



# **SELF STUDY REPORT**

**FOR**

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

**BHANDARKARS' ARTS AND SCIENCE COLLEGE**

NO. 66, VODERHOBLI , KUNDAPURA

576201

[www.basck.in](http://www.basck.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Bhandarkars' Arts and Science, College, Kundapura, a government-aided institution permanently affiliated to Mangalore University, sponsored by the Academy of General Education, Manipal was founded in the year 1963. The college derives its name from Dr. A.S. Bhandarkar whose generous donation was utilized as seed money for the establishment of the college by Padmashree Late Dr. T.M.A. Pai, the visionary and an educationist.

The institution was founded to provide higher education to the local community in general and to the underprivileged sections of the community in particular. The college has been imparting higher education, since its establishment, to the younger generation to enhance their knowledge and to equip them with the skills and competencies to face the challenges of life. The college aims to mould the characters of the students by infusing in them a sense of discipline, a sense of responsibility, an awareness of human values, scientific temperament and a healthy outlook of life. Innovative, student-centric methodology of teaching/learning is incorporated so as to enrich the campus experience of the students. The institution has geared up with enhanced infrastructural facilities to integrate ICT into the process of teaching and learning to enable the students to meet the global challenges. The Institution has taken positive steps towards making the campus environmental friendly through various go-green initiatives. Thus, the Institution strives towards promoting and achieving excellence and works towards providing quality based education.

Since its inception, the institution has shown immense growth in terms of infrastructure and academic performance. The Institution in its pursuit for excellence provides quality education, inculcates moral and human values among students. The Institution is offering UG programmes in Science, Humanities, Commerce, Computer Science and Business Administration. With present student strength of 2417, the institution is one of the largest among the affiliated colleges under the Mangalore University.

The NAAC awarded the institution with 'A' grade in 2017 during the III Cycle of Accreditation and with lots of new initiatives, it has geared up for presenting itself for the IV Cycle of NAAC Accreditation. It is a matter of great satisfaction that the Management, teaching, non-teaching staff, students and the administration have been working as a team with an excellent level of understanding and missionary zeal which will undoubtedly prove a great boon for this institution to grow from strength to strength in its pursuit of knowledge and excellence.

### **Vision**

Vision:

“To make Higher Education available to all sections of the community emphasizing inculcation of moral and human values”.

### **Mission**

**Mission:**

“To provide adequate infrastructure with student centric, research oriented learning environment and ample scope for value-based, skill oriented, co-curricular and extra-curricular activities in tune with the technological development in teaching and learning”.

**Quality Policy:**

“College strives to provide value-based education to suit contemporary needs, making students socially responsible with strong ethical concerns”.

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

### **Institutional Strength**

**Strengths:**

1. Experienced, competent and dedicated faculty.
2. Spacious campus spread over an area of 9.31 acres.
3. Easy accessibility being located in the heart of the town and next to the National Highway.
4. Excellent infrastructural facilities:
  1. Adequate number of spacious class rooms
  2. Well-equipped science laboratories, science research laboratory and multimedia language laboratory
  3. ICT enabled class rooms and common AV rooms
  4. Separate common rooms for boys and girls
  5. Well-furnished auditoria and open air theatre
  6. Museums – Natural History museum, History and archaeological museum, Yakshagana Museum, Computer hardware museum, Art gallery, etc.
  7. Spacious play ground
  8. Indoor games facility for Boys and Girls separately.
  9. Gymnasium facility
  10. Stationery Store, Xerox and lamination facility
  11. Canteen facility exclusively for students and staff
  12. Bank facility within the campus
  13. Spacious vehicle parking area for faculty and students
  14. Hostel facility for students.
  15. Residential quarters for staff
  16. A fully equipped theatrical centre - Ranga Adhyayana Kendra
  17. Hygienic and safe drinking water facility
  18. Power generators.
  19. CCTV surveillance.
5. Digitized, fully automated library with internet browsing center.
6. Internet and intranet connectivity for resource sharing and communication.
7. Adequate provision and support for research activities.
8. Ample scope for personality development through value-addition and skill enhancement programmes.
9. Plethora of opportunities for student empowerment through curricular, co-curricular and extra-curricular

activities.

10. Hands-on social learning experience through wide-range of extension activities and community outreach programmes.
11. Add-on & Certificate courses.
12. Active NCC, NSS, Rangers & Rovers and Youth Red Cross Units to serve the Institution and the Society.
13. Vibrant Career Guidance and Placement Cell.
14. Education for the underprivileged rural community enabling increased enrolment of girl students.
15. Exclusive college domain with secured web platform for communication and resource sharing.
16. Green campus initiatives – solar energy, rainwater harvesting, paperless office, reduced power consumption through phased LED lighting and thin client systems.
17. Good rapport with alumni association.
18. Active Parent-Teacher association.
19. Profound sense of togetherness amongst all the stakeholders which has enhanced unity, integrity and collective might.
20. Institutions Innovation Council to bring out innovative and start up ideas from students and the faculty.

### **Institutional Weakness**

#### **Weaknesses:**

1. Non-appointment of required staff members by the Government for the last 3 decades.
2. Limited scope for academic flexibility in terms of curriculum improvement in the affiliated system.

### **Institutional Opportunity**

#### **Opportunities:**

1. Further strengthening the student adoption and scholarship schemes.
2. Widening the establishment of MoUs with industry, institutions of higher learning and companies.
3. Strengthening to enhance research culture among faculty and students.
4. Explore collaborative initiatives for student and faculty exchange programmes.
5. Further reinforce alumni networking and engagement for academic and placement endeavours.

### **Institutional Challenge**

#### **Challenges:**

1. Competition from recently established nearby Government Colleges providing free education and restraining the student community from entering in to the self-financed programmes.
2. Establishment of new colleges in the catchment area of our institution makes the students to avail the facility at their doorsteps.
3. Convincing the students of humanities subjects about employment opportunities available in various

sectors.

4. Sustaining the students' strength of the college due to availability of MOOCs at global level.
5. Government not following the norms of Grant-in-aid arrangement and restraining the managements from appointing the staff on permanent basis.
6. Developing institutional competency to meet rapidly growing global challenges.
7. Sustaining quality and keeping pace with the rapid changes in higher education system.
8. Time constraint for offering more Add-on / Certificate Courses along with curriculum delivery.
9. Preparing the college ambiance towards effective implementation of NEP at all levels
10. Tuning the mind-set of students and the faculty towards innovation and change.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

In its pursuit of excellence, the Institute upholds its ideals and core values and thus is committed to impart value-centric, quality-oriented higher education. It has developed an organized mechanism for effective curriculum delivery through a well-planned and documented process.

As an affiliated college to Mangalore University, it follows the scheme and syllabi prescribed by the University. It offers 15 under graduate programmes and 01 post graduate programme (till 2018-19) under Choice Based Credit System.

Institute's Academic Calendar is prepared in alignment with Academic Calendar of the University, based on which the Departmental curricular and other activities are planned and meticulously followed. Effective mechanisms for continuous monitoring and review are in place to ensure the adherence to the academic calendar including for the conduct of continuous internal examination.

Keeping in par with the emerging trends, the Institute primarily aims at knowledge acquisition and skill building. ICT tools are used to facilitate interactive and conducive teaching-learning environment.

Teachers of the Institution participate in BOS, setting of question papers, design and development of Curriculum for Certificate Courses and Assessment/evaluation process of Affiliating University and thus contribute significantly in the area of academics.

Documents like Teacher's Academic Diary, Internal Assessment Records, CC&EC Records, Assignments, Project Work, Attendance Register, Question Banks, etc. help in concrete documentation of curriculum.

To enable academic flexibility, 80 Add-on/Certificate Courses have been offered focusing on employability and skill development of the students over the last five years. Experiential learning through the courses that include project work/field work/internships has been encouraged. These courses hone the academic skills and employable competencies among students.

To aid curriculum enrichment, cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability are integrated into the curriculum through various courses. Through the concerted efforts of all the departments and activities of CC/EC Associations, the institution facilitates students to lead a purposeful and righteous life.

Structured feedback mechanism on curriculum exists to collect and analyze feedback from different stakeholders. Students can avail the online feedback form from the institutional website. Needful actions for improvement are taken and the same is available on the institutional website.

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

The Institution ensures enrolment of students through a well-structured, fair and transparent admission procedure. The Karnataka State Reservation Policy is followed to fill the seats earmarked for the reserved categories.

Being mindful of students' diversity and also to improve the teaching-learning experience, the institute undertakes every effort possible to identify and address the varied needs of, both, slow and advanced learners. An ideal mentor-mentee ratio of 25:1 exists to cater to all academic and other related issues of the mentees.

Learner-centric methodologies are incorporated. Student centric methods such as experiential learning, participative learning and problem solving methodologies are used for augmenting their learning experiences. ICT-enabled learning tools facilitate the teachers to deliver interactive lectures effectively. In-house training sessions on conduction of virtual classes were organized to empower the teachers with ICT-enabled teaching. The College encourages students and faculty to experience self-learning and advance learning through SWAYAM digital platforms.

The Internal Assessment mechanism is ensured at the institute level which is transparent and robust in terms of frequency and mode. An Examination Committee is internally constituted to centrally coordinate with examination related aspects.

Effective mechanism for internal/external examination related grievances is in place which is well organized, transparent, efficient and time-bound.

Ample opportunities is provided to students in the form of CC&EC Activities like NCC, NSS, Rangers & Rovers, Youth Red Cross and various others as these activities carry weightage in the form of marks and credits. These student-centric activities imbibe in students a sense of social responsibility and also their contribution towards nation building.

The outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students. The consistently high pass percentages secured by our students, award of University Ranks and Gold Medals, astounding performance of the students in co-curricular and extra-curricular activities, students' selection for the award of prestigious scholarships, involvement in wide-range of extension and community outreach programmes evidence the attainment of Course/Programme outcomes.

The active involvement of our students in all the initiatives of the institute is a testimony of student satisfaction towards the institute.

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

Besides teaching-learning process, the institute promotes and encourages research, innovation, extension and collaborative activities through several initiatives.

The Institutional Innovation Council of the institute provide vivid opportunities to the students to harness their innovative and organizing skills. This is reflected through innovative and befitting themes, inclusion of novel events and rounds. The Model Project Competition and Exhibition, innovative assignments/projects, among others aim at enhancing the innovative skills of the students. The knowledge sharing activities, like publication of articles in college annual magazine "DARSHANA", and Zoology and Bio-science Student published magazine "JIVAS". Also organization of and participation in workshops/ symposia/ guest lectures/ seminars/ conferences among others, contribute to creation and transfer of knowledge for the benefits of the students, teachers and stakeholders at large.

39 seminars/workshops on Research Methodology, Intellectual Property Rights and Entrepreneurship have been organized to enhance the research quality and professional ethics. 50 research papers have been published in the Journals notified on UGC website while 40 publications in terms of books and papers in national/international conference proceedings have been published.

