BA, B.COM, and BBA have GE in addition to above mentioned course.

### Learning outcome

Feedback from stakeholders shows that they are happy at the introduction of CBCS as it provides them ample opportunity to enrich their knowledge not only in DSE but also in DCE, GE and AECC. This system also helped them to acquire need based skill in job market.

Based on the good outcome, the institution has requested UGC to continue CBCS with CAGP to all UG programmes, and rectify the anomalies if any.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 24.2

## 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	29	27	26	20

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

## 6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Institution	<a href="#">View Document</a>

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:****Initiatives of the college**

After being accredited by NAAC with 'A' grade in 2013-14, the college has undertaken a number of quality enhancement initiatives in the academic and administrative domains.

The following are the academic initiatives and achievements of the college during the assessment period:

Ph D	06
PG Degree	04
PG Diploma	01
UG Degree	06
Diploma (Regular)	03
COC – Certificate	01
COC – Diploma	02
COC – Advanced Diploma	07
Foundation Course	03
Total	33

**2013-14**

- PG Diploma in Animation and Multimedia
- Certificate / Diploma / Advanced Diploma Courses (COC under UGC Scheme) in Human Rights Education
- Introduction of UG programme in Journalism
- Diploma in Tourism, Insurance Management, Visual Graphics

**2014-15**

- Introduction of UGC Skill Development Programmes B. Voc in Food Processing and Engineering, and Software Development.
- Advanced Diploma in:

a) Animation and Multimedia b) Retail Management

- Recognition of four PG Departments as Research centers by University of Mysore
- Recognition by UGC as ' College with Potential for Excellence'
- Establishment of Deen Dayal Upadhyay Kaushal Kendra, Central Govt. Scheme.
- Certificate Course in Web Designing

**2015-16**

- PhD in Commerce
- Introduced M. Voc in Food Processing and Engineering
- Diploma in Web Designing.

**2016-17**

- ♦ PhD in Kannada
- ♦ M.Voc. in Software Development
- ♦ Sanction of Biotechnology Skill Enhancement Programme (BiSEP) supported by DBT and Government of India; IT,BT and S&T, Govt. of Karnataka
- ♦ Advance Diploma in Web Designing

### 2017-18

- ♦ Master of Science in Botany
- ♦ Master of Science in Zoology
- ♦ Extension of Autonomous status by UGC for the period 2017-18 to 2021-22
- ♦ Introduction of CBCS in UG programmes.

### 2018-19

- ♦ B.VoC. in Tourism and Hospitality Management
- ♦ B.VoC. in Telecom Technologies
- ♦ Recognised as Accredited Training Centre and Training Providers under KAUSHALYA KARNATAKA Scheme

### Administrative Initiatives

- ♦ Infrastructure Development
- ♦ ICT classrooms

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 88

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	26	18	21	12

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

**Response:**

**Institution shows gender sensitivity in providing facilities such as:**

##### 1.Safety and security

- ◆ Safety norms are strictly followed by college in all respects
- ◆ Squad system has been introduced in the college. Squad headed by senior teacher can easily monitors the corridors of all floors of the building, classrooms, playground, canteen, laboratories hostel and library.
- ◆ There are 10 security personnel who safeguard the entire campus and Ladies hostel. Girl students are highly secured under the existing security system.
- ◆ CCTVs are installed at the entrance of the college gate, canteen, parking area, office, corridors of different floors of the College to ensure the safety and security of students and staff.
- ◆ ID cards are issued to the students and staff to prevent the entry of outsiders into the college premises.
- ◆ Regular medical check-up camps are arranged. In case of emergency transport facilities are



provided.

- ♦ Grievances redress and anti sexual harassment cells are actively functioning which provide a convenient opportunity for girls to voice their problems.

## 2. Counselling

- ♦ Mentor system has been introduced. The main objective is to keep the effective mentoring and welfare of the students; a group of 40 students are attached to a faculty member preferably who engages the particular class. This system improves the rapport between students and mentor. The parents of irregular students are informed and joint counselling is done by the mentor of respective class. The mentor collects a report of the shortage of attendance of each subject and same is submitted to the Principal every month. A special care is taken for slow learners identified through counselling.
- ♦ Students are encouraged to join NCC, NSS, YRC and participate in co-curricular and extra curricular activities.
- ♦ Importance is given for overall development of students through bridge courses, co-curricular and extra-curricular activities.
- ♦ In addition to classroom teaching, the faculty offer guidance to the students through Institute of Chartered Accountants of India, ICWA, ACS, skill training and placemen support is also provided.

## 3. Common room

- ♦ A well furnished common waiting room with rest room is made available for girls.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 76

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 30.73

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 12.5

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 40.68

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

#### **Response:**

An environmental revolution is under way in the college campus.

