



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**SHRI SHANTESHWAR VIDYAVARDHAK SANGHA SHRI
GULABACHAND RAVAJI GANDHI ARTS, SHRI
YASHAVANTARAY ANNARAY PATIL COMMERCE AND
SHRI MANIKACHAND PHULACHAND DOSHI SCIENCE
DEGREE COLLEGE INDI.**

SHRI SHANTESHWAR VIDYAVARDHAK SANGHA SHRI GULABCHAND
RAVAJI GANDHI ARTS, SHRI YASHAVANTARAY ANNARAY PATIL
COMMERE AND SHRI MANIK CHAND PULCHAND DOSHI SCIENCE DEGREE
COLLEGE SINDGI ROAD INDI-586 209, DISTRICT VIJAYAPURA , KARNATAKA
586209

www.grgyapmfdc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Indi taluk- situated on the borders of Karnataka and Maharastra states is a historical place, well known as a center of learning since the eighth century AD. This place has produced educationists, poets, and holy personages like Dr. R. V. Jahagiradar. Sri Madhurachenna. Sri Simpi Linganna, His Holiness Sri.Sanganbasava Swamiji and a host of others. Our association named is after the presiding Deity of Indi, Sri Shanteshwar, came into existence, during the early 50s , under the style, and name “Sri Shanteshwar English School Committee”. It established a high school in 1952, a junior college in 1971 and its First Grade Degree College in 1979. In the year 1979, this association got itself re-designated as “Sri Shanteshwar Vidya Vardhak Sangh”. This college saw the light of the day due to the untiring efforts of EX. M.L.A. and Former President of the association, Sri.R.R, Kallur. Many philanthropists, namely Sri.S.K.Biradar , Sri.Satanagouda Patil and his brothers and Sri. Gulabchand Ravaji Gandhi have helped the college stand till today. To commemorate the services, especially of these last two donors, the college has been named after them as “SRI GULABCHAND RAVAJI GANDHI ARTS AND SRI YASHWANTRAY ANNARAY PATIL COMMERCE COLLEGE”. The present president Dr. Deepak M. Doshi is looking after the needs of the association. The new extension to the existing building of the college owes its existence to his and other office bearer’s dynamic leadership and commitment. This college which was established with the sole objective of catering to the educational needs of the learners of this ever drought-prone region, offers Bachelor of Arts and Bachelor of Commerce programmes and is permanently affiliated with the Rani Channamma University, Belagavi since the year 1979. The college has 18 Teaching Members of staff and 10 NonTeaching Members on its Pay-roll. The college has a well-equipped independent library with about 24,000 books and it has subscribed to 35 journals and a good number of periodicals. There is a Co-operative Society taking care of the employees, since the beginning of the college. An Alumni Association is functioning since 2004. This college, during its initial years, had utilized to its best, the services of Prof. N.G. Karur, as the Principal, (Presently Administrator, B.V.V.Sangh Bagalakot) who gave direction and thrust to the future growth of the college. Following his lead, Prof.S.S.Nad, and Prof.B.B.Nadagoud, as the then principals also contributed to the academic standing of the college. Prof.S.R.Loni, our Ex-Principal, had put in his best efforts in the overall development of the college. Presently, Dr. S B Jadhav, as the head of the institution is looking after the overall development of the college. The college has been doing its level best to help the rural learners of this area realize their innate potential. But the institution has miles to go to face the challenges ahead and all of us here strive to overcome incidental limitations through hard work and dedication in pursuit of excellence. We at our level, strive to reach out in academic pursuits and in all other aspects to achieve excellence as we cherish our national dreams and vision and in this struggle for excellence- we are second to none. Such efforts helped us to achieve a ‘B’ Grade in the first second and Third cycles by the NAAC.

Vision

Empowering of Rural Students through Rural Oriented Higher Education

Mission

To offer excellent education to the poor and the backward class students of the rural areas and goal at the

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- a. Is located in the urban area in the City
- b. Quality & experienced teachers
- c. Provides financial & other benefits.
- d. Has well equipped classrooms & labs.
- e. Skill development Training, Self Employment & Placements are facilitated
- f. Basic facilities like drinking water, and toilets are available.
- g. Ample opportunities for co-curricular activities, extra-curricular activities, and extension activities.
- h. Opportunities for sports and gymnastic activities.
- i. Auditorium & smart classes with ICT facilities.
- j. Coaching Classes for various competitive Exams.

Institutional Weakness

- a. High dropout rate.
- b. Lack of Industrial and Commercial enterprises for absorption of local youth.
- c. Due to illiteracy and poverty parents do not encourage their daughters to continue their education instead they are married off.

Institutional Opportunity

- a) With Sufficient basic facilities, a college can become a great center of learning.
- b) Our institution has the potential to start new departments in post-graduation, which can be achieved by strengthening the headcount of the qualified teaching faculty.

Institutional Challenge

- a. Declining relevance of traditional pattern of education.
- b. Quality research is a challenge

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has contributed to the curriculum development by the Rani Channamma University, the affiliating University, by providing inputs based on the feedback analysis from various sources and assessing local, national and global needs. Many of the senior teachers are members of Boards of studies and Boards of Examiners of the RsnI Channamma University. Thrust on development of knowledge and skills are provided through various programmes in the college in addition to value added courses and value based education. The college has diverse range of course options catering to diverse range of learners in terms of Core options, elective The college has diverse range of course options catering to diverse range of learners in terms of Core options, elective options and add-on courses,. Based on the societal demands, the college has introduced graduate courses in Physics, Chemistry, and Mathematics and during the past four years. Add-on courses leading to certificate and diploma are also introduced in Commerce, History and English departments. Some skill development courses have also been introduced in Computer Science department Like as Karnataka Koushalya. Thus, the academic flexibility is ensured for those seeking admissions in the college. Choice Based Credit System is introduced for the present batch 2020-21 students while multi – disciplinary approach is being followed in higher semester classes. Semester system is followed as per the scheme of the Rani Channamma University.

Teaching-learning and Evaluation

The faculty of the college is a fine blend of experience and youth. Several of the faculty members have many years of teaching and research experience. There are 11 permanent members and 12 guest faculty and 07 of the permanent faculty hold the Ph. D., 1 faculty members holds M. Phil degree and 7 are with NET and SLET qualified faculty are working putting their maximum effort for the welfare of the students. Many of the faculties have research publications to their credit. In the last three years college has conducted several class seminars, workshops, programmes from out of other sources. The college conducted several sports events, university and inter college level like Cross country, Cricket, Volley ball, Kabaddi, and Athletics to promote sports activities in the college and encourage sports persons. Events.

Research, Innovations and Extension

The college has a four-member research committee of senior faculty members involved to promote the research

activity among the staff and students. The UG students under the guidance of faculty prepare project reports regularly. The institute through its research, innovation and extension activities acquires learning resources. There must be up-gradation of the library, an academic course, career counselling and placement cell activities act as an incubation center, nursing the talents of students and sharpen the acumen of faculties, guiding them towards student's careers. The faculties have published research papers in UGC journals and books, and chapters have extensively published in ISSN/ISBN journals in national, state level conference proceedings, The Institute is committed to extension activities as its record in NSS, Rovers and Rangers and Youth Red Cross show social concern, holding special camps every year and extensively organizing regular activities often in collaboration with the Department of Collegiate and Technical Education and with Ranichannamm University. The NSS unit of the college has been a vibrant hub of social work, organizing blood donation camp, tree plantation, Swachh Bharat, Aids awareness camp, Vaccine immunization awareness Jatha, rallies regarding gender issue, voting awareness camp etc. Faculty exchange programmes have enlivened the academic calendar 2019 to 2023, organizing a regular and healthy interchange of ideas between department and colleagues. A host of MOU's with neighbouring colleges, career oriented organization, libraries. Playground and hospitals are exceptional. The college has held several inter college exchange programmes; there has been a lot of academic collaboration online and offline with faculties and students.