Inspired by the vision and mission, the institution has organized and participated in various extension activities through its collaboration with Government agencies and Non-Government Organizations with the objective of sensitizing students on various social issues and also contributing to the community while equipping them with appropriate skills for their holistic development. The college has a rich culture of extension and outreach programmes promoted by NSS, NCC, and YRC. A total of 8954 students have participated in 144 extension and outreach programmes during the past five years. The programmes like Blood Donation Camp, Health Awareness, Namma Kundapra Swacha Kundapra, Swachh City, among others have been the notable one.

07 functional MoUs with various institutions/agencies have been signed. The collaboration has enabled the institution to organize wide-range of extension activities and facilitate internship programmes.

### **Infrastructure and Learning Resources**

The college is spread over an area of 9.31 acres. It has 56 classrooms of which 36 are equipped with LCD and 10 are enabled with Wi-Fi facility. The classrooms are well-ventilated, spacious and have adequate furniture. There are 16 staff rooms, 10 Science and 05 Computer Science Laboratories. The college has 349 computers for the students. The internet connection is available with 100 mbps bandwidth with Fast net and Wi-Fi facility. The computer laboratories are used to conduct online examinations by various external agencies. The college has developed and maintained the Yakshgana Museum and also the Department of History, Computer Science, Botany and Zoology are housed with museum. The college also facilitates the students with hostel facilities for women/men to ensure comfortable stay at the campus. The Library and Information Centre of the college has OPAC system, fully-automated with INFLIBNET, N-LIST which provides 6,000+ e-journals and 1,64,300 e-books, along with the NDL database, besides having 95,559 books. The college also has air-conditioned and ICT enabled Seminar Halls with seating capacity of 100 each.

In order to promote sports and cultural activities among the students, college provides indoor and outdoor sports and games facilities with essential requirements. Well-equipped gymnasium with cardio instruments and accessories is made available for the benefit of the students. Facilities for outdoor games include ball badminton, volleyball, basketball and throw ball. The college has separate rooms for Examination Control, NSS, NCC, Counseling and Statutory Cells. College ground with open air stage is used for cultural and sport

events. Besides, our infrastructure is also utilized for the conduct of General Elections, Government meetings, Competitive Examination, Central Valuations of the affiliated University, among others. The college organizes the cultural fest and academic programmes in the Mini auditorium, in the open air stage, air-conditioned seminar hall and classrooms.

A Policy for maintaining and utilizing physical, academic and support facilities is in place for maintaining such facilities on the campus. The Management of the college makes sufficient financial outlay for infrastructure development and enhancement of ICT and internet facility from time-to-time.

### **Student Support and Progression**

Students being the key stakeholder of the system, the institution exhibits proactive concern for the progress of its students and supports them in all their endeavors. It has well-established mechanism for student-support services, mentoring and progression, complemented by good faculty leadership and broad-based institutional commitment. Students belonging to reserved categories and economically marginalized groups are facilitated to receive several scholarships provided by the Government. Besides this, endowment scholarships and prizes instituted by the Management, Alumni, retired staff and other Non-Governmental Agencies also provide financial support to meritorious, deserving and needy students.

To hone the skills of the students, several capacity building and skill enhancement initiatives focused on Soft skills, Language and communication skills, Life skills, ICT/Computing skills along with guidance for competitive examinations and career counselling are provided by the institution to enhance the competencies and employability of the students. The Training and Placement Cell of the institute groom and facilitates students for better career opportunities through various activities. The college encourages the students to pursue higher education and supports them by providing employment through campus selection.

A transparent mechanism exists for timely redressal of student grievances including sexual harassment and ragging cases. Various Statutory Cells are in place to amicably look into such issues.

The outstanding achievements of our students in various sports, cultural competitions and other fests have brought laurels and pride to the institute. Plethora of cultural and sports activities hosted for our students helps to keep the campus vibrant and lively with activities.

An active and engaged alumni association exists since the inception of the Institute. However, to put it on formal strides, the association was recently registered as Bhandarkars' College Alumini Association. Our Alumni are our pride who have excelled in various walks of life, thereby adding to the Brand.

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

The College is owned, managed and governed under the aegis of Bhandarkars' College Trust. It draws enormous inspiration from its Founders whose noble ideals are deeply rooted in the values of the institution. Galaxies of visionaries on the Governing Board who are honorary members, of repute and stature, steer the Institution and realize the seeds sown by our Founder.

The Principal being the Head of the institution is the torchbearer who is responsible for fulfilling the mission of the institute. The Institute functions under a decentralized and participative system of management which is



visible at every level.

Strategies are framed and implemented to identify slow and advanced learners at initial stage and necessary measures like peer teaching, outreach programmes are effectively undertaken.

The strategic plan of the institute has been the guiding spirit for our endeavors. The introduction of B.Com. With Tax Procedure and GST and B.Com. Computer Applications are some such initiatives. E-governance has been implemented in the areas of Administration, Finance and Accounts, and, Student Admission and Support. The promotion of faculty follows the Career Advancement Scheme (CAS) provided by UGC.

Welfare measures for teaching/non-teaching staff are in place and exhibit the perpetual commitment of the Management towards its staff. Teachers receive financial support to attend conferences/workshops and towards membership fee of professional bodies. Professional development/administrative training programmes are organized to empower the staff. Effective mechanism of performance appraisal system exists for both teaching and non-teaching staff.

Multiple audits through internal and external bodies, enables the Management and the Institute to ensure transparency and good governance in the system.

Initiation of RDS system towards paperless office and development of standard Proformas for internal use and compliance are the two practices successfully institutionalized as envisaged by IQAC initiatives. During the pandemic the college extensively used ICT for conducting online classes and provided e-content to the students. Effectiveness of Teaching-Learning Process is reviewed through structured feedback mechanism. It is a fine example of institutional successful implementation of teaching-learning reforms facilitated by the inclusive thought process of IQAC.

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

Being a co-education Institution, it believes in promoting inclusivity, equality and dignity to ensure safe, conducive and progressive environment to learn and grow. Every effort is made to provide the campus community with an atmosphere in which education can be freely and fearlessly pursued. Moreover, being mindful that gender equality is human right, proactive measures have been taken to ensure gender equity and sensitivity on the campus. Gender equity is ensured on campus along with an atmosphere of cultural and regional inclusiveness. Facilities such as separate common rooms for girls and boys, security guards, and in-house counselling are available on the campus.

Being conscious of responsibility towards the environment, the institution is striving towards minimal waste through appropriate facilities and initiatives for the effective management of degradable and non-degradable waste.

Rain water harvesting facility ensures water conservation in the institution. Restricted entry of automobiles, pedestrian friendly pathways, reasonable landscaping with trees and plants have promoted towards a green campus. The institution has energy efficient component that aides in minimizing energy consumption. The institution is committed to make the campus a plastic free zone. Various initiatives and awareness programmes are organized by the college to make the students more sensitive towards the environment.

Facilities such as ramps, lifts and wheel chairs are available for the physically challenged. Awareness and sensitivity among students and staff is created by organizing programmes and initiatives on constitutional obligations that enable them to have sensitivity towards physically challenged people.

The Institution has a prescribed code of conduct for its stakeholders. To foster the spirit of patriotism, national integration and communal harmony, the institution diligently organizes meaningful celebrations on days of national and international importance.

The two best practices successfully implemented by the Institution are Paperless office and Free Mid-Day Meals. Our concern for students to create Educationally Empowered, Culturally Vibrant, Globally Competent and Socially Responsible Individuals, has been the central theme that underlines the priority and thrust of the institution.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHANDARKARS' ARTS AND SCIENCE COLLEGE
Address	NO. 66, VODERHOBLI , KUNDAPURA
City	KUNDAPURA
State	Karnataka
Pin	576201
Website	<a href="http://www.basck.in">www.basck.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	N.P. Narayana Shetty	08254-230469	9242120598	-	basck1963@rediffmail.com
IQAC / CIQA coordinator	Vijaya kumar K.M	08254-230369	9481268476	-	vijay.kshalli@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Mangalore University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-04-1981	<a href="#">View Document</a>
12B of UGC	01-04-1981	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NO. 66, VODERHOBLI , KUNDAPURA	Urban	9.31	30877.51

## 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,History Economics Political Science	36	PUC( 10+2)	English	80	11
UG	BA,History Political Science Sociology	36	PUC( 10+2)	English	80	7
UG	BA,History Kannada Economics	36	PUC( 10+2)	English	80	12
UG	BA,English Psychology Journalism	36	PUC( 10+2)	English	45	11
UG	BCom,Com merce General	36	PUC( 10+2)	English	270	255
UG	BCom,Com merce Tax Procedure	36	PUC( 10+2)	English	90	73
UG	BCom,Com merce Computer Science	36	PUC( 10+2)	English	90	42
UG	BSc,Physics Chemistry Mathematics	36	PUC( 10+2)	English	60	23
UG	BSc,Botany Zoology Chemistry	36	PUC( 10+2)	English	48	13
UG	BSc,Physics Statistics Mathematics	36	PUC( 10+2)	English	36	7
UG	BSc,Physics Computer Science	36	PUC( 10+2)	English	48	35

**Self Study Report of BHANDARKARS' ARTS AND SCIENCE COLLEGE**

	Mathematics					
UG	BSc, Microbiology Zoology Chemistry	36	PUC( 10+2)	English	36	14
UG	BSc, Biochemistry Biotechnology Zoology	36	PUC( 10+2)	English	36	21
UG	BBA, Business Administration	36	PUC( 10+2)	English	90	70
UG	BCA, Computer Application	36	PUC( 10+2)	English	199	199

**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				10				51			
Recruited	0	0	0	0	6	4	0	10	3	4	0	7
Yet to Recruit	0				0				44			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				82			
Recruited	0	0	0	0	0	0	0	0	28	54	0	82
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				30
Recruited	3	1	0	4
Yet to Recruit				26
Sanctioned by the Management/Society or Other Authorized Bodies				37
Recruited	13	24	0	37
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				1
Recruited	0	0	0	0
Yet to Recruit				1
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	1	2	0	8
M.Phil.	0	0	0	1	1	0	2	2	0	6
PG	0	0	0	2	1	0	0	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	0	0	26	51	0	77
UG	0	0	0	0	0	0	0	0	0	0