#### **Solid waste management:**

- ◆ Dust bins are provided in the campus to keep campus clean, neat and tidy.
- ◆ Awareness on segregation of waste is created and blue, green and red dust bins are used.
- ◆ Transport arrangements are made for solid waste management.
- ◆ Compost arrangements are also made to convert solid waste into fertiliser/manure.
- ◆ Vermi Compost unit has been established within the college campus. The waste materials that are collected in the campus dumped into the vermin compost unit to convert it into fertilizer, is used for the purpose of gardening in the campus.

#### **Liquid waste management:**

- ◆ Practical labs like Chemistry, Biotechnology, Biochemistry and Environmental Science have taken measures to ensure that all the chemicals are diluted before discarding in wash basin.
- ◆ Glassware used in the laboratory is washed and rinsed with least quantity of water and placed in the liquid waste container.
- ◆ The liquid waste of the laboratories are segregated into organic and inorganic waste. Inorganic wastes are neutralized before disposal. The organic waste yield is treated with cow dung for decomposition due to the action of bacteria and some micro-organisms.

#### **E-waste management:**

- ◆ Awareness programmes are initiated on e-waste management
- ◆ All e-waste is disposed to the corporation
- ◆ The non functional computers, equipments and its peripherals are safely disposed
- ◆ The cartridge of laser printer is refilled outside the college campus
- ◆ UPS batteries are recharged / repaired/ exchanged by the suppliers
- ◆ Waste compact disk is used by the students for decoration and participation in competitions
- ◆ The low configured computers are donated to nearby schools
- ◆ The E wastes generated are safely disposed through certified E waste recyclers

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

Rainfall is the key climatic variable, which is highly erratic in nature and can have long-term inferences in respect of its quality and quantity of water. During the last three decades rainfall trend is decreasing in different parts of the state. This has put enormous pressure on water resources in the region. Most of the water resources are rapidly exploited without recharging resulting in scarcity of water. So to tackle the water scarcity hazards, there is an urgent need to boost ground water through suitable groundwater resource management. The management of ground water through artificial recharge of rain water by following roof top harvesting as a cost-effective method to boost ground water in the campus has been initiated. Rainwater harvesting captures, diverts, and stores rainwater for later use. Implementing rainwater harvesting is beneficial because it reduces demand on existing water supply, and reduces run-off, erosion, and contamination of surface water.

#### 1. Water harvesting

- ◆ Provision has been made for the rain water harvesting with an estimated cost of Rs 1500000/-
- ◆ It consists harvesting pit-1 with drain of 1,00,000 litres capacity, harvesting pit-2 with drain of 40,000 litres capacity, harvesting pit-3 with drain of 50,000 capacity, harvesting pit-6 with drain of 56,000 litres capacity and harvesting pit-7 with drain of 1,00,000 litres capacity, whereas harvestingpits 4 and 5 are connected to storage sumps.
- ◆ An overhead tank at terrace of 1,000 litres capacity is used by bio-technology lab, 1.0 H.P submersible motor to lift rain water to overhead tank is installed.
- ◆ To minimise the wastage of water resources and to improve the water table, the rain water is led into the pits located in different blocks of the campus.
- ◆ It avoids digging deep wells which causes environmental damage in the college campus.
- ◆ Having a source of water through rain harvesting also reduces the dependency on Mysore City corporation sources.

**2. Utilisation of Harvested water:**

- ♦ Harvested rainwater will be stored and used during times of water crisis.
- ♦ Harvested water stored in the overhead tank is used by the bio-technology lab.
- ♦ The total capacity of the Rain water harvesting unit in the College campus is 3,46,000 litres which is collected in different pits is used for the purpose of keeping campus green through planting and gardening the college premises.
- ♦ NSS unit of the college makes use of rain water during week ends for NSS programme.

The major portion of the water collected through rain harvest is used for non-drinking purposes like gardening, flushing toilet, washing clothes by the students in the college hostel. It is used for washing the floors of the College building.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

A green campus is a cleaner, Safer and Healthier place to Live and Work and also a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus.

Environment safeguarding is under way in the college campus. The following are the green practices that are initiated in the campus to promote eco-friendly practices in the campus:

**1. Solar water heater:**

Solar water heater plants are installed at the top of hostel building.

**2. Digital Library/e-learning centre:**

- Cut down the use of papers in daily life and use more of ICT tools
- Use more readout materials in soft form and reduce hard readout materials
- Use more of e-mail for official communication

- On line reading is promoted

### **3. Energy Saving tips:**

- Power management features are activated on computers, laser printers, etc.
- Turn off unnecessary lights and use daylight.
- Avoid the use of decorative lighting
- Use of LEDs
- Use the fans only when they are needed
- Unplug appliances like printers, faxes, and chargers
- Awareness among the students and staff on energy conservation is created by display boards at appropriate places. Switching off all the electrical activities when they are not in use

### **4. Students/staff using:**

- ◆ Bicycles
- ◆ Public Transport
- ◆ Pedestrian Friendly Roads

Good numbers of students are use bicycles to reach the campus. By using bicycles students are contributing towards maintenance of greenery in the campus. 1156 UG students and 558 PG students are using public transport. Rest of the students use pedestrian friendly roads to campus. Care is taken to restrict public vehicle entry into the campus and specific parking area is allotted for faculty and students.