Infrastructure and Learning Resources

The institution is well equipped with the necessary infrastructure, and it is surrounded by well-fencing big. Though the institution is currently spread out and the separate courses, that is BA. B.com. and B.Sc. different locations nearby to each other, There are total of 19 classrooms of which 03 classrooms are ICT enabled and two ICT enabled seminar hall. Each room is furnished with sufficient desks, a podium, green & white boards, tables and is well ventilated. Physics, Mathematics & Computer laboratories are well-equipped with UPS facilities. The two computer labs have 50 computers with LAN, Wi-Fi, and UPS and are protected by antivirus. The institution has its own Auditorium where the institution has been conducting different types of activities The institution uses their ICT enabled Seminar Hall which is situated in our premises. The college library which has fully automation with reference, circulation, e-content access and reading room facilities are provided. The college has a playground, hygienic toilets inside the college and outside in the campus, RO drinking water facility, a quadrangle, parking place for staff and students, ramp for specially abled and also rainwater harvesting. The campus is under CCTV surveillance

Student Support and Progression

The Institution has been student centric. The institution enables every student to understand the outcomes of the course during the admissions. The primary focus is to provide a quality and value-based education to the economically and socially backward classes, which will help them in pursuing their dream. The students are provided with various support facilities like scholarships and free ships from Government and Nongovernment. The various scholarships i.e., SC, ST and OBC scholarships are provided, the meritorious girl students will get Sanchi Honnamma scholarship and science students will be encouraged with CV Raman scholarship. The DCTE is providing the fee reimbursement to girl's students. The girl students are exempted from tuition fees. The institute provides different programmes for overall development of the students like "Sound mind in a sound body' Yoga, Health, Hygiene, ICT, Spoken English, personality development, skill development and career advancement programmes. The Institution has different committees like Anti-ragging, Women Redressal Cell, and student's grievances cell to solve issues of the students. These cells conduct various programmes relating to women's empowerment and safety. The college is ever ready to provide full support to students for

enrolling to higher studies. The placement cell is active enough to provide information regarding jobs. Majority of the students are placed in the government sector and also placed in private companies like ICICI and various non-banking finance corporations. These students are qualified from various competitive exams conducted by state and central government. The institution has formed various committees which include class representatives and students can build their leadership qualities. The institution facilitates in conducting curriculum and extracurricular;

Governance, Leadership and Management

The primary objective of the college is to transform the students into intellectually competent, emotionally balanced, morally upright and professionally skilful persons. The college is striving to fulfil its vision and mission. The principal is head of the institution. The Honourable President and Secretary will be the Authority of college development council who is very co-operative, humble, and supportive, the college adopts decentralized participatory management to achieve its goals, objectives, and this makes the governance transparent, the institute is effective in functioning of administrative set up the Joint Director, and Principal. The administration of the college runs through E-governance, EMIS, E-PAR, SAKALA, HRMS, K2 'E-SINDHU' Online transactions, UUCMS, LMS etc. The income and expenditure of the college are subjected to regular internal and External Audit by the CA. The college has an IQAC which plays a pivotal role in promoting quality, Good Governance, Leadership and Management

Institutional Values and Best Practices

To make quality the defining element of higher education, G R G College Indi encourages and adopts several Institutional values and best practices. It observes highest ethical standards in all its activities. Safety, security and well-being and friendly working atmosphere are the issues of prime concern to the college. The Institutional values and best practices are established through various committees and cells of the college. Gender sensitivity is an inherent value in the cultural ethos of the institute. The college has a strong ethical work culture that is based on inclusivity. Equal opportunities are provided to all the individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth, or other status. The College has initiated several measures for alternate sources of energy and energy conservation. A rooftop solar power plant with capacity of 5kW has been installed in the college. The energy output of the solar plant is utilized for the power requirements for the college and the excess power produced by the solar plant is supplied to the power grid of HESCOM. The College has deep concern to protect environment, health, and well-being through implementation of effective waste management practices such as segregation, recycling, and composting. Awakening to control 'throw-away' lifestyle and grow consciousness of generating less waste among students, staff and faculty members has also been adopted. As water is precious, the college has deep concern to conserve it. The college has developed several facilities to conserve water viz: rainwater harvesting, bore well/open well recharging, efficient use of water bodies and distribution system, Wastewater recycling, construction of sumps and tanks etc. The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social, and economic needs of mankind. A well-defined policy has incorporated into the institutional planning and budgeting processes with the aim of developing a clean and green campus. In its pursuit for improving environmental quality and to maintain a pristine environment for the future generation of students, college has made a self-inquiry on environmental quality of the campus with by conducting Quality audits on environment and energy regularly. The College provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built

environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. The College organizes several programs to provide an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Also, programs are conducted to sensitize students and employees to the Constitutional Obligations: Values, Rights, Duties and Responsibilities of Citizens. The college has a prescribed code of conduct for students, teachers, administrators, and other staff and conducts periodic

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHANTESHWAR VIDYAVARDHAK SANGHA SHRI GULABACHAND RAVAJI GANDHI ARTS, SHRI YASHAVANTARAY ANNARAY PATIL COMMERCE AND SHRI MANIKACHAND PHULACHAND DOSHI SCIENCE DEGREE COLLEGE INDI.
Address	SHRI SHANTESHWAR VIDYAVARDHAK SANGHA SHRI GULABACHAND RAVAJI GANDHI ARTS, SHRI YASHAVANTARAY ANNARAY PATIL COMMERCE AND SHRI MANIKACHAND PHULACHAND DOSHI SCIENCE DEGREE COLLEGE SINDGI ROAD INDI-586 209, DISTRICT VIJAYAPURA , KARNATAKA
City	INDI
State	Karnataka
Pin	586209
Website	www.grgyapmfdc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. S B Jadhav	08359-225118	9663502279	08359-225118	pplgrgindi@gmail.com
IQAC / CIQA coordinator	Dr. Jayaprasad D	08359-8359225118	9743250227	08359-8359225118	jayaprasad16101986@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	Rani Channamma University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	06-02-1987	View Document		
12B of UGC	04-09-1991	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SHRI SHANTESHWAR VIDYAVARDHAK SANGHA SHRI GULABCHAND RAVAJI GANDHI ARTS, SHRI YASHAVANTARAY ANNARAY PATIL COMMERE AND SHRI MANIK CHAND PULCHAND DOSHI SCIENCE DEGREE COLLEGE SINDGI ROAD INDI-586 209, DISTRICT VIJAYAPURA , KARNATAKA	Urban	12	2844