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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	333	1	0	0	334
	Female	460	1	0	0	461
	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>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	6	17	13	11
	Female	22	27	21	22
	Others	0	0	0	0
ST	Male	9	3	4	7
	Female	14	12	7	8
	Others	0	0	0	0
OBC	Male	310	266	218	182
	Female	388	400	383	368
	Others	0	0	0	0
General	Male	40	48	55	70
	Female	54	65	110	102
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>843</b>	<b>838</b>	<b>811</b>	<b>770</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The state of Karnataka has already implemented the NEP at Under Graduate Level. Being an affiliated college, the college follows the re-designed syllabus approved for bachelor degree courses by Mangalore University. Apart from this, the college prepared itself to implement the structure of NEP in its curriculum through a NEP task force at college level. The college offers degree programmes in Arts, Science, and Commerce disciplines. In this line, students were given freedom to select the core papers and open electives of their choice from different disciplines. The University has provided the list of open elective courses under the multidisciplinary courses. Moreover, the students need to study</p>
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	<p>vocational courses, Indian Constitution and Environment Science, value based courses, and skill based courses that are embedded in the curricula. Awareness about the selection of online programmes/MOOC programmes offered by different institutions is created during the students' orientation. This eventually creates a platform to opt multidisciplinary/interdisciplinary courses even the college do not offers the programme. The college has awareness programmes, training session, and discussions among the faculty members about the effective implementation of the NEP to ensure diverse curriculum that is multidisciplinary/interdisciplinary in nature.</p>
2. Academic bank of credits (ABC):	<p>The college is affiliated to Mangalore University which assure the implementation of ABC at the level of university. The ABC for the college will be either established by the University or by the College in an appropriate structure as per the guidelines by the University.</p>
3. Skill development:	<p>Another visionary approach of NEP is Skill development among the academic degree holder. The college abided to offer the curriculum that integrates the skill enhancement courses such as Digital Fluency, Artificial Intelligence, Critical thinking, Financial literacy, creativity and innovation, Mathematical ability, critical thinking and Problem solving, entrepreneurship, professional communication, Cyber security, Cultural awareness in the first three years of Bachelor degree. Moreover, National Skills Qualifications Framework (NSQF) is considered while offering the skill development courses in the syllabus for different semesters. The level of skills as per the NSQF is reflected in the certification in a multiple entries and exit system of NEP. The college also has a practice of training students through functional MoUs. For instance, TIMES has trained 45 students with necessary industrial skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college administration promotes the inclusion of Indian Knowledge in curriculum. The college encourages learning of the Mother tongue by the students. The college taught Kannada, English, Hindi and Sanskrit as languages and the students are free to opt these languages as core papers. The students are free to learn the cultures such as Kodava, Konkani,</p>

	<p>Manipuri, and Arabic by selecting such languages as core/open electives offered by the colleges affiliated to Mangalore University. The college magazine 'DARSHANA' has been encouraging the students write articles in varied languages such as Kannada, English, Hindi, Konkani, Tulu, Malayalam, Arabic. The faculty members have been taking an active part in the propagation and development of Indian based cultures through their activities and publications. The same are made available to the students of the college. The curriculum also focusses on concepts like Ancient Indian history, Civilizations, Indian culture, Yoga, and Indian ethos, early inscriptions in creating awareness about Indian knowledge. The University has prescribed a course on 'History and culture of Tulunadu' which help students to obtain knowledge on the historical roots of Dakshina Kannada region. Apart from this, the college has an Archaeology Museum that displays the local artefacts and culture. The 'Fine Art Association' is actively organizes programmes that promotes the local as well as national culture. The college continuously promoting the Indian culture through academics.</p>
5. Focus on Outcome based education (OBE):	<p>The college offers 5 programmes across Arts, Science, Commerce disciplines with languages. All these programmes are offered as outcomes-based education (OBE) programmes that impart the knowledge required at regional and global level. The courses are designed in such a way that they increase the disciplinary knowledge, self-learning, moral and ethical awareness, and develop the communication skill, problem solving techniques, reflective thinking capacity, and problem solving capacity. The cognitive abilities of the students are also enriched through these programmes offered by the college. The program outcome and course outcome are clearly mentioned in the syllabus so that the students ultimately get an idea about the significance of studying the programme. An awareness among the students has been created, about the program and course outcome. Hence, it helps them to plan and be placed in reputed companies or to obtain higher education in suitable streams.</p>
6. Distance education/online education:	<p>The global pandemic i.e. Covid -19 pandemic, has created a platform to impart the education in an online mode. The college efficiently handled the classes, assignments, students' seminars, parent-</p>

teachers meeting on the digital platforms. The faculty members extensively used the digital technologies to conduct online classes and provided digital content as study materials to the students during 2020-2021. The stakeholders of the college have gained experience of online education, access to online resources, and online examinations. Thus college foresee this experience as an opportunity to impart online education which is intended in NEP. The college encourages the faculties to offer certificate courses for the students in online mode. The college has plans to impart online courses on par with the regular degree courses with proper permission from UGC.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>1). Yes. Established in 2019. Electoral Literacy Club is set up in Bhandarkars' Arts &amp; Science College with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct sweep programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>2) Staff coordinator. Yes S.No. Name Designation Functional Role                      1 Dr. Shubhakarachri Associate Professor ELC Coordinator                      2 Sri Sathyanarayan Associate Professor ELC-Additional Coordinator                      3 Sri Sharan S. J. Lecturer Staff Representative                      4 Sri Arun A S Lecturer Staff Representative                      5 Sri Anjan Kumar Lecturer Staff Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Voluntary contribution by the students in electoral processes. 2. Participation in voter registration of students and communities where they come from assisting district election administration in conduct of poll. 3. Voter awareness campaigns and organized sweep programme in 2018, 2019. 4. Promotion of ethical voting. 5. Facilitating enrolment of students above 18 years who are yet to be enrolled an electoral roll and making efforts students as voters.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2417	2433	2360	2225	2168
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 140

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

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	91	90	88	90

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
293.40	285.58	293.71	367.48	409.23

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

##### Response

- The institution is affiliated to Mangalore University and the entire Curriculum is designed by the various Boards of Studies (UG) of the University.
  - The faculty members of the institution on these bodies play an active role in the design of the curriculum.
  - Faculties of individual departments draw up the lesson plans based on the curriculum and share the work load on the basis of competence and comprehension.
  - The classroom interactions acquiesce with the calendar of events drafted by the University.
  - The limitation of the above process is mitigated by the compensatory classes held during the free time and holidays.
  - Each faculty member maintains a work diary on daily basis, highlighting the work carried out. These work diaries are verified by the Heads of the Departments every week and by the Principal every month.
  - The soft and hard copies of the syllabi of different subjects are provided by the University.
  - The subject associations conduct workshops to discuss the effective translation of the curriculum and improve the teaching practices.
  - Provision of internet connection to every department helps the faculty to get additional inputs about the subject matter thus, enhancing the subject knowledge of the faculty.
  - The central library has more than 97,000 volumes on various subjects. Providing the faculty with membership to Inflightnet and NDL.
  - Various journals, periodicals and e-journals are made available in the central library.
  - Necessary infrastructural facilities, including physical space and ICT gadgets are provided by the institution.
  - Recruiting the eligible and competent faculty.
  - Training the faculty on the use of ICT tools.
- The activities related to students' development are conducted on weekends and the register of attendance is maintained properly.
- All these programmes are centrally monitored by the Head of the Institution.

##### Continuous Internal Examination:

Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days),

various events to be organized, holidays, dates of internal examination , semester examination etc.

The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and displayed in the Principal's office.

The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, and unit test and semester examinations.

The review of internal assessment is taken by the Principal regularly.

For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitors overall internal assessment process.

The examination committee sends the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students from the University, the college prepares seating arrangement chart, list of invigilators etc. The record of internal assessment is maintained at college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions in addition to the internal audit conducted. This ensures the verification of the compliance with the documentary evidence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 48

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

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

**Response:** 16.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
808	24	473	319	347

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

### 1.3 Curriculum Enrichment

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

**Response:**

**Response:**

The Institute firmly believes that “Education without values is no education at all”. Therefore, cross-cutting issues are integrated into the curriculum across the programmes through various courses as prescribed in the syllabus designed by the affiliating University. It occupies reasonable space into the curriculum, making a progressive impact on the learners. Besides the courses directly dealing with such issues, the Institution also strives to inculcate these values through the concerted efforts of all the departments and activities of CC/EC Associations and Cells.

**Human Values and Professional Ethics:**

The Curriculum subsumes human values and professional ethics in core theory of many programmes viz., Commerce, Business Administration, Computer Applications and language courses.

The Institute has Humanity Association which strives to instill and promote values in every learner so as to craft them as responsible individuals.

A day in the campus starts with a melodious college prayer song that refreshes the minds and thoughts, followed by an inspiring thought of eminent personality/message on specified days also deepens the value system.

Values are also infused in students' through their voluntary participation in Moral and Spiritual camp and many other spiritual programmes enabling them to become better humans.

NSS, NCC, Youth Red Cross, Rovers and Rangers among others through their various reach-out programmes, are successful in touching the students positively by enhancing their learning experiences and imbibing in them the values of social commitment, benevolence, discipline and empathy.

### **Gender Sensitization:**

Gender sensitization is accomplished at the Institute through synergy of theory, practices, events and activities. Constitution of India, Human Rights and Gender Equity are studied as Compulsory Elective Foundation Courses in all the under graduate programmes.

The Institute also houses Women forum which promotes and organizes various programmes on gender equity and sensitization.

Statutory and Welfare Cells are in place to address the sensitive issues concerning gender and equity.

### **Environment and Sustainability:**

Environmental Studies – a Compulsory Elective Foundation Course, core courses in Botany, Zoology, Chemistry, Arts, Commerce and Business Administration also educate on environmental concerns and sustainability.

Institute organizes events and activities to instill environment sensitivity among students. Programmes such as tree plantation drives, E-waste awareness, collection and appropriate disposal drives, Swachh Bharat Abhiyan, Campus Cleaning Drives, restricting the use of plastic, etc. are initiated by various Departments and Associations as a part of social responsibility and eco-friendliness.

Every effort is made to integrate the cross-cutting issues into and beyond the curriculum to provide strong foundation of human values, concern for environment and sustainability, and, professionalism among the students to lead a meaningful and righteous life.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

<b>Response: 11.01</b>	
<b>1.3.2.1 Number of students undertaking project work/field work / internships</b>	
Response: 266	
<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</b>	
<b>Response:</b> A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website	
<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 70.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
795	843	838	811	770

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

2021-22	2020-21	2019-20	2018-19	2017-18
1240	1185	1161	1053	1116

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

**Response:** 61.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
373	365	377	327	330

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

2021-22	2020-21	2019-20	2018-19	2017-18
620	592	581	527	558

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

**2.2 Student Teacher Ratio****2.2.1 Student – Full time Teacher Ratio  
(Data for the latest completed academic year)****Response:** 25.18**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:****Response:**

The learning experience at our institution strives to instill the Core Values in every student which is fundamental to one's holistic transformation. This clearly states that the entire learning process at our institution is student-focused; intended to prepare them for a righteous life. Hence, learning at our

Institution is no longer teacher-centric but is geared to meet the changing needs of the students, making it more learner-centric. The institute's efforts include:

### **Experiential Learning:**

Learning by doing through practical laboratory sessions widen the knowledge and skills.