### **5. Plastic free campus**

Student volunteers of NSS conducted clean and green programme in the college campus in order to generate awareness about green and peaceful earth. The college restricts the usage of plastic bags in the campus. Special awareness programmes were organised on plastic free environment in and around the campus. Sufficient dustbins are placed in the appropriate places and Swachh Bharath slogans are also displayed.

### **6. Green landscaping with trees and plants**

The college campus has trees and plants that make the environment carbon dioxide free. Plantation programmes have been taken up by the NSS unit for increasing the green cover in the campus. Awareness among the students and staff on energy conservation is created by display boards at appropriate places. Switching off all the electrical activities when they are not in use and Swachh Bharath slogans are also displayed.

### **7. Others**

- i. Rain water harvesting
- ii. Vermi compost Unit
- iii. Use of more LED lamps than CFLs

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 0.07

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.85	0.15	0.27	0.1	0.11

<b>File Description</b>	<b>Document</b>
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>7.1.12</b> <b>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</b>	
<b>Response: Yes</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

<b>7.1.13 Display of core values in the institution and on its website</b>	
<b>Response: Yes</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</b>	
<b>Response: Yes</b>	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response: Yes</b>	



File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 100

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	19	23	19	14

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The College strongly believes that unless the present generation of youth are not sensitized about the significance of the festivals of our secular country and the sacrifices which great men and women of this country have made for uplifting their countrymen the students are not able to understand their responsibility to the nation. To build a nation of youth who are noble in their attitude and morally responsible, the College organizes national festivals and birth/death anniversaries of Great Indian personalities. The unity which India has in its diversity that serves as the melting pot of cultures, religion, and ethnicity and develops qualities of tolerance and understanding amongst students. The College observes the following days regularly 12th January - National Youth Day - Swami Vivekananda, 26th January-Republic day, 28th February - National Science Day - Sir C V Raman, 8th March-International Women's day, 14th April- Ambedkar Jayanthi, 21st June - International Day of Yoga,15th August-Independence day, 29th August-Founders day of our College, 5th September - Teachers Day - Dr. Sarvepalli Radhakrishnan 24th September - NSS Day, 2nd October - Gandhi Jayanthi, 1st November-Kannada Rajyothsava, 11th November - National Education Day - Maulana Abul Kalam Azad, 1st December-International AIDS Day. These activities are organized by staff and students of the College by initiating many of the below mentioned events

- ♦ Organizing lectures, meetings, and exhibitions
- ♦ Conducting awareness camps
- ♦ Distributing published materials
- ♦ Conduct outreach programs and support the needy
- ♦ Commemorating the leaders by establishing prizes and awards

#### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

##### **Response:**

Transparency in financial, academic, administrative and auxiliary functions of the college has got priority. The information regarding college and its on-going programmes is freely made available to stakeholders and other interested parties through college web site viz., [www.jsscacs.edu.in](http://www.jsscacs.edu.in). As the college is under RTI, all the information is made available to the concerned people on request. Recruitment of teaching and non-teaching staff is made as per the guidelines suggested by UGC and Higher education department.

##### **Financial system :**

College has high transparency in financial system. It is ensured through:

- ♦ Finance committee formulated as per UGC guidelines
- ♦ Audit of accounts is done regularly by external audit team of Joint Director's office and Management
- ♦ The audit report is published in the college website

##### **Academic system :**

- ♦ Academic audit is regularly done by external experts appointed by University
- ♦ Syllabus is updated once in 3 years for UG and 2 years for PG Programmes

- ♦ Monthly attendance is announced in the notice board
- ♦ Monthly attendance is communicated to the parents through letters and SMS
- ♦ CBCS has been introduced with L:T:P model from the Academic Year 2017-18 for UG programmes

### **Administrative functions:**

Since the College is autonomous, for the effective functioning of the College Governing body, Academic Council, IQAC, Dean(Academic), Finance Committee, Building Committee, Planning Committee, Board of examinations, Board of Studies, Controller of examinations and other committees are constituted. Governing body is the supreme which consists Management representatives, University nominees, subject experts of various departments, senior faculty members, Industrialists etc.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

#### **Response:**

#### **Best practice 1:**

##### **1. Title of the practice: Teachers using ICT for effective teaching**

##### **2. Objectives of the Practice:**

To promote the skill of learning and to improve the learning outcomes; to provide “head-heart and hand approach” to learning; to communicate and collaborate; to provide hands-on and heads-on experience; to develop learning resources; to use multimodal representations, multimedia and hypertext possibilities; to have an unlimited access to authentic resources; to support the process of learning; to accelerate the teaching and learning efficiency; to motivate students towards innovative learning; to enrich the process of learning