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba,POLITICAL SCIENCE ECONOMICS HISTORY SOCIOLOGY ENGLISH KANNADA HINDI	48	PUC	English,Kannada	430	197
UG	BCom,Bcom, AS PER UNIVERSITY COMPULSORY SUBJECTS	48	PUC	English,Kannada	120	64
UG	BSc,Bsc,PHYSICS CHEMISTRY MATHEMATICS BOTANY ZOOLOGY COMPUTER SCIENCE	48	PUC	English,Kannada	120	64

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				21			
Recruited	0	0	0	0	0	0	0	0	11	0	0	11
Yet to Recruit	0				0				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	10	0	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	0	0	0	0
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	0	0	0	0
Yet to Recruit				11

Technical Staff

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

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			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	7	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Type your text

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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	7	0	12
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	Others	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	424	3	0	0	427
	Female	298	3	0	0	301
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	121	129	119	111
	Female	56	51	51	57
	Others	0	0	0	0
ST	Male	5	4	4	11
	Female	2	1	0	3
	Others	0	0	0	0
OBC	Male	461	468	399	294
	Female	184	187	184	232
	Others	0	0	0	0
General	Male	9	7	6	11
	Female	7	6	6	9
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		845	853	769	728

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the present education system, the multidisciplinary/interdisciplinary approach is the essence of NEP. Students have the flexibility to choose from an array of science and humanities
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	<p>courses thus giving them an opportunity to go beyond their discipline and opt for a course of their interest. This flexibility ensures the all-round development of the student and helps them gain knowledge about multiple areas that may be related to the main area of study. Apart from job opportunities in their discipline-specific core area of study, the students can also, think of a career in the multidisciplinary area of study. The approach gives them an opportunity to understand how various disciplines are interrelated and how the same concept can be viewed in different dimensions. During the first semester, students are introduced to digital fluency which helps them to learn Operating Systems, Computer Networks, and Database Management Systems. Yoga, Health, and Wellness which is a part of the first semester improves concentration and meditation power and helps in understanding the importance of yoga in leading a healthy lifestyle and seeking relief from stress through exercises. Environmental Studies and Sports in the second semester help them to understand the impact of the environment on our lives, and participation in sports inculcates discipline and Develops a spirit of sportsmanship. The course on artificial intelligence in the third semester gives an insight into the way in which computers perform the tasks that normally require human intelligence and how this is used in commerce such as in the field of marketing to attract customers on the basis of their browsing habits, thus indicating the interrelationship between disciplines. The fourth-semester course on the Constitution of India educates the students about the rights, duties, and responsibilities of citizens.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As NEP which the institute has introduced at the undergraduate level is based on a Choice Credit System (CBCS), the accumulated credits of a student are digitally stored in the Digi Locker of the National Academic Depository which is an initiative of the Ministry of Electronics and Information Technology (MeitY) and Ministry of Education (MoE). When NEP is fully implemented, the credits earned by a student will be transferable across numerous recognized higher education institutions within the state/country, allowing degrees to be awarded from any of the HEIs based on the credits earned.</p>
<p>3. Skill development:</p>	<p>In today's practical business world, the demand for a skilled workforce which will create a competitive</p>

	<p>advantage for the organizations they belong to, has multiplied over time. The responsibility of creating this rests with educational institutions which creates both opportunities and challenges for the institution. The institution has organized programmes, and certificate courses which have developed various skills like Communication Skills, Accounting Skills, Managerial Skills, Computer Literacy Skills, etc., required for developing emotional and social quotient which is the need of the day as today's work culture is pluralistic in nature. Emphasis on skill development along with regular course ensures bridging the gap between educational input and industry requirement. The curriculum of NEP introduces the students to Digital fluency, yoga, health and wellness courses in the first semester which will make the students literate in operating systems, computer networks, database management systems, laboratory activities, and learn about stress management through yoga and exercises. In the second semester, third, fourth, fifth, and sixth semesters value based skill enhancement courses such as sports, NSS, Rangers and Rovers (Scouts and Guides), and cultural will be offered to students. During the third semester, an artificial intelligence course is introduced to the students. In the fourth semester, the Constitution of India and in the fifth semester, value-based skill enhancement courses i.e., project work are introduced. Skill-based courses including soft skill courses open up a whole world of opportunities to the students enabling them to master the practical aspects along with theoretical knowledge and gain a competitive edge in the job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In the present education system, the NEP document states that learning must be situated in the Indian context to ensure that students face no alienation from their context, country, and culture. Cultural Awareness is one of the skill enhancement courses offered under NEP. "Constitution of India" is a mandatory ability enhancement course. The students also have to learn at least one of the Indian languages in the first four semesters of their undergraduate programme. Additionally, to promote Indian culture and ethos, various cultural and literary programs are also organized.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>All the programs offered by(B A B.Com and B.Sc)</p>

	<p>the Institution are Outcome-Based Education (OBE), which is designed keeping in mind the regional and global requirements. The college has implemented outcome-based education designed by the Rani channamma University with clearly stated Programme Outcomes, Programme Specific Outcomes, and Course outcomes. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.</p>
<p>6. Distance education/online education:</p>	<p>The institution imparts education via face-to-face and Regular mode usually. During COVID-19, it successfully delivered all content and conducted internal examinations virtually. (ZOOM. GOOGLE MEET and WEBEX) Currently, a number of add-on courses, seminars, and conferences are delivered in virtual mode and offline modes.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.</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>Yes, students' co-ordinator and coordinating faculty members are appointed by the College and the ELCs are functional. And yes, ELCs are representative in Character.</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>Our Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter's awareness program, legal awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day on 26th November has been conducted every year and a pledge is taken by all students and staff members. The college has an Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. The Institute conducts a special speech on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the</p>

	<p>ELC. The success of democracy depends upon strong legislation by electing the right person for the right place to give importance to constitutional values protecting the social justice of the citizens in this connection SVEEP (Systematic Voters' Education and Electoral Participation) program was organized in our Institute to create awareness about the value of vote among the students.</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>ELC Activity. Constitution Day- 26/11/2022 3. Constitution Day-26/11/2021 4. Constitution Day-26/11/2020. Constitution Day-26/11/2019 7. Voters Awareness Program Voter ID Registration Camp-24/09/2019 8. Youth Day Celebration-13/04/2019 9. Constitution Day-26/11/2018 10. Voter Rights -03/11/2018 11. Constitution Day-26/11/2017.</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 following activities have been conducted in the last five years to motivate students above 18 years 1. Voter Awareness Program-01/12/2022 2. Voters Awareness Program 3. Voter ID Registration Camp-24/09/2019 4. Voter Rights -03/11/2018 More such activities and actions will be taken by ELCs as well as Colleges to institutionalize mechanisms to register eligible students as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
728	769	853	845	617