Field visits, Study visits, Historical visits, visit to Research Lab, Industrial visits, Educational tours, etc. enable to learn from observation by correlating theoretical knowledge with real time experience. Internship is encouraged to gain hands-on exposure and work experience.

Learning through special lectures, personal interviews and experiences shared by distinguished personalities.

Learning through organizing the flagship events of the institute i.e. inter-collegiate and intra-collegiate fests, provide a vivid opportunity for the students to exhibit their talents and also test their organizing skills.

Wide-range of activities organized by NSS,NCC, participation in its annual camp, special training programmes, Youth Red Cross, Rovers and Rangers, etc. increase the social consciousness and commitment towards community welfare.

### **Participative Learning:**

Activities such as group discussions, role plays, debates, course related quizzes, innovative assignments, poster making, brainstorming, etc. encourage students to actively involve in participative learning process.

Student seminars and presentations on course related topics are encouraged to improve their communication skills and make learning more interesting.

Besides academics, various Add-on courses are offered as supplement to meet the industry demands and develop their self-interest.

Participation in soft skills development and capacity building programmes, inter-collegiate and intra-collegiate fests/competitions, academic programmes like seminars, conferences and workshops enhance the domain specific knowledge.

Encouragement to participate in cultural and sports activities enable holistic development of the students.

Model making is encouraged to develop creative thinking and better understanding of the concepts.

### **Problem Solving Methodologies:**

Case study analysis is adopted in Management programme to equip the students with logical thinking with problem solving ability.

Encouragement to take-up Research-based Projects helps in insightful thinking and developing problem solving skills. An initiative towards waste Management System in the campus provided a solution to the



appropriate disposal of electronic wastes.

Learning is also encouraged through MOOCs-SWAYAM/NPTEL, educational videos, participation in webinars, access and use of e-resources, Book Reviews, learning of life skills, literary contribution to institutional publications, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

**Response:** 100

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
96	91	90	88	90

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

**Response:** 37.8

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	32	29	31

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

Response:

Evaluation being an integral part of teaching-learning process, its effective implementation is ensured at institute level. A policy for CIE and conduct of IAE is in place.

In order to ensure rigor and transparency in the internal assessment, the Examination Committee is internally constituted which centrally coordinates the examination related aspects. The code of conduct for IAE is scrupulously followed to maintain the decorum and ensure robustness in the entire process.

The Institute's Academic Calendar printed in the College Handbook specifies the tentative schedule of IAE as per the University Academic Calendar. This is individually made available to all the concerned.

The students are acquainted with IA system during the Institutional Orientation programme and also in the Departmental Orientation. Academic Class Mentors and Course faculty also orient and constantly update the students about the CIE process including evaluation methods and pattern of examination. Structured time-table is prepared for examination and notified through notice boards.

Question papers are set in accordance with the standard pattern and pro-forma in line with the University question paper pattern. Scheme of valuation is prepared by the faculty for each course before the commencement of valuation to ensure standardized evaluation

Valued answer scripts are given to the students to review their performance within the stipulated time. The question paper and the scheme of valuation are discussed with the students to make them understand the correctness of their answers and the marks awarded to each answer.

IA is undertaken on a continuous basis throughout the semester. Besides the performance in one/two Internal Assessment Examination, evaluation components appropriate to the course is based on student centric activities such as assignments, seminars, group discussions, case studies, field visits, working on projects, viva-voce, etc.

Examination related grievances are quite common. However, effective mechanism for dealing with internal/external examination related grievances is in place which is well-organized, transparent, efficient and time-bound. Internal/External examination is conducted as per the regulations and directives of the affiliating University. The Institutional policy in tune with the ordinances of the affiliating University for CIE and conduct of IAE is in place which acts as a mechanism to guide the process.

The students can approach the concerned Course Faculty, Academic Class Mentors, and Heads of the respective Departments, Examination Coordinator and Principal to redress the examination related grievances as per the requirement of the jurisdiction of the grievance. Moreover, the Heads of respective Programme Departments are empowered to act and adjudicate for such queries except for extreme cases when the intervention of the Head of the Institution may be necessary. However, any such matters brought under consideration are redressed at priority by taking appropriate measures in the best interest of the students.

Any grievance related to the scheduled dates of IA, any kind of discrepancy observed by the students in the question paper while answering the examination, error in totaling, incomplete valuation, unsatisfied award of marks, etc. is resolved by discussing with the concerned course faculty.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

**Response**

The curriculum of the programmes is designed by the university. The college teachers have to define the programme outcomes for each programme offered by the college. The curriculum of self-financed certificate courses and their programme outcomes are designed by the teacher.

**Program Outcomes (POs):** It represents the knowledge, skills and attitudes the students should have at the end of a course completion of their respective engineering program.

**Course Outcomes (COs):** It gives the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides.

**Program Specific Outcomes (PSOs):** These are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.

#### **Mechanism of Communication:**

The College adopts Outcome based education rather than input oriented bell shaped curve of learning. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

Graduate attributes are described to the first year students at the commencement of the programme.

Learning Outcomes of the Programs and Courses are observed and measured periodically.

Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are uploaded on the Institution website for reference.

The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Staff Meeting.

The students are also communicated about the Programme outcomes, Programme Specific Outcomes and Course outcomes through Tutorial Meetings.

Demonstrate of thorough conceptual understanding in the core areas of all the subjects with the support of mathematics.

Identify the most relevant concepts that arise in everyday life, and devise a strategy in order to arrive at the solutions in the respective subjects and are made to understand the connection between key concepts and applications.

Use basic laboratory equipment correctly and effectively in order to conduct measurements, and analyse and interpret the results, including a quantitative understanding of uncertainties.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words**

**Response:**

The attainment of course outcomes are evaluated through CIE having formative assessment in the form of Assignments, Quizzes, Class Tests, Laboratory performance, Seminars/Presentations, Viva-voce, Project progress and evaluation, students' involvement and summative assessment through end-semester examination.

The participation and performance of the students in curricular, co-curricular and extra-curricular activities and thereby bringing laurels to the institute also provides a valuable insight to deliberate on the achievement of the learning outcome.

Each student provides feedback at the end of the course. The emergent overall picture for the criteria which is specific to the said process, in the Teacher Evaluation Form, is reflective of the attainment of desired outcomes from the students' point of view.

Significantly higher number of students who progress to higher educational avenues serve as a valid indicator of the high levels of academic attainment of the Institute

Our students aspiring for CA/CS clearing their Foundation and intermediate exams also proves the attainment of stated outcomes of respective programmes.

Students selected for the award of prestigious scholarships is also an indicator of the attainment of learning outcomes.

Our alumni are our valuable treasures who have made us extremely proud with their outstanding achievements and occupying prominent positions in different fields. It is yet another testimony to the attainment of outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.3 Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 95.93

**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
752	758	703	643	675

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

2021-22	2020-21	2019-20	2018-19	2017-18
784	773	729	675	720

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

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.65

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

### 3.2 Innovation Ecosystem

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

**Response:**

#### **INSTITUTION ECOSYSTEM FOR INNOVATIONS**

In recent years, Ministry of Education (MoE), Govt. of India has established 'MoE's Innovation Cell (MIC)' to systematically foster the culture of Innovation amongst all Higher Education Institutions (HEIs). MIC has envisioned encouraging creation of 'Institution's Innovation Council (IICs)' across selected HEIs. It is our proud privilege that Bhandarkars' Arts and Science College, Kundapura has joined hands with MoE to foster the culture of entrepreneurship and innovation in the institute.

IIC of Bhandarkars' Arts and Science College was registered in the year 2020 with vision and mission as follows.

**Vision:**

The primary mandate of IIC, in tune with MIC, is to

**Mission:**

- To provide adequate infrastructure with student centric, research – oriented entrepreneurial learning environment and ample scope for value – based, skill oriented, co-curricular and extra-curricular activities in tune with the technological development in teaching and learning.
- To promote innovation and entrepreneurship eco-system in the campus.
- To train the youth as innovators and self-reliant with Industry specific Technical Skills.
- To support startup / entrepreneurial ventures of students, faculty and alumni.

- During February 2022, the formation of my council was completed and council meeting was conducted.
- IIC comprises members from Industry and Interdisciplinary departments.
- The IIC started functioning by conducting various activities related to Innovation and Entrepreneurship. Each member contributes to fulfil Vision and Mission of IIC established at the institute, conducting expert webinars, workshops, field visits, and add-on programs for students and faculty of the college.

IIC of the college has conducted many IIC driven, MIC driven and self driven activities. Four impact lectures were sanctioned by Ministry of Education to our college. The details of impact lectures are:

1. Kalparasa- Its collection, value addition and Marketing’ - By Dr. KB Hebbar, CPCRI kasaragod
2. Entrepreneurial motivation, opportunities and Government Initiatives, - By Sri Sundara Sherigara M, Assistant Director, MSME – Mangalore.
3. Intellectual Property Rights and IP Management for Innovation and Startup – By Sri Varun katti, CEO, Hammer Mindset, Belgaum.
4. Rural Entrepreneurship: Challenges and Funding Prospects - by Sri. Bharadwaj Karanth.
  - As a result of the activities conducted and reported, our college has been elevated from no star to two star performance and obtained certificate for the same.
  - The IIC of college plans to conduct programs to bring out the scouting ideas on entrepreneurship and check for the implementation of suitable ones. Students feed their ideas in national Yukti portal.
  - Competitions on idea submission and presentations are conducted.
  - Trained Innovation Ambassadors scrutinize the submitted ideas and guide.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years****Response:** 39**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	7	10	6

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.36**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	8	9	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:** 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	11	8	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.4 Extension Activities

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

**Response:****Extension activities carried out in the neighbourhood community and the effect thereof.**

Bhandarkars' Arts and Science College has organised and took part in a variety of extension activities in the local community over the past several years. The institute works hard to instil environmental consciousness in its staff and students. The institution organises blood donation camps each year where faculty and staff donate blood. The Karnataka State Government Blood Bank and the KMC Manipal receive up to 200–250 units of blood drawn at the camps. Blood donation camps help donors develop a sense of commitment and moral duty, as well as empathy and compassion.

The student volunteers routinely visit neighbouring towns and villages to perform a range of tasks for the benefit of general public. With the dual aims of not only increasing student awareness of various social issues but also of supporting the community and enhancing community participation, our college organises many extension activities in and around the college. The college-level NSS (National Service Scheme), NCC, Youth Red Cross, and Bharat Scouts Rovers units take part in a range of initiatives, including:

- Swachh Bharat programmes
- Camps for blood donation
- Programmes to raise awareness of AIDS prevention
- National Pulse Polio Program
- Awareness of COVID 19 Program
- Environmental Issues

In collaboration with government agencies and NGOs, students of NSS, NCC, Youth Red Cross, and Bharat Scouts Rovers units of the college volunteer to conduct a range of projects like- distribution of polio drops to children in various regions of Kundapura and its neighbourhoods by Youth Red Cross volunteers, helping pilgrims at 'Kotilingeshwara temple' in Koteswara by NSS volunteers and during 'Paryaya' at 'Sri Krishna Temple, Udupi' by Rovers wing of college, create awareness about environmental issues, visit to old age homes by NCC cadets, to name a few. This partnership promotes and supports many other extension projects. Our students take on a global role in promoting a sound mind in a healthy body through 'Yoga'. International Yoga Day is observed in our college every year with the participation of stake holders of many different organizations of Kundapura city.