##### **3. The context:**

The classic methodology of teaching, Chalk-Talk-Walk technique has certain limitations such as board management, neat diagrams, and hand writing skills. In the modern context, contemporary settings are favouring curricula that promote competency and performance. Curricula are developed to emphasize capabilities and concerns towards the application of the information. ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies. The integration of information and communication technologies can help revitalize teachers and students. The usage of ICT is to complement the classical teaching techniques particularly in difficult subject areas. To achieve these objectives, teachers need to be involved in the preparation of online teaching resources, multimedia presentation and developing online video lectures. Teachers generate meaningful and engaging learning experiences for the students, strategically using ICT. ICT enable students to enjoy enquiry based innovative learning techniques. ICT is inevitable in modern era.

The concept of digital libraries where the students, teachers and professionals can access research and course material from around the globe instantaneously is possible due to ICT based digital resources. Also sharing of knowledge which is essential for the development of well-informed society is possible now due to networking of academics and students for sharing scholarly materials and innovative ideas. The digital documentation also avoids duplication of work and overcomes plagiarism. The implementation of ICT in education develops higher order skills such as collaborating globally and solving complex real world problems. It improves the perception and understanding of the world of the student. Thus, ICT can be used to prepare the workforce for the well informed, skillful society and enhance the global economy.

ICT is implemented in the College in the following ways:

**Informative tool:** It provides vast amount of data in various formats such as audio, video, documents.

**Situating tool:** It creates situations, which the student experiences in real life context. Thus, simulation and virtual reality is possible.

**Constructive tool:** To generate, collect the data and analysis.

**Communicative tool:** It can be used to remove communication barriers such as space and time.

The following mediums are used for the delivery and for conducting the education process:

**Voice** – Instructional audio tools that include interactive technologies as well as passive techniques.

- ♦ Visual informations, including images, pre recorded animations, and real-time moving images combined with audio conferencing.
- ♦ Instructional print formats that include textbooks, study guides, workbooks and case studies.

#### 4. The practice:

Information & Communications Technology (ICT) enabled teaching methodologies are being followed by the faculty members in class rooms as a complementary tool for conventional teaching methods.

The academic plan with budget, notes of lesson, lab manuals and question banks with key are made available at the very beginning of the semester digitally.

The use of multimedia teaching aids like, LCD projectors, smart classrooms and internet enabled computer systems are usually employed in classroom.

The electronic resource packages like DELNET, NPTEL, SPOKEN TUTORIAL and National Digital Library (NDL) are available. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from National Programme on Technology Enhanced Learning (NPTEL) to enhance the learning experience.

Hard disk containing web and video courses (offline) from NPTEL are accessible to faculty and students from the server installed in the library. These courses are the part of LMS.

Sufficient number of books, journals, e-journals and e-books are available in the library. The research

journals are available online and facility for accessing these journals is provided through proxy server in the campus.

Every year, all the departments conduct seminars, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by the faculty members and students.

Language lab and communication skill laboratory help the faculty to enhance knowledge in the field of English communication and writing skills. Seminar halls is equipped with multimedia facilities. Invited talks and webinars are conducted in seminar hall using ICT facilities.

#### **5. Evidence of success:**

a) The multimedia presentations, video lectures and links developed and provided by the faculties belonging to different disciplines.

b) The hits, following up of the above mentioned videos by Students, feedback and comments.

**6. Problems encountered and resources required:** The major problems encountered are,

- ◆ Non-availability of smart phones among rural students who are in large numbers in our Institution.
- ◆ High-speed internet facility with WiFi
- ◆ Smart boards with proper acoustics

#### **Best practice 2:**

##### **1. Title of the Practice: Improving Teaching and Learning Process**

##### **2. Objectives of the Practice:**

To achieve the principles of the teaching / learning process which are multi-dimensional. The principles on the basis of which this best practice adopted were to promote the interest of a student in a specific topic, to inspire the students to question the noticeable and to increase the interface in the class.

**3. The Context:** Rapid progress in technology is one of the chief issues that affect the teaching/learning process. The facilitators find it problematic to keep up the interest among the learners. Further there is rapid transformation taking place in technology which intensifies the problem. Keeping the audience enthralled throughout the lecture is another challenge. The facilitator is required to use a variety of tools to keep the learner engaged in the learning process. Having access to a variety of tools all the time may not be possible. Today knowledge is just a click away to the learner; a challenge faced by facilitators is to keep pace with the latest news and happenings. The teaching/learning process is given immense importance in the institute. The institute is as good as its students. The students are as good as the teachers. The institute trains their facilitators continuously to help them enhance their teaching abilities. The learning imparted to the teachers is implemented in enhancing the learning experience of the learner.