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 37

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	20	18	20	20

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.04	13.6	13.13	22.73	18.37

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Board of Studies (BOS) of Rani Channamma University will frame the syllabus for UG courses keeping in mind the needs of the stakeholders emphasizing skills required in the competitive environment. The curriculum is suitably delivered at the institutional level to augment the knowledge base of the students to make them more employable. The College has outlined the plan of action in tune with the calendar of events of the parent University. It provides a planned framework for the effective application of academic programs. Apart from this, every department prepares the academic plan by way of a timetable and allocates work among the faculty. The timetable is displayed in classrooms, on notice boards, and uploaded to the concerned College website. The college has 04 ICT-enabled classrooms and the faculty teaches using PPT and audio-visual aids. A special facility has been provided for the students to download e-resources through N-List. The college has effectively implemented the Choice Based Credit System (CBCS) at all levels of UG since 2021. Special Guest Lectures by eminent personalities from industry, science, social, and academic institutions are organized at periodic intervals. Students are also provided with a smart class facility. Knowledge exchange programs are also arranged for students to refresh their understanding and knowledge. Apart from this training for competitive exams and bridge courses are also offered. Non-core subjects such as Environmental Studies, Indian Constitution; PDCS, and Computer Applications, are taught effectively to create awareness about the fundamental aspects like rights and duties of citizens, environmental issues, social responsibility, ethical management, etc. Academic trips and industrial and field visits are aimed to make the learning process more practical, attractive, and informative. In the continuous monitoring and evaluation process of the CBCS curriculum, monthly written tests, content-based assignments, projects, workshops, seminars, viva-voce, English, Business quiz, real-time lab experiments, data handling and practical sessions are being conducted for the Graduate

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 6

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 0.13

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The holistic development of undergraduate students is the prime motive of the institution. The Institution adopts the curriculum designed by Rani Channamm University. The institution takes a series of initiatives to augment the knowledge base of the students through foundation courses, bridge courses, study tours, live lab experiments, life skill training, coaching for competitive exams, street play and theatre workshops, environment awareness seminars/lectures, daily prayer, NSS camps, the commemoration of days of National and International importance, blood donation camps, screening of films and documentaries etc. In the current CBCS curriculum, several issues have been addressed and imbibed among the stakeholders. In Arts, Science, Commerce, and, the most relevant issues, and concerns such as Indian Constitution and Human Rights, Human Values and Professional Ethics, Sustainable Development, Life Skills, Gender Sensitization, Environment Protection and Forestation, Banking and Finance, Entrepreneurship and Innovation, Culture, Diversity and Society, Personality Development, Computer Applications and Women Empowerment are being practiced. The Science Club, English Literary Club, Language Club, Commerce Forum, and Eco Club organize workshops and special lectures, Jathas (Swachata Bharath) to inculcate social responsibility, environmental awareness, and human rights education to create awareness regarding the value and importance of historical monuments. Knowledge of First Aid, the importance of hygiene, the need to plant medicinal saplings, awareness of disaster management, the impact and implications of climate change, career guidance and employability skills, Women Empowerment like Self-defence, community engagement methods are imparted to make students better aware of them and employ practically.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 6.59

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

Response: 48

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 49.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
325	244	257	394	334

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
670	640	640	600	600

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: 53.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
196	197	175	195	200

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 42.82

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:

For enhancing learning experiences the faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method smart board, etc. Teaching and learning activities are made effective by these practices. Many teachers use the conventional blackboard presentation methods, especially in mathematics, commerce, and economics, where they teach mathematics and statistics as numerical solving. Also, some teachers use PowerPoint presentations and computer-based materials. For, they use the lectures of YouTube to make learning interesting besides the conventional oral presenting methods. Some Student centric methods are given below: Project methods: The project work stimulates students’ interest in the subject and provides the student an opportunity for freedom of thought and free exchange of different views. As per the requirement of syllabi, the project work is done. For example, the Projects are done in UG classes like B.Com VI Sem Students. Interactive methods The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quizzes, news analysis, educational games, discussion and questions budget discussion and answers on current affairs, etc. Classroom discussion on various topics is done under features. In particular, NSS, the Political science department, and the sociology department organize interactive methods many times a year. ICT-Enabled Teaching: ICT-enabled teaching includes Wi-Fi-enabled classrooms with LCD, Smart Classrooms, etc. The institution adopts modern pedagogy to enhance the teaching-learning process. The institution has the essential equipment to support the faculty members and students. Experiential learning: Experimental/Laboratory method is used in science subjects physics and Chemistry to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. Especially, The Department of Chemistry, and Physics, especially uses this method. Students take an interest and learn things via experiential learning. Student Seminars: The Student seminars are organized where the papers is presented by students on contemporary topics to enrich their learning experience.

Annual Special Camp:

The NSS organizes an annual special camp for NSS students. Only 100 students can participate in this program, where they learn about the importance of cleanliness. The camp is organized in a nearby village (Rajendra Nagar) which can be adopted by the college and holds several programs day and night.

Group Learning Method: The Group Learning method is now being adopted through WhatsApp groups. Google Meet and ZOOM Meet and Telegrams APP Students share their notes and study material through this method. Whatsapp groups are created by mentors or subject teachers. They share the information with each other.

Blackboard presentation: In this method, each student is given a certain question. The student has to solve this problem on the blackboard. Usually in problematic subjects like Commerce, Economics and Mathematics departments follow this type of learning.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	17	20	20

File Description

Document

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

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	12	12

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The internal evaluation system for various courses is being done under the guidelines prescribed by Rani Channamma University Belagavi. Apart from the semester examinations, the college also adopts certain internal evaluation procedures like seminars, class tests, home assignments, etc. It is ensured that the semester examinations (as envisaged by the university), are carried on smoothly and in a hassle-free manner. A designated committee is appointed by the Principal, who is responsible for preparing a subject-wise examination routine for the various academic departments. The departments normally hold the examinations as per this prescribed routine, but sometimes make slight adjustments under needless circumstances and as per the convenience of the students. The faculty members of the individual departments after completing the tasks of question paper setting send the hard and soft copies to the designated committee which takes the task of finalizing it in the printed form, after which the question papers are supplied back to the departments in the required quantities. The committee also undertakes the responsibility of sending blank answer script booklets in the required quantities to the individual departments well ahead of the examination schedule. The invigilation duties on the examination dates are given by the faculty members from the respective departments. The answer scripts are evaluated at the departmental level and the marks are retained till the term examinations, when it has to be sent to the university. The internal assessment is revised according to the NEP for I and II semesters and in the case of III and IV semester Choice Based Credit System (CBCS) pattern and in the case of V to VI semesters as per non-CBCS, as per the norms of the Rani Channamma University Belagavi. The Continuous Internal Evaluation components consist of Tests, Assignments, seminars, and marks for attendance. For transparency and robustness for internal assessment, the following mechanisms are conducted Internal Examination Committee. · Question Paper Setting. · Conduct of Examination Result display · Interaction with students regarding their internal assessment · IA marks are brought to the notice of the students. · Two internal assessment tests are conducted during each semester as per university norms. · After the announcement of the semester examination results a student-teacher interaction is done to take corrective

measures to improve the results. The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending the classes has also increased. It has created interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews. In this way mechanism of internal assessment is transparent and healthy.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

Teachers and students are aware of the stated Programme and course outcomes of the programs offered by the Institution. is affiliated with Rani Channamma University Belgavi. We offer Undergraduate courses under the Faculty of Arts, Commerce, and Science

Teachers and students are aware of the stated Programme and course outcomes of the programs offered by the Institution through the following process.

1. Hard Copy and Soft copies of syllabi and Learning Outcomes are available in the departments for ready reference to the teachers and students.
2. Soft Copies of the Curriculum and Learning Outcomes of the Programme and Courses are shared with faculties and students through Whatsapp groups and the same are also uploaded on the website of the college for reference.
3. The importance of the learning outcomes has been communicated to the teachers in the department meetings in the beginning of the semesters.
4. The students are also made aware of the same through the induction program of the department.
5. At the beginning of a course along with the syllabus, students are made aware of the outcome of the course by the respective course teachers.