To promote Green Revolution, Forest Department and our college collaboratively work towards planting the saplings of many rare varieties of medicinal plants, conservation of drinking water, rainwater harvesting and disperse seeds in the Badabalu forest to increase environmental awareness and inspire people to act. The NSS and NCC teams regularly take part in tree planting of plants during World Environment Day.

Additionally, it is essential to maintain a clean environment, practise good hygiene, maintain neighbourhood sanitation, proper disposal of trash, and raise community awareness on these critical issues. Each of these initiatives has greatly benefited the participants to develop their personalities on all levels.

Through women empowerment programmes, girl students become more aware of their rights and conditions, while male students become more understanding towards female issues, reducing patriarchal and gender bias. All of these result in informed, fair, and accountable citizens.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

#### Response:

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

#### Response:

Our institution received awards and recognition for excellent services in Red Cross activities like blood donation camp and awareness program about HIV/AIDS.

Indian Red Cross is a pioneer in the field of blood services and one of the largest voluntary blood banks in India since 1962. Indian Red Cross regularly conducts motivational campaigns to organize voluntary blood donation camps. Its programs are grouped in to four main core areas, promoting humanitarian principles and values, disaster responses, disaster preparedness as well as health and care in the community.

Red ribbon society is an active forum that helps to bring the awareness about HIV/ AIDS in the society with the help of health Department of the state. In collaboration with Red ribbon club and Youth Red Cross Society, our college regularly organizes Blood donation camp along with the awareness program on HIV and AIDS for students. Among 54 colleges, maximum units of blood are collected from our college. For this excellent work, our college was recognized and the Youth Red Cross program officer Sri Sathyanarayana Hathwar was awarded by District Health and Family welfare service for his best service in 2019-2020. Indian youth Red Cross society, Udupi District conducted a felicitation program on World Red cross Day at Town Hall Udupi in the presence of district commissioner of Udupi. Our Youth Red cross Program officer, Sri Sathyanarayana Hathwar was felicitated for his excellent work during 2019.

Indian Red Cross society is a voluntary humanitarian organization to protect human life and health based in India. It is the part of International Red cross and Red Crescent movement and shares the fundamental principles of the international Red cross and Red Crescent Movement. The society's mission is to provide relief in times of disasters / emergencies and promote health and care of vulnerable people and communities. The society uses the Red Cross as an emblem in common with other international Red Cross societies.

Indian youth Red Cross society, Kundapura conducted a felicitation program on World Red cross Day in the year 2017. Ms. Vidhyarani, coordinator of Youth Red cross of our college was felicitated for her best service.

Institution received appreciation from KMC Manipal for Blood Donation Camp.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 144

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	19	25	36	31

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

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

**Response:** 3

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

#### 4.1.1. Response

Our college has ample physical infrastructural facilities such as classrooms, laboratories, seminar halls, library, computers, and other academic resources to support the Teaching Learning Process. The college campus has spread over an area of 9.31 acres. The large H-shaped four storied building is the main space for all curricular and co-curricular activities of the College. There are 56 furnished class rooms of which 31 are ICT-enabled with projector facility. Class rooms are adequately furnished with white/black boards. The rooms are well ventilated and in accordance with the requirement of the program for which it is intended. Five well equipped Computer Science laboratories catering to the academic requirement of computer science students. Laboratory facilities are provided for all physical and natural science subjects along with Humanity subjects like Psychology and Journalism. Language department is equipped with Multi-media Language laboratory with a seating capacity for 20 persons. There are 8 audio visual halls each with 100 seating capacity in the main building and 2 audio visual halls in Library building ; one having 250 seating capacity and another with 75 seating capacity.

Our college strives for overall personality development of our students by providing adequate infrastructural facilities to conduct co-curricular, extra-curricular, sports and games activities in the college. A certificate course in Yoga is run in a spacious hall with relaxed ambience having fresh air and natural light.

All intra-college and inter-collegiate Inter-college music and singing competitions, Annual day celebrations, various department festivals are some of the regularly conducted extracurricular activities in the college. The institution has fully automated library that uses KOHA ILMS.

The college has provided spacious parking facility for staff and student. Water purifier is made available for drinking water to both staff and students. A Small water harvesting system is established for the enhancement of the water level in the campus. IQAC Office, NCC and NAVY office, NSS office, Women grievances redressal cell, Rowers and Rangers, Red Cross etc are provided with independent rooms for smooth functioning of co-curricular activities.

Adequate facilities are provided to conduct sports and games - both indoor and outdoor. A spacious playground located within the college campus is used to conduct various sports activities. The play ground accommodates standard measured playing courts for Basketball, Volleyball, Throw ball, Tennikoit and Kabaddi. Well laid out Cricket pitch is maintained to play hard ball cricket. A 200 meter oval shaped track

facilitates various sprint events.

Besides these, there are separate standard measured pits for jumping and throwing events such as; High jump, Long Jump, Triple Jump, Javelin throw, Shot-put, Hammer throw, Discus throw, etc.

The college has an Indoor Games Complex for boy students and a separate Indoor Sports Complex for girl students

The gymnasium of the college, where training facilities like multi-gym for body building and weight lifting are available. The ladies' indoor sports complex also has a separate provision for this activity.

A separate wrestling ring for training the students in Greco-Roman style is available in the Indoor Sports and Games complex. Indoor Sports and Games complex has basic facilities like water cooler, separate dressing rooms, rest rooms.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 38.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
108.61	101.41	71.16	169.13	178.67

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 4.2 Library as a Learning Resource

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

**Response:**

**Response:**

- Our College library has Total collection of 96,000 books, which are primary source of knowledge for both students and staff. There are 130 different sorts of journals and publications, as well as college magazines in the periodical section. Our library subscribe to 13 newspapers of which 6 are in Kannada, and rest is in English.
- The campus library is housed in a four-story structure. We have a stack room on the ground floor that contains all 95,559 of the books we have stored there. We have a circulation counter for the charging and discharging system on the first floor. An OPAC is located at the first floor's entrance, and new arrivals are advertised there. There is a periodicals section after the counter where students can utilise the 130 various journals and magazines. A 20-node e-resource centre has been built nearby so that students can use the internet and e-resources to get information for their academic endeavours.
- Reading room has 140 total seating capacity on the second floor. There is separate seating arrangement for girl's students and general seating arrangement for boys. In the same hall students are provided with reference books, these two rooms contain majority of the study materials; the third section is the reference room, which contains rare books, dictionaries, encyclopaedias, and many of out of print books; and books pertaining to various competitive examination. There is provision for group studies in this space as well.
- Two conference rooms with AV facility are located on the third floor. Art gallery is also located there. Our college magazine "Darshana's old editions which were recipient of best college magazine award from Mangalore University, are preserved in the third floor. Boy's restroom is also provided there.
- The software's circulation module is use to generate ID Cards for both staff and students.

- The fully atomized KOHA ILS software is used in the library. The advantage of this software it offers a range of choices for the library staff to include new arrivals and new ideas can also be reflected in OPAC. This programme is very flexible and conducive for change to suit our requirements. The new update can be uploaded to OPAC with ease as well.
- We use DDC accession system for issue of books Students can request books by placing by way of submission of written slips
- OPAC system is in place whereby students can browse our online public access catalogue to find any book they're interested in. and also they can check the availability of a book in the library.
- In our library, we have adopted three different types of issue system; card issue, book bank issue and overnight issue service, which is only accessible if the requested book is out of borrowing section and is only available in reference section.
- Many of the crucial academic resources are now offered in digital versions. For instance, scholarly literature like journals, conference volumes, and books is now mostly available in electronic versions. On a consortium basis, We have secured membership in the N-LIST e-resources consortia and may now use the e-resources provided by the N-LIST programme.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

Response:

The college recognizes the importance of ICT facilities along with other infrastructural facilities. On the basis of proposals made by the IT committee, the upgradation of ICT facilities are made on the campus.

We constantly upgrade the ICT facilities according to the needs and requirements. In the last five years there has been steep increase in the number of computers and also the use of internet facilities and customized software's.

The college has 349 computers in various departments for academic purposes. Of the 56 classrooms, 33 are ICT enabled that includes 5 ICT enabled Seminar halls, 2 classes are provided with smartboard. The computer science department houses a hardware lab which computer science student utilize for preparation of digital board as a part of academic assignment. Multi language laboratory is in place for the students to improve their linguistic skill. The library also has 15 computer facilities where students can access the internet. All Departments are provided with Thin client (remote desktop) with internet facilities.

The college has been steadily increasing its internet connectivity over the past few years. The college initially had a BSNL VPN connection with 40 mbps speed. currently, BSNL VPN 100 mbps and two private internet connection FAST NET are active in the college with speed of 1gbps with an unlimited data per month.

The college initially had an AMC for the maintenance of ICT resources. Currently, a full-time qualified technician has been appointed for maintenance works. There is an adequate number of communication equipment. The campus monitoring CCTVs have been upgraded from time to time.

In addition to the hardware facilities, necessary software updating has been done in the college as part of its e-governance and e-facilities.

Apart from that, software that helps in administration process has also been installed. Software upgradation has also been done in the college library, enabling full automation. Several customized portals are available in the college that help administration and academics.

The college has authorized Microsoft Office 365 through which we are using the productivity apps such as teams, outlook, word, excel, power point etc. to impart knowledge to the students through digital and visual mode. The enrolled student of the college are given an email-id generated by the Institution. The e-learning contents are sent to the student.

Our college has maintained its own website which provides information to targeted groups, each with divers needs. Basically our website is accessible to all the targeted groups such as current student's alumni parents' management and all stake holders. Events that are taking place in the college from time to time are displayed in the website. Faculty profile is also updated from time to time. The college website developed, maintained and updated by the in-house faculty members of the computer science department.

ICT technology and faculty of computer science department have played very significant role in conducting online classes during COVID pandemic.