**4. The Practice:** The teaching /learning process starts with designing of a lecture plan by the facilitator. The lecture plan is given in advance to the learners. The facilitator initiates a discussion or tells a story or

questions the learners before defining the objectives. The objectives of the lectures are defined to specify to the learner the learning outcomes. During the lecture, discussions and questioning is encouraged. Various forms of assessment are used for continuous evaluation such as group discussions, assignments, Power Point presentations, class test to name a few. Various co-curricular activities are also organized for the learners. These activities give an opportunity to the students to put their knowledge into application. An aspect very unique about our teaching / learning process is the freedom given to learners to share their views and ideas. Even ideas that sound impractical are discussed and a proper explanation is given to the learners why they cannot be implemented. The learner is the part of the learning process rather than just a spectator of the same. A major limitation of the teaching /learning process is the time constraint. The facilitators have various ideas which they would like to implement in their class, however due to paucity of time all of them cannot be implemented.

**5. Evidence of success:** The evidence of success is visible, qualitatively as well as quantitatively. The results bring some prominent factors to light. Some of the factors are that students when shown the right direction and given the right encouragement can achieve the goals they desire. Holistic development rather than only academic success contributes in creating socially sensitive individuals which is a prominent requirement of educational institute.

**6. Problems encountered and Resources Required:** The non-availability of technology is one of the major problems encountered in the teaching learning process. Further, encouraging discussions in the lecture becomes self-obliterate towards its aim, at times. Questions posed by learners may not be to find an answer to the problem but to test the knowledge of the facilitator. The span of interest of the learners is very short. Teachers today have to play the role of an educator and entertainer combined, rather than just an educator. Resources in terms of finance are continuously required to upgrade technology requirements. Activity based games cannot be implemented due to paucity of space.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

**Response:**

#### **VISION**

To be known as an institution providing quality education and to be recognised as a college of excellence

#### **MISSION**

- Providing need based and cost effective education
- Focus on job opportunities and global competitiveness through innovative courses
- Providing holistic education with emphasis on national development

IQAC motivates the faculty to adopt Innovative processes in Teaching and Learning process. These Innovative teaching approaches which are a combination of the traditional lecture method along with other methods helps the young minds to increase their learning capacity and global competitiveness

- ◆ Usage of E-learning-resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT) in preparing lectures.
- ◆ Visits to the library and access of internet helps to know about the latest trends in technology and many novel applications. Blending these novel applications with the theoretical concept always helps to bring students close to the concept. The Institution library is well stocked with books, journals, and back volumes, projects including e-Books and e-journals, text books, reference books.
- ◆ Usage of OHP, Power Point presentations, Models/charts, smart class-rooms
- ◆ Usage of ICT infrastructure to prepare computer aided teaching and learning material.
- ◆ Conduct of Student Seminars.
- ◆ Conduct of Assignments, tutorials, Class room tests and Group discussions on Case studies.
- ◆ Conduct of Career Guidance and counselling activities as a part of regular timetable which help students to acquire potentials to mould them according to their future goals and ambitions.
- ◆ Conduct of Sports to students to make them strong physically and mentally which indirectly helps to improve the learning skills.
- ◆ Conduct of add on courses like C Programming, Soft Computing, Spoken English to acquire additional knowledge
- ◆ Establishing MOU's with industry and academies so as to conduct certification programmes like *Cisco Certified Network Associate (CCNA)*, Oracle, Cisco, Food Processing, Animation courses, Software development etc., which helps the students to bridge the gap between the industry requirements and the concepts they obtained as a part of the core curriculum.
- ◆ To impart social responsibility in students NCC/NSS activities are conducted regularly.
- ◆ Quick access to the learning material like hosting of the PPTs and course material on website and MOODLE -a course management system (CMS) -a software package designed to help educators easily create quality online courses helps students to learn the concepts at their convenient time. Using Moodle to maintain and sharing all the course files, video lessons, gate questions, text books and reference books online for all subjects of the semester. At the same time the student's performance is evaluated in laboratory subjects using Moodle.
- ◆ The project development skills in students is improved by preparing proper screening schedules by the PRC for reviews, submission of the weekly/monthly /semester end reports. After each review necessary guidelines is provided to the students.
- ◆ Through organizing Industrial/Educational tours and visits to various companies, industries help students to gain real experience about the outside world.
- ◆ Conduct of Co-curricular activities like Man.com fest (Inter-collegiate competition), Science Exhibitions, conduct competitions in Quiz, Poster presentations, project reports, short films etc to build competitive and organizational skills in the students.
- ◆ Conduct of coaching classes helps the students to improve skills to face competitive examinations.
- ◆ Conduct of remedial classes and special classes for slow learners so as to improve the learning skills of the student. Deputation of students to conferences, seminars and workshops which in turn helps the students to acquire paper presentation /preparation, communication and event

participation skills.