Programme Outcomes (PO) were formulated reflecting the Vision, Mission, and Strategies of the College and the UGC guidelines on Graduate Attributes. While formulating POs, the College considered

academic excellence, research potency, scope of extension activities, human values, livelihood generation, and recent trends in the job markets. The suggestions of the alumni and other stakeholders were also taken into account. The entire curriculum was restructured and the assessment pattern was modified in consultation with experts. Subsequently, the College took care of the attainment to measure the POs, PSOs, and COs and implemented the mechanism as follows:-

The institute followed the Academic Calendar of our affiliated university. All the subject teachers maintained an Academic Diary in every academic year. 1. All the subject teachers prepared Semester-Wise Evaluation Reports. 2. The internal examination committee analyzed evaluation reports of results. 3. The institute considered Feedback from the Stakeholders for the attainment of PO, PSO, and 4. The placement committee took the review of the Students' Progression to Higher Studies and their Placement. Attainments of COs are calculated by using university examination results. Attainment levels are finalized at the college level and conveyed to IQAC through the Internal Examination Committee. The results are evaluated using result analysis by classifying the results into Distinction, First Class, Second Class, and Pass class and Fail. The students are then classified into advanced and slow learners. The same students will be provided with activities for slow and advanced learners by the respective mentor.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Our institution is affiliated to Rani Channamma University, Belgavi. We offer Undergraduate courses in the Faculty of Arts, Commerce and Science. For these programs and courses, the institute followed the curriculum designed by our affiliated university. The Programme outcomes, Programme outcomes, and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. After measuring the attainment of POs, PSOs, and COs, it has been observed that the strength of the students as well as the passing percentage of the students is increasing progressively. Besides, students' progression to higher studies that is from Undergraduate to Post Graduate seems to be increasing consistently and rapidly in the last five years. In a similar way, the ratio of students' placement is also increasing. We took utmost care of measuring the level of attainment of POs, PSOs, and COs and followed formal as well as informal mechanisms for the measurement of attainment of the outcomes. Even we took feedback from all the stakeholders in this respect and tried to take the necessary steps accordingly. Subsequently, the College took care of the attainment to measure the POs, PSOs, and COs and implemented the mechanism as follows:- The institute followed the Academic Calendar of our affiliated university. All the subject

teachers maintained an Academic Diary in every academic year. 1. All the subject teachers prepared Semester-Wise Evaluation Reports. 2. The internal examination committee analyzed evaluation reports of results. 3. The institute considered Feedback from the Stakeholders for the attainment of PO, PSO, and 4. The placement committee took the reviews of the Students' Progression to Higher Studies and their Placement. Attainments of COs are calculated by using university examination results. Attainment levels are finalized at the college level and conveyed to IQAC through the Internal Examination Committee. The results are evaluated using result analysis by classifying the results into Distinction, First Class, Second Class, and Pass class and Fail. The students are then classified into advanced and slow learners. The same students will be provided with activities for slow and advanced learners by the respective mentor.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 64.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	218	237	121	118

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	326	273	153	128

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 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)

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Response:

Our Institution has taken a keen interest in connecting with society through transferring knowledge. The college started sharing knowledge with the community by organizing many camps and awareness programs. The college is situated amongst the farming community. It is surrounded by fields and agrarian lands and Agriculture is the main occupation of the people of this land. Keeping this idea in Mind College is organizing such Programs that can help the community to adopt more self-employment Programs the institution likes to mention a few such Programs. The Placement Cell of our college organized Karnataka Koushalya for the students, This course was free and A separate stall was put up on the campus the stalls of different varieties built by the students, and business was done by the students. The competition has been organized to motivate our students towards self-employment. Science Forum: The students at our college have conducted a program on waste management to promote students towards

creativity so that they can be innovative in their lives. These are a few examples by which college is to uplift the community by sharing knowledge and being independent by organizing many innovative Programs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	2	3	0

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: 1.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	20	9	3

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

3.3.2

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	5	0

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

3.4 Extension Activities

3.4.1

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

Response:

Response:

The college is situated in a town surrounded by villages and fields. Therefore 90% of students are from rural areas and agrarian families. The institution is known for its community and extension activities. It has reached to some villages through NSS camps, field visits, and surveys. NSS, Rovers, and Rangers help to create awareness among the villages about health, hygiene, sanitation, literacy conservation of the environment, Swatch Bharat Mission Raising Funds for flood victims, Enrolment for Voters, Voting Awareness Campaign. Such camps have helped to create awareness about various schemes and projects of the Government Officials of various departments including Police, Judiciary, Revenue, Panchayat Raj, Health (AIDS awareness) are invited to these camps and provide an opportunity for the villagers and students to interact with them.

The college is engaged in various extension activities during these five years given below.

1. The survey of toilet cleaning awareness in the village of Salotgi

NGO's and Social groups. Thus, the students are made to work with the community on different occasions and are enabled to understand various problems of the society.

9. The NSS, Red Cross, Rangers and Rovers units of our college have joined hand with the Health Department and have organized Blood Donation, Blood Group Testing and Health check-up camps in villages and in the colleges.

10. A list of Blood Donors is maintained in the college and our students and Teachers donate blood as and when it is needed. Health Awareness Programs are also organized with the help of the Health

Department.

11. Our students and staff participated in the Electoral Literacy Program, Voting Awareness

Programme which resulted in the high voter turnout in Indi Taluk in the 2019 and 2020 elections and our college Principal has been made an ambassador of the Taluk for voting awareness.

Thus, the teachers and students of our college have been participating in various extension activities which certainly sensitize them to social issues and enable them to gain more knowledge and experience. Such Participation would help a long way in calculating human values and the sense of responsibility in them.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Blood donation camp information

Blood Donation camp are being organized regularly especially in rural areas and educational institutions to create awareness among children and masses in rural areas and to promote voluntary blood donation. Donors, motivators and camp organizers from villages have been properly trained for the purpose. They are invited to attend orientation programs, motivational programs and training programs organized by our college in Despande Tanda in Indi taluaka.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	1	5	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
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	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 3

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

Criterion 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:

Response:

Our institution is well-equipped with the necessary infrastructure. Though the institution is currently spread out and housed in three different blocks on the college campus, it provides for the entire academic, cultural, and sports requirements for the students. The infrastructure has been developed using funds from the Students Development Funds, CDC and the institution takes utmost care in the maintenance of infrastructure in the optimum condition that is readily available to the students around the year.

Administrative Block

The administrative block is situated at in entrance Block. In this block there are 15 classrooms, a principal's chamber 1 staff room, 1 Seminar Hall, 1 NSS room, an IQAC room, a Computer laboratory, a language lab, Physics lab, chemistry lab. Botany & zoology lab , Mathematics Lab, an office room, a library, a parking space, restrooms for Ladies students, LAN and Wi-Fi facilities and is under complete CCTV surveillance with 34 cameras, two ramps for disabled students and three toilets specially built for them. A canteen facility is also available in the campus and also outside the campus of the college neighborhood near Sindgi Road.

Facilities

There are 15 classrooms of which 04 are ICT-enabled and one ICT-enabled seminar halls. Each room is furnished with sufficient desks, a podium, green & whiteboards, and tables and are well ventilated. Physics, Chemistry, Mathematics , Botany & zoology, IQAC, Library, office, staffroom, language lab and computer laboratories are well-equipped with UPS facilities. The two-computer lab. in our institution has total 103 computers with LAN, Wi-Fi, and UPS and are protected by antivirus.