Surrounding government institutions are allowed to make use of ICT facilities available in our college to develop their projects under the government scheme 'Atal tinkering lab'.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 6.93

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

Response: 349

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 34.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
102.55	99.75	102.55	128.45	143.5

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 76.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
2353	1422	1640	1687	1720

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

**Response:** 6.25

#### 5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
217	70	144	139	155

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

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

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

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

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

Response: 41.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
388	359	426	139	156

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

2021-22	2020-21	2019-20	2018-19	2017-18
752	758	703	643	675



File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:** 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 University / state/ national / international level (award for a team event should be counted as one)

**during the last five years**

**Response: 33**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
15	06	02	06	04

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response: 20.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	3	29	21	20

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

## 5.4 Alumni Engagement

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

**the institution through financial and/or other support services**

**Response:**

Response:

An active and engaged alumni association exists since the inception of the Institute and was functioning regularly till today, keeping in mind an emotional bonds that connect alumni with their Alma-mater, the Institute has always dedicated itself to nurture enduring relationship and close bond with its alumni. To put it in formal gaits, it was registered as Bhandarkars' Arts & Science Alumni under the Societies Act. Thus the Institute is hopeful of the Association gaining a new momentum ahead.

The alumni of the college is well-placed in different corporate sectors, education, business, professional fields, media industry, political field, social work etc., and is doing fairly well. Thus, the institution indeed it lies on the rich history of the success and glory of its proud alumni who are widely spread across the globe.

The Alumni involvement with the Institute is evident through:

The President/Secretary of Alumni Association and the Industry representative member who is also an alumnus of our college, represent as the Advisory Members of our IQAC. They contribute the quality enhancement to the Institution as Members of the Governing Council, Heads of Departments, faculty and administrative Staff at the Institution.

Invitations given to prominent Alumni as a Chief Guests/Guests of Honor at various College events. Their presence and interaction at such events, showcase their achievements and inspires the current students. Alumni members who have distinguished themselves in various strides of life who are invited to interact with students, as resource persons for seminars/ conferences/ workshops/ guest lectures/ motivational talks etc., where they share their experiences to inculcate among students.

Prizes/Endowments/Scholarships which have been instituted by the alumni for meritorious and deserving students of the Institution. The alumni who render service by supporting the college in establishing industry linkages, providing exposure, internship opportunities, assistance to career guidance, placement initiatives and valuable feedback provided by them on curriculum and any other aspects whenever sought for as prominent stakeholders of the organization.

The generosity of the Association and its members which is evident from their voluntary participation and financial contributions to NSS camps and other college activities.

Their enduring concern towards the institution where they felicitate the students and staff in recognition of their distinguished accomplishments on the occasion of Annual Alumni Day.

The Alumni Portal and Website which has built a active network with alumni enabling them to connect with the activities of the Institute and Alumni Association.

Annual General Body Meetings of the Association which are convened every year.

Moreover, alumni reintegration at Institution is not a one-time occasion apart from the Annual Alumni Day celebration, the alumni comes back to their institution on various prominent occasions this renew their old

bonds with their Alma-mater.

Just like a tree that depends on continuous supply of life from earth, the Institution has been sustained by its proud alumni associates, generation after generation, and of course, by Divine grace.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Vision:**

“To make higher education available to all sections of the community emphasizing inculcation of moral and human values”

**Mission:**

“To provide adequate infrastructure with student centric, research-oriented learning environment and ample scope for value-based, skill-oriented co-curricular and extracurricular activities in tune with the technological development in teaching and learning”

The institutional vision and mission cater to the holistic development of the youth and thus disseminates quality education to diverse sections of the community. Keeping in par with the emerging trends, the institute facilitates to empower the students to excel in skill-based learning. Student centric activities are emphasized to nurture core values like sense of duty, discipline and service.

**Nature of governance:**

Bhandarkars’ Arts and Science College is sponsored by the Academy of General Education, Manipal. The College Trust is the supreme body of administration that deals with policy matters and financial aspects.

The Trust delegates certain administrative matters to the Governing Council which comprises of representatives from the Trust, Staff and Parents.

Various activities of the college are supervised by the Governing Council; and it is actively involved in receiving as well as providing feedback to the college. The Council meets regularly, discusses and decides on administrative matters and keeps vigil on the achievements of the goals set by the Trust. The Trust and the Governing Council meet periodically and take stock of the functioning and development of the College.

The Staff Council comprising the Principal and Heads of all the Departments plans and executes academic and non-academic matters.

The principal who is the Executive head of the Institution is also the Secretary of the Trust and member of the Governing Council. As the head of the institution, the principal oversees the day-to-day running of the college.

The institute promotes participative management by constituting several committees consisting of teaching, non-teaching and student representatives. The principal monitors the activities of these committees.

Matters pertaining to students are taken care of by the Students' Welfare Officer. Matters relating to female students are taken care of by the Committee set up for the same.

The Academic advisors monitor the academic and non-academic activities of the students and also maintain their Cumulative Records.

The staff members in charge of NCC and NSS shoulder the responsibilities of these units. The Physical Education Director and the Sports Committee take care of the Sports activities. Different Associations guided by their respective Staff Advisors are offered to the students. The affairs of various departments are looked after by the respective HODs.

**Participation of teachers in decision-making bodies:** The College encourages participative management at the staff level and hence teachers play a significant role in the decision-making process. Matters pertaining to academic and administration are discussed in the staff meeting where the opinion of the teachers is considered before taking decisions.

The Management, Principal and the teachers aim at materializing the vision and mission of the Institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

### Response:

Bhandarkars' Arts and Science College is sponsored by the Academy of General Education, Manipal. The College Trust effectively makes policies, mobilizes resources and delegates the responsibility to the Governing Council and the Principal. It plays the role of both facilitator and motivator in the functioning of the college.

The decisions regarding administrative matters are taken by the Governing Council which keeps vigil on the achievement of the goals set by the Trust. The principal is the executive head of the college and executes the decisions taken by the Trust and the Governing Council.

A Staff Council consisting of the Heads of all the departments supports the principal in academic, disciplinary and other matters. The Heads of the departments distribute the work among the staff and monitor the planning of the lessons and its implementation.

The college has grown in all facets in leap and bounds over the past six decades in higher education. The teaching and non-teaching staff provide a holistic learning environment to the students.

**Service Rules and Procedures:** The service rules and procedures of the college are governed by the Karnataka Civil Services Rules (KCSR). For Management staff, service rules framed by the Management in accordance with the rules and regulations laid down by the Government.

**Recruitment:** The appointment of Permanent full-time teachers and non-teaching staff are recruited as per the cadre and recruitment rules of the Department of Collegiate Education (Aided Institutions). Contract teachers are appointed by the Management. The principal brings to the notice of the Trust the vacancies that have to be filled. After the Trust's approval, the posts are called for in regional and national papers.

An Interview committee comprising of the Principal, Management representative and subject expert is formed, which screens the applications, conducts interview and selects suitable candidates.

**Promotional policies:** For teaching faculty, UGC rules are considered for the placement. Additional qualifications, Orientation and Refresher course, minimum length of service is taken into consideration for placement/promotion. For Non-Teaching staff, state government promotional policies are applicable. Training programs and length of service are considered for their promotion.

### Perspective Plan

The college has a perspective plan for development. Development is envisaged and planned under the heads of Academics, Infrastructure and Human Resources. The perspective institutional plan is developed by the principal in consultation with Trust, Governing council, members of the staff council and departments. The aspects under consideration are those that enrich the quality of life in the institution and enable the community to realize its potential. Some of the aspects considered for the perspective development are:

- Developing and following leadership and participative management
- Establishing continuous internal Quality Assurance System
- To maintain continuously good academic performance.
- To develop and execute effective teaching- learning process.
- To encourage research culture in faculty and students.
- To develop a comprehensive system of student mentoring and student support and ensure transparency in evaluation process of students.
- To empower faculty about emerging trends in their profession for academic advancement.
- To facilitate a friendly, efficient and flawless administrative set up ensuring a smooth day to day functioning.
- To make students more employable
- Engagement in community services and activities

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2 Institution implements e-governance in its operations



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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

**Response:**

The existing welfare measures for teaching and non-teaching staff are as listed below:

- Regular Pension and National Pension Scheme
- Small Family Incentive
- Ph.D. increment
- Residential facilities in the form of college Quarters.
- Earned Leave, Casual Leave, Special Casual Leave and On Official Duty facility.
- Encashment of Earned Leave
- Regular Promotion facility
- Provident Fund facility for the management staff.
- Medicare Scheme which provides medical insurance for both teaching and non-teaching staff at Kasturba hospital Manipal.
- Felicitation to retiring and transferred staff
- Annual Staff club day
- Physically challenged incentives
- Faculty Improvement programme (FIP)
- Provision of accommodation in ladies' hostel on request, for lady staff members.
- Canteen facilities.
- Employee gets fees concession for their ward.

- Salary advance facility for teaching and non-teaching staff in case of urgency.
- Centralized reprography facility (Xerox) for Teaching & Non-Teaching staff.
- Permission to do part-time PhD, attend FDP, orientation and refresher course.
- Lady staff member can avail 180 days of paid maternity leave.
- **Teaching staff** - In order to maintain the academic and administrative standards of the institution, comprehensive evaluation of each teacher by the students on a ten parameters system is conducted through questionnaire at the end of every academic year. The same is tabulated and presented to the staff for analysis, introspection and necessary improvement. In addition, there is a mechanism in which every faculty member prepares a self-appraisal report in the prescribed proforma at the end of each academic year as per the instruction of the Dept. of Collegiate Education. The same is verified with comments by the principal and then by the Registrar of the Academy of General Education, the supreme body of the management. A copy of this self-appraisal report is submitted to the Joint Director of Collegiate Education. Every staff member is required to maintain a work-dairy in which the day-to-day activities are recorded and a monthly appraisal is made by the HODs and the Principal.
- **Non-teaching staff**- The performance of non-teaching staff is conducted by Annual meetings and interactions with the Management and the Principal. The Academy of General Education, the parent body of the College holds meetings regularly with the administrative staff to guide and update them regarding Office up keeping and accounting

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

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

**Response:** 1.76

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	4	2

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:** 6.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	20	03	04	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	31	31	31

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

#### Response:

For the effective and efficient use of financial resources, the college Trust will monitor and manage the financial resources of the institution. The secretary of the trust draws up the budget after careful consideration of the grants, fees and other resources. The budget and expenditure are discussed and approved by the Trust. The major expenses include government/university fees, examination, salary, infrastructure development, equipment, library books, water, electricity, telephone, internet, printing and stationery. The different types of repair work are handled on a regular basis. The requirements of each department are listed and submitted to the principal, who in turn makes adequate arrangements at the beginning of the academic year.

The institution also mobilizes its resources from funds generated from self-financing, add-on and certificate courses. Funds received from State government are spent on payment of salary of aided teaching and non-teaching staff of the institution. Funds are also generated as a result of interest on corpus fund, funding from alumni, individual philanthropists and well-wishers. These funds are principally used for scholarships, free midday meal, maintenance and development of the institution.

The institution utilizes its funds in a transparent manner. Grants received from UGC are earmarked for various activities including academic development and infrastructure growth. Concerned departments/offices of the institution usually take care of utilization of UGC grants which are spent on

different plan periods under fixed schedule, target and time.