- ◆ Conduct of Screened animations to illustrate important concepts
- ◆ Conduct of mini projects in the concerned subjects
- ◆ Conduct of Training programs to students LIKE in Open Source Compute
- ◆ Internship: The students of Final Year Programme like B.Com, BBA and BCA have to undergo two weeks internship before commencement of final semester. The students work on using cutting-edge deep learning techniques to solve real-world problems. The student work end-to-end on every aspect of, right from problem understanding and modelling to optimizing for accuracy and performance.

His/her responsibilities will include:

1. Using innovative ideas to collect, curate or synthesize data
2. Model the problem into a deep learning framework
3. Validate and test the solution for real-world environments
4. Optimize the solution for accuracy and performance

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>



## **5. CONCLUSION**

---

### **Additional Information :**

#### **Smart Campus**

Keeping in view the “Sustainable Development Goals”, the college has submitted a proposal for “ SMART CAMPUS” to the management for active consideration. It aims at deployment of internet based applications, content management platform and broadband infrastructure in every sphere of campus life. This provides an opportunity for the institution in implementing latest technologies across multiple layers of the campus environment to help and improve digitalization, better resource utilization, higher student faculty retention and smart infrastructure.

#### **University**

A proposal for Upgradation of JSSCACS to University has been submitted to State Government under RUSA. This provides the institution to achieve specific objectives with improved quality through innovation in UG, PG and research oriented courses. Further, this enhances the relevance of quality upgradation, gross enrolment ratio (GER) of students and collaboration works in India and abroad. It improves the existing facilities to higher level and to offer professional and skill integrated new courses.

#### **Renewable energy efforts:**

The institution follows sustainability practice in power consumption. In order to reduce power consumption and to use renewable energy, Solar Roof Top plant of 400 KW is proposed in the college. An agreement to this effect has been entered between the JSS Mahavidyapeetha (the Management) and 8M Solar Fund Private Limited, New Delhi at an estimated cost of Rs.3.2 crores under BOOT model (Build, Operate, Own and Transfer) for 15 years on 12 Dec 2017. The preliminary work with regard to agreement with Electricity Company, “CHESCOM’ has been completed.

#### **Community Radio Station**

The college has been accorded sanction to set up **Community Radio Station** by Ministry of Information and Broadcasting, New Delhi vide F.No.804/203/2015-CRS/701 dated 11th Sept. 2018. The institution is awaiting for frequency allocation. This enables the college to reach the community on a large scale.

- Proposed to establish Women’s Study Centre of University Grants Commission to have more number of specialization under Kaushal Kendra.
- Filling up of vacant positions: The Management has received the approval of Government of Karnataka to fill vacant sanctioned posts. The process is to be started.

### **Concluding Remarks :**

“Work is Worship” is the motto of the JSS Mahavidyapeetha – the Management of the college. With the background the College is leading through its vision towards need-based, skill-integrated, cost- effective, quality and holistic education, transforming the students into globally competitive, employable and responsible

citizens and to be recognized as centre of excellence.

From a modest beginning in 1964, today the College offers 49 UG and PG programmes and PhD programmes, and caters to over 3000 students. Granted autonomy in 2005, the College grew by leaps and bounds under autonomy. The College introduced new programmes in UG and PG as per society and market demands. Realizing the importance of skill development, College introduced vocational programmes in 2014. The growing thrust on research led the recognition of 9 departments as Research Centres from University of Mysore since 2013.

The college has successfully completed 3 rounds of accreditation with the highest grades. In 2010, the College was awarded College with Potential for Excellence status, which was extended in 2016. The 'Biotechnology Finishing School' sanctioned by Govt. of Karnataka in 2010 is bringing Industry-Academia interaction still closure and the same in the second phase continued as 'Biotechnology Skill Enhancement Programme' in 2016. Further, UGC-DDU KAUSHAL Kendra was established in 2014 with financial assistance from UGC. The KAUSHAL Kendra is enabling the students to acquire respective skills to shape up their career.

JSSACS has signed a Memorandum of Understanding with CSIR – Central Food Technological Research Institute and other industries and institutes.

Having its record of academic excellence the institution is looking forward to University status.

The College has been promoting skills training among students of various disciplines. In pursuance of GoK most envisaged scheme, the Chief Minister's Kaushalya Karnataka Yojane-2016, the College is accredited as Training Centre by Department of Skill Development, Entrepreneurship and Livelihood (SDEL). The College is accredited to offer three job roles viz., Animator, Editor and Papad and Pickle Masala Powder Entrepreneur. The SDEL and the College have entered into an MOU to enroll, train and place the candidates aspiring to be skilled in the job roles as mentioned above.