1. Indoor and outdoor sports equipment are available
2. The institution has an MOU with First Grade College Zalaki
3. The college library with reference, circulation, e-content access and ,reading room facilities is also provided.
4. The campus has RO drinking water facility, First Aid, Fire Extinguisher facility and ,,Ramp for

divyngan in the building.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 28.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.20	8.25	0.0	5.57	0.0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Response:

The library and information centre is the heart of any educational institution. The library plays an important role in enhancing the quality of the learning and teaching environment by providing the required resources in the college. The library provides an open-access facility which helps users to access resources easily. The library resources are arranged subject-wise, and it helps users to locate documents easily. All the students and faculty members of the institution are entitled to make use of the library facilities by taking library membership. There are 23,280 books of which 64 are SC/ST books and are general category books 500 and 450 are donated books to students the institution has an MOU with Zalaki Library, which helps competitive exams and extra flourished knowledge.

Library Automation

The library is automated using NGL 3.1.2 core engine version (New Generation Library) software as Library Management Software Database. The library is fully computerized with a barcode system and OPAC (online public access catalogue) facility. The issue and return of books have been activated with the NGL software for library management. The software is available as annual maintenance charge based by the verus solutions pvt ltd hyderabad . The institution library website link provided the different library websites (Ex-National digital library of India at Kharagpur).

Library automation can play a vital role in efficient library management such as:

- 1.Improvement of control over collection
- 2.Effective control over the entire operation
- 3.Improvement of the existing service as well as introduction of new services
- 4.Avoiding duplication of work
- 5.Giving a huge collection of sources on a different part.

Modules of Library Automation:

Books Acquisition, Cataloguing, Circulation, Serials, Micro Documents, Budgets, Search Reports.

Electronic Resource Management:

The library has subscribed to the NLIST-INFLIBNET (National Library and Information Service. Infrastructure for Scholarly Content-Information and Library Network) database. INFLIBNET has 6,000+ e-journals and 1,34,600+ e-books.

Library Service Chart

- 1.Reference Service
- 2.Circulation Service
- 3.Internet Access through Wi-Fi
- 4.E-resources Access: NLIST-INFLIBNET
- 5.User Orientation Programme
- 6.Career Information Services

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT infrastructure is given due to mimportance and need-based upgradation is a continuous process followed to ensure good ICT working ambience. supersonic is the internet provider. Initially, a plan of up to 100MBPS speed was installed. Later under the upgradation process, two numbers of supersonic broadband plan of 100MBPS with fiber optic network (FTTH) is installed up to 1000 GB high speed data. Office, library, computer lab, classrooms IQAC room, and staff room relate to a local area network (LAN) and Wi-Fi router. We have computers, printers for office use, principal, and staff members. The computer lab has 100 computers and is well-furnished with computer tables, chairs, and a UPS facility. Firewall, antivirus, updating hardware, and software are done regularly. Windows 7, Windows 10, and student learning software are installed. For an uninterrupted power supply, we have a power backup of 2 UPS 5KVA and 5 UPS of 3KV. Out of 15 classrooms 04 are ICT-enabled classrooms with Wi-Fi, projectors, and whiteboards. Two ICT-enabled seminar hall has Wi-Fi, a projector, and a whiteboard. The IT committee is headed by a senior staff member who oversees the supervision and maintenance of IT facilities. 34 CCTV cameras have been installed for safety and surveillance. A face matrix system is in place for recording the attendance of teaching and nonteaching

Staff. The college is continuously working towards converting all classrooms into ICT classrooms with the objective of enhancing the teaching-learning experience. With the help of portable projects and other ICT facilities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 18.2

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

Response: 40

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 15.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.84	2.23	1.76	1.55	2.68

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 59.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
586	756	485	265	170

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
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)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 27.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
225	205	165	204	244

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 14.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	32	21	13	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	218	175	121	118

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

5.2.2

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

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	6	2	8

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	01	00

File Description

Document

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 17.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	26	0	13

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni registered under the number 226/2003-04 of Sri GR Gandhi Arts Sri YA Patil Commerce and MP Doshi Science, Degree College Indi has been functioning for many years. The college has illustrious alumni who are spread over different parts of the globe and is playing a big role in keeping them all connected. The college is working to realize the vision “To promote a quality education to the socially, economically backward and Rural students and prepare them to face the challenges of 21st century”. Alumni are the soul of the institute. The college started with BA, B Com And B.Sc course now has been diversified and grown immensely running three UG courses The college convenes its annual meet every year. The meeting is in order to reconnect with the alumni and celebrate their success and various achievements. The send-off of all outgoing batches, UG final students organize the send-off by junior students. Over the years a good number of alumni have contributed to the procurement of furniture and other materials, majority of them become sponsors while organizing national conferences and other activities. The Society recognizes their achievement and accomplishments. They have taken a good position in all enterprises. Some of them are professors, lecturers, and tutors, and some have become police Inspectors and one student has become a district officer in the Department of minority welfare. The majority of them are lawyers in high court as well as civil courts. Some have qualified IBPS, chartered accountants, working in banks. Some have become Gram Panchayath members and some of them are business tycoons. The college feels pride for their awesome capabilities, A few of the students have secured ranks in RCUB Belgavi Majority of the students have taken placement in Infosys and ICICI Bank, Reliance, Oracle, Hinduja Global Solutions, Hindustan Care Ltd, and postal and police services and in military as well, an alumni WhatsApp group plays a massive role in connecting with them. Their suggestions, recommendations, and feedback help us with quality maintenance in the institute. They are part and parcel of our development. It helps to provide quality, competitive acumen to the living generations. an alumni WhatsApp group plays a massive role in connecting with them. Their suggestions, recommendations, and feedback help us with quality maintenance in the institute. They are part and parcel of our development. It helps to provide quality, competitive acumen to the living generations. an alumni WhatsApp group plays a massive role in connecting with them. Their suggestions, recommendations, and feedback help us with quality maintenance in the institute. They are part and parcel of our development. It helps to provide quality, competitive acumen to the living generations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college envisions itself as a part of the Vision, Mission, and objectives to become a model educational society. A decentralized and participatory management approach followed in managing the institution. Decentralized and participatory management aims to implement innovativeness in managing academic and administrative matters. The Institutions always believe in the practices of decentralization and participatory management. The practice of decentralization has its own significance in management. It reflects policy decision-making, planning and administration, and office management. Management and Administration are responsible for quality initiatives to promote education to all sections the same is achieved through delegating certain powers from management to the principal, in turn to heads of the departments and other ranks. So, Decentralization of management encourages management and visionary principals provide effective leadership. The Institution enhances the quality at various levels of Management, Governing Council, Principal, IQAC Committee, Various Committees, Academic Staff Welfare, Administrative, and Non-teaching Staff, NSS, YRC all the stakeholders involved in the decentralization and participatory management all working together. for the efficient functioning of the Institutions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute's quality policy is well conveyed from its vision and mission statements. Strategic and action plans are designed in such a manner that this quality policy is driven and deployed during every

process. The Institution has a perspective plan devised by the Principal in coordination with IQAC and other stakeholders. The plan is drafted with the vision and mission of the college and the recommendations mentioned in the report of the peer team for the third NAAC reaccreditation cycle. The goals are included in the strategic plan which mainly focuses on academic excellence, quality of research work, infrastructure development, self-learning, etc. The plan for 2017 to 2022 has been prepared to aim at making the students competent global citizens. It's a reflection of continuous improvement in the academics and support facilities for students. It also focuses on the augmentation of infrastructural facilities for facing emerging challenges.