UGC grants are spent as per the guidelines of Grant and/or University purchase rules. All the expenditures of contingent nature are done following due procedure of approval from competent authority. Adequate funds are allocated for effective teaching-learning practices that include induction and orientation Programs, workshops, inter-disciplinary activities, training programs, Conferences, Industry Academia interactions that ensure quality education.

The funds are utilized for development and maintenance of infrastructure, enhancement of library facilities. State of Art improvement is done through up-gradation of lab facilities, research facilities in the institution. Some funds are allocated for social service activities as part of social responsibilities through NSS and NCC.

For optimal utilization of various equipment's in the lab, the institution promotes inter-department sharing of resources. Optimal utilization of resources is ensured through encouraging innovative teaching-learning practices. The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, and parent teacher meetings. The college infrastructure is utilized as an examination center for Government examinations/University Examinations. Library functions beyond the college hours for the benefit of students, faculty, and alumni. Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators.

The accounts of the college are audited at the end of every academic year. The Management appoints an auditor to conduct the internal audit. The external audit is carried out by auditor appointed by the Joint Director of Collegiate Education, Mangalore to ensure proper maintenance of assets/documents/audited statements as per the rules and regulations laid down by the Government. The anomalies found by the auditors will be rectified in due course. The grants received from the UGC will be audited by an external auditor and the same will be submitted to the UGC.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

**Response:**

The Internal Quality Assurance Cell (IQAC) of a college is responsible for developing a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the college. This is achieved by promoting measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

One example of the IQAC's work is their successful acquisition of the NIRF Certifications in 2018-19. The IQAC planned, organized, and executed necessary steps that included the preparation of detailed quality manuals, identification of key performance indicators, and mapping the various processes across the entire functioning of the Institute.

Another example is the use and enrichment of ICT infrastructure in the college. The IQAC led efforts to implement modern technology in the Institute's administrative functioning through ICT and alternative sources of energy, especially the enhancement of solar power by 100 kW in the last three years. The use of ICT tools has become an integral part of the teaching-learning process, and the IQAC encourages teachers to utilize these tools in classrooms and laboratories.

The IQAC also conducts academic audits of each department to increase and maintain the quality of education. IQAC monitor academic plans at the beginning of each academic session, including publication, extension activity, collaboration, innovative and best practices, assignments, ICT-based activities, students' competitions, seminars, and workshops for better performance. These plans are evaluated as per the academic plan.

The college has also adopted a unique system of personal guidance for students through mentoring. Each student has a mentor whom they can approach for academic and personal counseling. The mentor helps them cope with their personal problems and updates their details of academic performance and monthly attendance. The parents are duly informed when their wards are short of attendance. This has significantly improved student attendance and behavior and improved the discipline and academic ambience on the campus.

The IQAC conducts orientation programs for the teaching faculty on effective teaching, national seminars on various aspects, moral spiritual camps for students, legal awareness programs, student association activities, and periodic meetings/discussions with departmental faculty representatives. The IQAC also plays a vital role in all the activities of the college, meeting periodically with committee members to plan activities that enhance the quality of student life on the campus.

The institution follows the syllabus prescribed by the affiliated Mangalore University, conducting internal assessment and semester exams as per university guidelines. The faculty members adopt innovative methods to impart education, and the academic calendar and examination schedule are prepared at the beginning of the academic year and informed to the students. The heads of the department review the academic progress and facilitate remedial measures.

The IQAC also reviews learning outcomes at periodic intervals, assessing the quality of teaching through examination results, comparing them with the results of the university and neighboring colleges, and obtaining feedback from stakeholders to improve the teaching-learning process.

In conclusion, the IQAC plays a crucial role in improving the academic and administrative performance of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2 Quality assurance initiatives of the institution include:

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

**Response:** B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

**Response:**

Response:

The Institution shows gender sensitivity through various initiatives and actions for creating safe, secure and healthy atmosphere on the campus. Sensitization of the students is done through special lectures and functions.

· **Safety and security**

**Hi-Tech Surveillance system:** E- Surveillance with high resolution cameras through day and night facility of distributed recording in control room has been set up.

· **Hostel:** There is a separate hostel for girl students on the campus. Behaviour of students is monitored under set of well-defined rules. All students and staff compulsorily wear their ID cards.

· **Security personnel:** The College has strong security personnel deployed at the main gates to create secure enrolment.

· **Medical Facilities:** Specialists are invited to visit the campus as and when necessary.

· **Counselling:** Institution has a system of mentoring in each department for inculcating social, moral and ethical values .Women Cell organises gender awareness program.

· **Common Rest Room:** Institution provides separate washroom facilities for girls.24 hours water is available with proper ventilation in the washroom. Separate girls' common room is created with good facilities.

· **Separate Indoor stadium facility:** The institution provides separate games facility on the campus.

- Celebrations of International Women's Day
- Security Programme: Karate training for self-defence
- Demo and Provision of sanitary napkin vending machine
- Discussion on Vishaka Guidelines against Sexual Harassment

Institution celebrates/ organizes national and international commemorative days, events and Anniversaries for the great Indian Personalities and festivals. National festivals play an important role in planting seed of Nationalism and Patriotism among people of India. Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great national leaders, which promotes ethics and values in college.



1. Teachers' Day (5th Sept)
2. International Women' day (8th March)
3. International Yoga day (21st June)
4. Independence Day (15th August)
5. Republic Day (26th Jan)
6. World Environment Day (5th June)
7. Kannada Rajyothsava Day (1st Nov)
8. NSS Day (24th Sept)
9. World Mental Health Day (10th October)
10. World AIDS Day ( 1st December)
11. Constitution Day (26th November)
12. World Human Rights Day (10th December)
13. National Cancer Day (7th November)
14. National Youth Day ( 12th January)
15. Martyrs Day (30th January)
16. Hindi Diwas ( 13th September)

**Birth and Death anniversary of great personalities:**

1. Mahatma Gandhi (2nd Oct)
2. Dr. B. R. Ambedkar (14th April)
3. Founders' Day (5th Dec.)
4. Maharshi Valmiki Jayanti (24th Oct)
5. Sadbhavana Diwas (20th August)

Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities is sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**7.1.2 The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:**

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the Management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The Institution along with faculty jointly celebrates the cultural and regional festivals, like Teachers' Day, Orientation and Farewell Programme, Induction Program, Rally, Oath, Plantation, Youth Day, Women's Day, Yoga Day, local festival, festivals etc. Institution is undertaking various initiatives in the form of celebration of days of eminent personalities National Festivals, NSS, YRC and other such activities to provide for an inclusive environment by bringing students and teachers with diverse background on single platform for creating inclusive environment. These functions help in developing tolerance, harmony towards culture, region and linguistics and also communal, social, economic and other diversities.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Two important national festivals, Republic Day and Independence Day are celebrated every year. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students.

The Institution sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct themselves as responsible citizens.

To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing a practical, supportive, safe, accessible, and affordable learning environment, these elements are inculcated in the value system of the college community.

The students are inspired to participate in various programs and also guest lectures, and workshops are arranged on culture, traditions, ethics, values, duties, and responsibilities by inviting prominent people. The institute conducts awareness programmes on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students and employees.

The affiliating University curriculum is framed with mandatory courses like Professional ethics and human values, the Constitution of India, and the Essence of Indian Traditional Knowledge, as a small step to inculcate constitutional obligations among the students.

Vigilance Awareness Week: 'Integrity - A way of Life' 'To spread awareness regarding sanitation, living standards of life, and knowing one's personality.

A separate NSS, NCC, Rangers and Rovers and Red Cross units are started exclusively to encourage the students and the units are successfully conducting activities to serve society.

Beti Bachao, Beti Padhao - Awareness Programme

Blood donation to the needy through Youth Red Cross

Karnataka Flood donation

Awareness of constitutional rights and voters rights

Road Safety Rally, Cleanliness/ Plantation drive, Covid-19 awareness and Drug awareness programs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

#### BEST PRACTICES I

##### 1. Title of the Practice:

Paperless Office

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

- To reduce paper usage and minimize the environmental impact
- To increase the efficiency and speed of data management
- To make access to the data anytime anywhere and security of data
- To reduce costs associated with paper-based operations
- To enhance the security of information.
- To save time spent on locating and retrieving files.
- To save costs spent on printing and storing documents

##### 3. The Context:

Education institutions generate a large amount of paper as student records, academic reports, and other administrative documents. The paper-based operations also increase the risk of data loss or theft and incur additional costs for printing, storage, and retrieval. The presence of printers in many places resulted in excessive recurring expenditure on paper, toner, power, and maintenance. To address these issues, the institution has adopted a paperless office approach, which involves implementing an RDS that allows staff to access and manage data electronically. This was successfully implemented at the time of Covid-19.

**4. The Practice:**

A paperless office is a workplace that has minimal paper-based processes and relies on digitized documents instead. As educational institution produces a large amount of paper not in administration purpose but also in the format of academic purpose, implementing paperless practice in the office will be cost-effective and accessible at all time without wasting much energy.

To overcome these disadvantages and to get aligned with the Digital India move, the institution has introduced many ICT-enabled facilities. The internet and Wi-Fi facility have been centralized with OFC infrastructure with the support of high bandwidth internet service providers. This facility helped the organization to provide a centralized digital environment. This will also lead to getting all the software systems and applications licensed and hence a legal digital environment.

The RDS system also offers enhanced security features, such as secure login credentials and data encryption, to protect sensitive information. There are technical difficulties in implementing and maintenance of these practices. So to overcome these challenges, education institutions require adequate resources and support, including training and technical assistance to successfully implement the paperless office approach using the RDS system.

**5. Evidence of Success:**

- Significant reduction in paper usage and associated costs
- Increased efficiency and speed of data management
- Improved accessibility and security of data
- Positive feedback from staff and students on the ease of use and improved organization of the system
- Paper usage has been effectively reduced because of digital communication.
- Other colleges in the university have been inspired by this system and have adopted it.
- Strengthened document security and confidentiality.
- Easy, faster, and accurate access to students' attendance.

**6. Problems encountered and resources required:**

- Technical difficulties in implementing and maintaining the RDS system
- Initial costs associated with the implementation and training of staff on the RDS system
- Ongoing costs for software updates, maintenance, and support.
- Transforming the mindset from manual and paper communication to digital communication.
- The problem with e-waste is when many printers are replaced by one networked printer.
- Minimizing the risk of data loss and maintaining document version control.
- Maintaining document version control

**BEST PRACTICES II****1. Title of the Practice:**

Mid-day Meal Scheme

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

- To provide a free meal to the students who are coming from poor sections in society.
- To improvise students' health and physical standards.

### **1. The Context:**

With a view to enhancing enrolment, attendance, and retention and also improving the students' health by increasing nutrition levels among them. This scheme was started in 1976 and funded by the college with the help of local contributors. Its main goal is to provide the students who are coming from poor sections of society. They spend most of their time traveling and are likely to start from their homes well in advance at early timings in the morning to reach the college on time. They have no time to prepare food for lunch and most of the time they attend classes on an empty stomach. It effects on their studies.