## 6. ANNEXURE

### 1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>01</td> <td>05</td> <td>12</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : opted out metric</p>	2017-18	2016-17	2015-16	2014-15	2013-14	74	01	05	12	16	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
74	01	05	12	16																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 698 Answer after DVV Verification: 688</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 2562</p>																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last 5 years Answer before DVV Verification : 2 Answer after DVV Verification: 2</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2943</td> <td>2862</td> <td>1733</td> <td>1560</td> <td>1416</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2943</td> <td>2862</td> <td>1733</td> <td>1560</td> <td>1416</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2943	2862	1733	1560	1416	2017-18	2016-17	2015-16	2014-15	2013-14	2943	2862	1733	1560	1416
2017-18	2016-17	2015-16	2014-15	2013-14																	
2943	2862	1733	1560	1416																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2943	2862	1733	1560	1416																	

1.4.1	<p>Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>Answer before DVV Verification : A. Any 4 of above Answer After DVV Verification: A. Any 4 of above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1224</td> <td>1001</td> <td>1074</td> <td>1007</td> <td>898</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1081 1046 1216"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>580</td> <td>580</td> <td>519</td> <td>403</td> <td>399</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1224	1001	1074	1007	898	2017-18	2016-17	2015-16	2014-15	2013-14	580	580	519	403	399
2017-18	2016-17	2015-16	2014-15	2013-14																	
1224	1001	1074	1007	898																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
580	580	519	403	399																	
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 144 Answer after DVV Verification: 144</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1693 1046 1827"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>39</td> <td>38</td> <td>35</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1906 1046 2040"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>39</td> <td>38</td> <td>35</td> <td>34</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	44	39	38	35	34	2017-18	2016-17	2015-16	2014-15	2013-14	44	39	38	35	34
2017-18	2016-17	2015-16	2014-15	2013-14																	
44	39	38	35	34																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
44	39	38	35	34																	

2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers                      Answer before DVV Verification : 1846.3 years                      Answer after DVV Verification: 1259.6 years</p>																				
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 589 1046 723"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 801 1046 936"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	3	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	3	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	3	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	3	2	2																	
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 1214 1046 1348"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>6</td> <td>11</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1426 1046 1561"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>8</td> <td>9</td> <td>12</td> <td>6</td> </tr> </tbody> </table> <p>Remark : The HEI input updated as per attached COE Declaration</p>	2017-18	2016-17	2015-16	2014-15	2013-14	16	6	11	7	6	2017-18	2016-17	2015-16	2014-15	2013-14	12	8	9	12	6
2017-18	2016-17	2015-16	2014-15	2013-14																	
16	6	11	7	6																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	8	9	12	6																	
3.2.2	<p>Number of research centres recognised by University and National/ International Bodies</p> <p>3.2.2.1. <b>Number of research centres recognised by University and National/ International Bodies</b>                      Answer before DVV Verification : 9                      Answer after DVV Verification: 7</p>																				
3.3.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years</p>																				

3.3.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	24	27	9	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

Remark : The HEI input updated for only workshop as per the subject of metric ie seminar held on 11.04.2018. Rest all are normal soft skill workshops, presentation skills learning program etc. which do not qualify here.

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
33	25	5	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

3.4.4.1. How many Ph.Ds are awarded within last 5 years

Answer before DVV Verification : 2

Answer after DVV Verification: 0

3.4.4.2. Total number of teachers recognised as guides during the last 5 years

Answer before DVV Verification : 12

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
65	26	28	39	24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30	18	20	22	17

Remark : The HEI input updated for only those research papers per teacher in the Journals notified on UGC website and those which have been deleted have been removed.

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

3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	8	8	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	10	8	1	1

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
28.00	21.00	20.00	24.80	22.00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
28.00	21.00	20.00	24.80	22.00

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	13	16	15	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	6	12	9	8

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
857	1050	100	325	150

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
857	1050	100	325	150

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	20	15	15	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20	20	15	15	8

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14



20	20	15	15	8
----	----	----	----	---

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

Remark : The HEO link provided <http://www.jsscacs.edu.in/node/976> nonoperational and generates Not Found HTTP Error 404. The requested resource is not found.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 61

Answer after DVV Verification: 06

Remark : The HEI has not provided geotagged pictures. Moreover it has just given declaration without the actual pictures . Moreover it has just named the pictures of same class with different room numbers. For instance Example:- Classroom No. 10 and No. 19 are of same class in the link given <http://www.jsscacs.edu.in/node/1028>

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
464.07	606.41	457.68	362.22	300.92

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : As per the statement in the response dialogue box and the attached data with the Metric. The HEI has claimed to have submitted data without CA signature because of Non Availability. The Audited sheets have been accepted as submitted. expenditure details as requested. The income expenditure statements do not show any expenditure to have been incurred for infrastructure augmentation, excluding salary year-wise during the last five years. Only repair and maintenance costs have been shown. These costs are covered under 4.4.1. As per the HEI data.