The perspective plan includes the following:

1. To initiate undergraduate, and postgraduate degree programs and interdisciplinary courses.
2. To start bridge, certificate, value-added and skill-based courses.
3. To impart quality education by upgrading ICT tools and IT infrastructure.
4. To strengthen a continuous internal evaluation system.
5. To promote research culture among faculty members and students through research projects, research publications, and participation in seminars, workshops, and conferences.
6. To organize national, and international seminars, conferences, and workshops on emerging themes.
7. To develop collaborations with industries and research workshops through linkages, MOUs for idea exchange, counselling, student on-the-job training and placement activities, etc.
8. To renovate and develop new departmental buildings equipped with sophisticated instruments and furniture.
9. To upgrade sports facilities and other student support facilities.
10. To develop an eco-friendly and secure campus.
11. To strengthen the college's alumni association by involving them in activities like campus development and social and cultural activities.
12. To work for obtaining academic autonomy.

The institutional perspective plan is effectively deployed in the following way:

13. All the stakeholders are made aware of the perspective plan through continuous interaction.
14. All the stakeholders are motivated to actively participate in the implementation of the perspective plan.
15. Various committees are formed for better coordination and execution of the plan.

16. Case study: Imparting quality education by upgrading IT infrastructure and ICT tools. Internet facility is made available on the college campus by deploying high speed 32.6 Mbps for download and 64.8 Mbps for uploading. Campus LAN network via structured optic fiber and CAT6 cabling in the entire campus for anywhere data access. The entire campus is made Wi-Fi enabled. A well-equipped computer lab with 69 computers is made available to the students, and the student-to-computer ratio is 1:11. A portable LCD projector, printer, and scanner facility is provided to all the departments. ICT tools like 'Google Classroom' are extensively used for effective teaching and learning. Students are encouraged to avail of additional resources like educational blogs, PPT bank, and online digital repositories including e-PG Pathshala,
17. Chief Minister's Kaushalya Karnataka Yojana (CMKKY), the center was implemented to impart employable computer skills.
18. Karnataka State Open University(KSOU) Mysuru, Learners Support Centers was introduced to support higher education
19. Management constructed a new building and upgraded it with ICT facilities as per students' academic requirements.
20. Certificate Course/Value added course, skill enhancement activities are started.
21. MOUs and collaborations, conferences, and workshops are arranged.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has effective welfare measures for teaching and non-teaching staff. The Institution recognizes all its employees as the most valuable resource and provides a caring and supportive working environment to all staff which enables them to develop and optimize their full potential. However, members of staff are expected to contribute and participate effectively in achieving the college's Vision and Mission. Credit Society, Canteen, and moral support during times of crisis. Measures are taken to make sure that the teaching and non-teaching staff are taken good care of by the management. Apart from the financial and non-financial benefits, care is also taken to see that every employee is connected to the institution in an empathetic manner. To achieve the objectives, the teaching and non-teaching staff receive welfare measures.

As a result of this welfare scheme, two permanent faculty members are pursuing Ph.D., and they are provided special concessions in due duty. Again all faculty members are encouraged to explore themselves in the field of education, research, authoring books, etc.

Employee welfare schemes for the Teaching and Non-Teaching Staff.

- Sponsored training is provided to the teaching faculty.
- The institution sanctions OD's in the academic trip or visit.
- Sponsored training such as tally, and basics of computer is provided to the Non-Teaching staff.
- Research facilities are available in the institution for the faculty to pursue their doctoral research

(Ph.D.).

- Fee Concession is provided for the children of the staff studying in the various institutions of the society.

Other Welfare schemes provided for Teaching and Non-Teaching Staff:

- Provision is made for the appointment on compensatory grounds in the institution.
- 5% of seats are reserved in various courses for the children of the staff.
- Staff are allowed to use the ICT facilities of the college for their research work.
- Wi-Fi campus for Teaching, Non-Teaching Staff, and Students.
- Desktop/Laptop facility is provided to teachers based on their role and position.
- Centralized reprography facility (Xerox) for Teaching and non-teaching staff.
- Gymnasium, Sports, and Yoga facilities are available for the teaching, and non-teaching staff.
- Centralized canteen facility for Teaching and Non-Teaching staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 11.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	6	1	1

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

6.3.3

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

Response: 10.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	5	3	1	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	4	6	6

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has a transparent and systematic financial management system for recording financial transactions. The accountant regularly updates the entries and the Principal verifies the ledgers and reports frequently. The fees collected from students are deposited in the bank on the last day of the collection process. The Institution conducts external financial audits regularly, In the process of any audit queries found the auditor notifies the objections to the officer in charge and the principal. If a satisfactory answer is given by the office, the auditor drops the objections otherwise auditor will give suitable suggestions on violating the accounting rules. The college has a three-tier financial audit system. Internal Audit Hon. Secretary, and principal of the college act as internal auditors to oversee and supervise internal audits. It is conducted twice a year by the audit department of the parent institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC is one of our college's major policy-making and implementing units. It strives hard to upgrade the college's academic planning, execution, monitoring, evaluation, and infrastructure and all support facilities to meet the standards of higher education and the growing needs of students. It assesses and suggests the parameters of quality education. It is responsible for fixing quality parameters for various academic and administrative activities.

Strategies of IQAC:

1. To equip the students of the college with the knowledge and skills in the latest requirements of the job market.
2. To give satisfactory counselling and guidance to students through the college placement cell.
3. To focus on boosting the placement of the final year students through effective campus recruitment drives.
4. To conduct a Faculty development program for academic and administrative knowledge.
5. Improvement of communication skills of the students through seminars.
6. Periodically conduct Internal Quality Audits to validate the effectiveness of actions taken in adhering to the quality.
7. Documentation of various programs, & academic activities for effectiveness in quality improvement.
8. Organize more guest lectures by eminent resource persons/subject experts.
9. To continue the scheme of remedial coaching classes for slow learners.
10. Monitoring of academic plan and calendar as per RCU Belagavi guidelines.
11. Collecting feedback from students, parents, and alumni.
12. To upgrade the industry-institution relationship by MoUs.
13. Suggest developmental activities.
14. Review the results.
15. Developing infrastructure.