### **1. The Practice:**

Our college is recognized as the first one to initiate this scheme for students in the year 1976. Every year the number of students coming under this scheme has drastically increased. So the college started the Mid-Day Meal Endearment Fixed Deposit in a bank. As the years passed by the contributors and the contribution increased.

However, when the number of student applicants increased for this scheme, it was decided to provide subsidized meals to the students in addition to free meals for the poor and needy students on the basis of merit. They are asked to fill the google form to come under this scheme with the details. Every year, a committee is formed with a convener and members to select the deserving students for this facility. The Committee constituted for the purpose and asks the students to appear before the interview committee. Students are selected on the basis of poverty, merit, and the distance to the college to be commuted daily by the students.

The college has been giving this scheme in two ways so that a greater number of students are benefitted. Students who are economically backward and who come from far-off places are given free food all around the year. And the other type is half the amount paid by the students and the other half is given by the college. The amount is taken every year from the Mid-Day Meal Endearment Fixed Deposit amount interest. For this scheme, many locals and faculty of the institution are contributing from their pockets each year to this number of students. In 2022-23, 760 students came under this scheme.

### **1. Evidence of Success:**

As students are spending significant time in college, their performance increased academically and it also reflects in their examinations. Attendance of the students increased notably. The number of students who benefit from this scheme has considerably risen. In 1976, it was started with 252 students but in the current year 760 students benefit from this scheme.

**Problems encountered and resources required:**

- Each year the number of students applied to the scheme is more but everyone can't be benefitted from this scheme due to lack of funds.
- Mid-day meal scheme is given only from Monday to Friday. Government holidays and half days are excluded from the scheme.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness****7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words****Response:****Digital platform for effective curriculum delivery**

The institution thought of providing a digital platform to teachers and students which will enable the stakeholders to utilize and share the resources in an efficient way. For this, Microsoft Office 365 platform was utilized as early as 2014-15. At the beginning the teachers and the students were reluctant to utilize the facility offered due to ignorance but were used to it as some teachers started pushing it. By 2016-17 it became popular among the stakeholders as more and more teachers found it useful and started utilizing the platform for resource sharing, conducting tests and collecting feedback. Full potential of this digital platform became known and was utilized in an efficient way during COVID-19 pandemic.

Online teaching became an important means of education during COVID-19 pandemic. With Office 365, online teaching was effortlessly carried out to the satisfaction of students. The college knew that during lockdown, technology alone can replace the teacher. We had made it a priority to ensure that the academic

routine and the learning process do not get interrupted irrespective of events beyond campus. During the COVID-19 crisis, we were one of the first institutions in the region to organize classes and extend activities on online mode. It helped a lot for the students in the pandemic situation.

While other Institutions were struggling to go online, we were at ease because of our ability to provide live as well as pre-recorded classes to the students. Various apps of Office 365 such as Teams, Stream, One Drive, Outlook, Share Point, Forms etc. helped us to share information with students and to deliver the subject through virtual classrooms.

Through One Drive of Microsoft 365 platform, the Institution was able to provide the students as well as teachers a secure place to store, access and share files. The teachers were able to store the study materials which the students can easily access. It was a common practice among various institutions to provide study materials to students through WhatsApp or Telegram App during COVID-19 pandemic. We stood distinctive by being able to share the study materials through Microsoft Teams. Through Teams groups, we were able to reach our students in an exclusive manner which was not possible for other institutions who relied upon common social networking platforms. Video conferencing through Microsoft Teams helped the teachers to have interactions with students. In science subjects, experiments were conducted in virtual mode. Even practical exams were conducted online. This is one of the best practices that we had during COVID-19 pandemic.

Office 365 login was provided to all the faculty members and students so that they could access their official e-mail in Microsoft Outlook. Faculty members were allowed to create groups in Teams according to class, and the subject they teach. They could invite other faculty members to the group and provide the authentication as owners of the group and join students of their class as members. By doing so a perfect social media networking was created where students and teachers can share space. This means they share resources, take part in live chatting to discuss any topic of their interest, get information on the activities going on in and around the campus, from anywhere. This virtual environment provided a better way of communication during the COVID Pandemic because any internet enabled device will have access to this networking platform. It also provides a simple and effective way for colleagues within the institution to share files, provide feedback, join meetings, and make calls. Attending online classes by students was made possible strictly through exclusive login credentials given individually to them so that unauthorised attendance by third party was avoided. It also helped students to view pre-recorded classes in an exclusive manner since it was not possible for a student to view a pre-recorded class meant for another class.

Due to lockdown during COVID-19, reaching out to the students became important. Because, if they were not kept engaged there were chances of they dropping out of their studies. The Institution gave top priority to keep them engaged in their studies. The online classes conducted by us kept them engaged. This digital technology was best made use of by the teachers as well as the students. The recorded classes helped students who couldn't attend live lectures at a set time. This technology enabled students to access their lessons from any location, using any device with an internet connection at any time.

With Microsoft Stream, students who may have missed a class due to illness or other circumstances could catch up on what they missed without having to rely on classmates or a teacher to provide them with the information. This reduced stress and anxiety for students, as they felt confident that they can still access the information they needed. The students who benefited from our online classes have acknowledged that it has helped them in their critical thinking skills, build their confidence, and deepened their knowledge of the subject matter.



When it was not possible for the students to come out from their houses, the online classes eliminated the need for physical attendance to every class. By making our recorded classes available 24x7 to students, teachers ensured that all students receive a consistent, high-quality learning experience, regardless of their individual circumstances. The recorded classes were systematically set aside with the foresight that in the days to come it will be a storehouse to the teacher to utilize the same if need be at a later time. By leveraging this technology, a remote but prestigious college like ours could create an environment that supports student's success and enables students to achieve their full potential.

During COVID-19, technology had become a part of academics. Online applications and programs have helped both teachers and students to develop new skills and capabilities that supported them and enhanced their knowledge. We are proud to have utilized this system very effectively and be able to stand distinctive amongst other institutions.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

It is overwhelming that the institution has honed and fine-tuned a learning and life-skilling system that has been envied and benchmarked across the region for many decades. Irrespective of background or caliber, the students are groomed and nurtured in a way that can stride them into the competitive world, confidently, responsibly and independently. Multiple generations of successful students are living testimony that this unique learning system works, and works well.

The institute believes that education is for life and it is a means for good living, not the end. Above all, the education that one has, should teach one to be a good citizen. Therefore, we emphasize not just on academic excellence but on character formation with academic excellence. This indeed motivates the knowledge seekers to always aim high and cultivate core values like integrity of character, maturity in behavior, pursuit of excellence, respect for the humans, loyalty to the nation and a balanced understanding of the prevailing global scenario.

The institute is always sought after by others due to its proximity and easy accessibility for various academic and non-academic activities. Besides this, the teachers of the institution are actively engaged in all-round academic activities. Some of them are involved in syllabus drafting committee of the affiliated University and other autonomous colleges. Good number of teachers are also involved with question paper setting, evaluation and related confidential matters of other autonomous colleges and other Universities. The high credibility of the institute has facilitated our faculty to be often sought as resource persons for various programmes while a few others have also occupied various key positions in the different professional organizations bodies. Some of our teachers have also made their noteworthy contributions by authoring texts and other books.

In its quest for excellence the institute has portrayed significant improvement in the infrastructural facilities. There has been consistency in the students' admissions and academic performance, introduction of B.Sc. Microbiology, Biotechnology, Zoology, B.Com. Professional Batch with CA/CS, and Computer Application good number of add-on courses, plenty of opportunities created and realized through MoUs and collaborations, have enabled the institute to leap ahead significantly.

### **Concluding Remarks :**

When we honor the past, we energize the future and the present becomes a celebration. Marching forward in the noble task of educating young minds and developing responsible individuals, the institute is in its 60th year of its esteemed existence. The year 2023 earmarks the Diamond jubilee celebration of the institute which will be yet another milestone to celebrate for each one of us. This will not only enable us to reminisce the marvelous journey which the institute has relentlessly pursued to fulfill its noble mission; but also provide us with an excellent opportunity to reflect on our past, dream for the future and work towards it for making it a reality.

Ever since its inception in 1963, the institution has grown by leaps and bounds and affirms to continue in its progressive mode of creating responsible individuals with knowledge, skill as well as human values. The vision of our Founder is reflected in the missionary zeal of the Management with its abiding commitment to provide quality education for all at affordable cost. It is with pride that generations of Alumni with their knowledge, values and expertise have served the mankind around the globe and continue to stand united with a tradition

and commitment for creating a better world. The journey of this noble task continues to ride high on the progressive path and deep-rooted philosophy of our legendary Founder Late Sri T.M.A.Pai and Late Sri Dr.A.S.Bhandarkar, thus preparing our learners for the world they will inhabit. Through these concerted efforts, the Institution stands lofty, firm and tall a beacon of light, a center of wisdom and a journey for righteous life.

This accreditation will be yet another milestone in its history as well as be a great morale booster in making significant strides in the field of imparting higher education of quality. To put it in a nut shell, it may be stated that even though much has been done, we do realize that much more needs to be done and we are continuously committed for the same.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :48</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>620</td> <td>593</td> <td>580</td> <td>526</td> <td>558</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>373</td> <td>365</td> <td>377</td> <td>327</td> <td>330</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>620</td> <td>593</td> <td>580</td> <td>526</td> <td>558</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>620</td> <td>592</td> <td>581</td> <td>527</td> <td>558</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	620	593	580	526	558	2021-22	2020-21	2019-20	2018-19	2017-18	373	365	377	327	330	2021-22	2020-21	2019-20	2018-19	2017-18	620	593	580	526	558	2021-22	2020-21	2019-20	2018-19	2017-18	620	592	581	527	558
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2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p><b>2.4.1.1. Number of sanctioned posts year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18																																			
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99	94	93	91	93
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
96	91	90	88	90

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification :

Answer After DVV Verification :3

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
211.85	238.21	254.29	287.98	273.86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
102.55	99.75	102.55	128.45	143.5

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
388	359	426	139	156

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
388	359	426	139	156

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
773	729	668	707	751

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
752	758	703	643	675

Remark : DVV has made changes as per the report shared by HEI

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

*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:

2021-22	2020-21	2019-20	2018-19	2017-18
32	11	20	16	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	06	02	06	04

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	23	4	4	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	20	03	04	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	8	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	31	31	31

Remark : DVV has made changes as per the report shared by HEI

7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>94</td> <td>93</td> <td>91</td> <td>93</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>91</td> <td>90</td> <td>88</td> <td>90</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	99	94	93	91	93	2021-22	2020-21	2019-20	2018-19	2017-18	96	91	90	88	90
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