4.2.3 Does the institution have the following

	<p>1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases</p> <p>Answer before DVV Verification : Any 4 of the above Answer After DVV Verification: Any 4 of the above</p>																				
4.2.5	<p>Availability of remote access to e-resources of the library</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 240 Answer after DVV Verification: 65</p>																				
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				
5.1.2	<p>Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years</p> <p>5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>330</td> <td>311</td> <td>294</td> <td>283</td> <td>269</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>330</td> <td>311</td> <td>294</td> <td>283</td> <td>269</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	330	311	294	283	269	2017-18	2016-17	2015-16	2014-15	2013-14	330	311	294	283	269
2017-18	2016-17	2015-16	2014-15	2013-14																	
330	311	294	283	269																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
330	311	294	283	269																	
5.1.4	<p>Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>702</td> <td>657</td> <td>631</td> <td>608</td> <td>544</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	702	657	631	608	544										
2017-18	2016-17	2015-16	2014-15	2013-14																	
702	657	631	608	544																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
586	1	517	1	1

Remark : The HEI input in the report do not match with the numbers input earlier and now in the clarification. The HEI input updated for AY 2017-18 and 2015-16. For other Years the input cannot be verified as HEI has not provided any self declaration or proofs

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
67	120	119	229	199

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
124	138	105	209	189

Remark : The input has been updated after removing self employed, Entrepreneurs, Agriculture, Higher Education , private job and blank entries. All those entries also have been removed in which only city name is mentioned and no company name is mentioned. Moreover the HEI has given the details of students who have started the job after completion of programs and got jobs on their own, where as the metric was for placement of outgoing students through HEI Support.

5.3.1 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) during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	1	0

<p>5.3.3</p>	<p>Average number of sports and cultural activities / competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>53</td> <td>51</td> <td>50</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>21</td> <td>21</td> <td>22</td> <td>21</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	57	53	51	50	49	2017-18	2016-17	2015-16	2014-15	2013-14	24	21	21	22	21
2017-18	2016-17	2015-16	2014-15	2013-14																	
57	53	51	50	49																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	21	21	22	21																	
<p>5.4.2</p>	<p>Alumni contribution during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification : ? 15 Lakhs</p> <p>Answer After DVV Verification: ? 15 Lakhs</p>																				
<p>6.3.2</p>	<p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>121</td> <td>136</td> <td>115</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>86</td> <td>100</td> <td>74</td> <td>61</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	133	121	136	115	68	2017-18	2016-17	2015-16	2014-15	2013-14	79	86	100	74	61
2017-18	2016-17	2015-16	2014-15	2013-14																	
133	121	136	115	68																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
79	86	100	74	61																	
<p>6.3.4</p>	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>124</td> <td>134</td> <td>114</td> <td>116</td> <td>115</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	124	134	114	116	115										
2017-18	2016-17	2015-16	2014-15	2013-14																	
124	134	114	116	115																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	23	15

Remark : The HEI input updated for number of teachers attending ONLY professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program. One/ TWO day workshops/ seminars/ conferences are not eligible in this metric.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
166.81	151.70	607.75	111.96	101.03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
166.81	122.50	596.51	110.22	101.03

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : Any 4 of the above

Answer After DVV Verification: Any 3 of the above

Remark : The HEI input accepted for IQAC, AAA and NIRF participation. No quality assurance initiatives of the institution has been provided

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

14	22	20	24	15
----	----	----	----	----

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	26	18	21	12

7.1.9

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : A. 7 and more of the above

Answer After DVV Verification: A. 7 and more of the above

7.1.10

Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	11	14	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

Remark : Activities such as 2013-14 Career Guidance, Molecular basis of cancer,Rally for Aids, Nature club,Heart Day Etc have been covered elsewhere and are to specific to the location The Activities considered:- 1. protection of Local plants and varieties and awareness of local farmers

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	11	14	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

## 2. Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>887</td> <td>820</td> <td>752</td> <td>813</td> <td>691</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>993</td> <td>898</td> <td>856</td> <td>951</td> <td>813</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	887	820	752	813	691	2017-18	2016-17	2015-16	2014-15	2013-14	993	898	856	951	813
2017-18	2016-17	2015-16	2014-15	2013-14																	
887	820	752	813	691																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
993	898	856	951	813																	
1.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1004</td> <td>898</td> <td>856</td> <td>951</td> <td>813</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2763</td> <td>2512</td> <td>2332</td> <td>2270</td> <td>2199</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1004	898	856	951	813	2017-18	2016-17	2015-16	2014-15	2013-14	2763	2512	2332	2270	2199
2017-18	2016-17	2015-16	2014-15	2013-14																	
1004	898	856	951	813																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2763	2512	2332	2270	2199																	
1.4	<p>Number of revaluation applications year-wise during the last 5 years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>89</td> <td>58</td> <td>60</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	106	89	58	60	36	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
106	89	58	60	36																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

2017-18	2016-17	2015-16	2014-15	2013-14
107	89	58	60	36

2.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
793	132	125	136	1376

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1527	1549	1484	1459	1400

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1571	1471	1358	1328	1234

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
927	894	845	830	862

3.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 430

Answer after DVV Verification : 430