16. Mentoring of the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:The institution keeps initiating several measures for the promotion of gender equity. Women constitute 50% of the population. Their contribution to the Society and nation depends upon how the Society and nation treats them. Higher education aims at creating a set of individuals with values inclusiveness and equity. There must be provision in the Curriculum for such values. The institution has zero tolerance as to the devaluation and ignoring of women rights etc. Higher education institutions are the best Platforms which alone can bring transformation, where neglected women can raise their questions against injustice to them. Maintaining gender equity and parity is taken as prime important by the institution. Women empowerment Cell of the college always keeps striving to protect and promote gender equity through various activities that create awareness about these rights. Right to equality, is a fundamental right and prohibits discrimination of any sort. Right to education, right to work and equality between men and women, old age, disablement.. As per the supreme court judgment. the employer has to prevent the commission of sexual harassment like acts and give protection against them. In NSS 33% reservation is there for girl students. units conduct awareness rallies and other programmes to create / promote awareness among the masses. The institution provides for the gender sensitive and congenial working conditions for all types of works or employees. Zero tolerance against particular discrimination and sexual harassment. girls students are encouraged to take active part in all the activities that are conducted on the camps. In total a sort of environment is created, where in they are felt in no way lesser to gents. All the buildings/classrooms are covered with CC Cameras, Common room, Counselling at the time of admission and Visiting doctor are arranged in the institution ,

In Our institute conducting Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring Community, as is evidenced by the following facilities –

Safety and Security

- 1.Awareness campaigns on women's safety and gender sensitivity through street plays rallies and Camps by NSS student volunteers.
- 2.The college campus is under surveillance with CC cameras installed at prominent locations
- 3.Women faculty members accompany female students when they participate in outdoor activities or tours.
- 4.The Disciplinary Committee curbs indiscipline in the campus. A complaint box is arranged to
- 5.Receive grievances or suggestions from the students which are addressed by respective committees.

Counseling

1. Faculty counsels the students during mentoring regarding academic performance, career plans, and personal issues.
2. Faculty Placement Cells and Alumni Placement Assistance Cell extend support in educating the female students regarding career plans and entrepreneurship policies.
3. Health Counseling, and Career Counseling takes place periodically.

Common Rooms

1. Common rooms have been allocated for women.
2. Immediate health care is arranged by Government Taluka Hospital Indi (The college has First Aid Box and Basic medical facility)
3. In our college provided the Visiting Doctor Facility.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Response:

The Vision/Mission/ of our college signifies our commitment to the development of society with continuous traditional values. The institute is proactive in making efforts to provide an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and communal harmony. The College organizes extension activities in schools as a part of Education Social Responsibility. The extension activities are targeted towards enabling a holistic environment for student development. The college has NSS, REDCROSS, RANGERS, AND ROWERS units and they are always ready to serve the people in distress during natural calamities and disasters. 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 for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its faculty and non-teaching staff jointly celebrate cultural and regional festivals, like New year's day, Fresher Party, teacher's Day, orientation and farewell program, Induction program, rally, oath, plantation, Youth Day, Women's Day, Yoga day etc. Motivational lectures of eminent persons in the field are organized for the 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. The college organizes Seminars/ Conferences/ Talks on the theme 'Regional Cooperation, Conflicts, and Constructiveness 'In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

YEAR -2022-23

7.2: Best Practices-1

1] Title of the Practice – Blood Donation Camp

“Donate blood so that no life is lost due to its paucity. It fills the donor with vitality. Blood donation never brings any weakness rather it is a remedy for many diseases in itself. There is no bigger service & charity than donating blood. Go for this cause & be a Mankind’s saviour.” The moral support people are able to start afresh with self-confidence, forbearance and the will to live. The positive view of life even amidst the ruins and destruction becomes clear when His Holiness teaches them the true meditation.

2] Objectives of the practice:

1. To sensitize the need of donating blood to the needy in time
3. To motivate all students to take a pledge to donate blood at least once in a year
4. To impart them the value of blood donation
5. To make aware of the scientific information about the blood group

3] Context: The NSS wing of the Shri.G.R.G Arts, Shri.y.a.p commerce and Shri.M.P.D Science Degree College organizes the Blood Donation Camp on 07-07-2023 in collaboration with Taluka Government Hospital at Deshapande taanda Indi. and on 07-07-2023 in collaboration with Government Hospital Indi. The College provides all facilities like space, furniture, Blood group testing rooms, blood donating room with good hygiene and sanitation as per the medical standard. The camp is inaugurated with a motivating session by the subject experts to make the students understand the importance of this best practice. Total 26 units of blood were collected by donation camp organized on 07-07-2023 and 31 units on 07-12-2022, respectively. Moreover, Blood donation activity was done by NSS unit of our college.

4]Practice: Prior to donation, the donor Students will be screened to identify their quality of blood to be collected. The underweight and the infected persons will not be allowed to provide donations as the medical advice. Donors will be informed that by each donation their blood cells will be rejuvenated and hence youthfulness in the blood will be present on every occasion. Donors will be provided with scientific information regarding the blood group and its associated diseases.

5-Evidence of Success: The donor Students get free health check-ups in identifying the pulse rate. • Total 57 students and staff members of college have donated blood. • Total 26 units of blood were collected by donation camp organized on 07-12-2021 and 31 units on 07-12-2022, respectively. • Blood pressure, Body temperature, and Hemoglobin level etc. the donor is informed of their blood group. • The donor students were given a certificate of appreciation. • The sick students get proper medical advice from the health personnel’s.

6]Problems Encountered: Students hailed from the villages and poor backgrounds are found to be ignorant of their health status. Students are much phobic to needles and blood testing. Some students are underweight and anemic due to malnutrition and undernourishment.

Solutions Provided: The weak students are identified and advised to take the medicines for their illness. Plan to create a database of the blood donors: • A viable database comprising of the blood groups of the alumni will be created and maintained. • Any recipient can approach the college to get the donors number. • Thus the college connects to the society.

BEST PRACTICE – II:

1. Title of the practice: ICT in Classrooms

2. Objectives: ICT is used to usher in creativity and innovation in the traditional method of chalk and talk teaching. It is useful in enhancing virtual communication, in better and clear understanding of the concepts, the usage drives away the boredom of teaching learning process. ICT has enabled the educational institutions to be on par with the global standards.

The use of ICT is:

- To create interest in learning.
- To make learning attractive and impressive.
- To encourage individual learning by opening global vista.
- To provide new set of skills. • To save time in delivering the information.

3. Context:

In the context of globalisation and advancement in Information Technology, ICT techniques which are used in teaching learning play a major role in moulding the students' future on par with global standards. It also boosts self-esteem and self-confidence of the students. Technology makes the students ready for new era and face the competitive world. As a result of LPG, the number of students going in for new ventures has increased considerably. Use of technology has enabled the students who aspire for higher education to gain entry into the world class institutions.

4. The Practice: The use of ICT in teaching learning has witnessed significant change in the learning outcomes of the students. The teachers too have been benefitted to a large extent in providing a comprehensive idea of the subject. The use of audiovisuals, eLearning resources and different learning apps generate renewed interest in the subjects.

The institution practices ICT through the following ways:

- Use of Laptops, Smart Boards and Projectors in Classrooms.
- Access to Internet.

- eLearning resources like Digital Library, CD ROMs, eBooks and ejournals, Nlist, Access to Course Material etc.
- Notifications through SMS to staff and students.

5. Evidence of Success:

Use of ICT in teaching learning has gained vital importance in the modern era. It has resulted in smart manual effort and paperless work. ICT has improved productivity and effective time management.

It has led to: • Mass Accessibility.

- Confidence level of students and staff is triggered.
- Instant sharing of information, data and images.
- Increased participation of staff and students in representations.
- Significant increase in Placements at Campus Drives.

6. Problems Encountered and Resources Required:

Some of the teachers find it difficult to use ICT in teaching. Eagerness and enthusiasm to learn new things and consistent commitment is required. The difficulty is overcome by orienting, training and motivating the staff members to acquire I.T. skills. contribution from Computer Lab Maintenance Fund. Power failure is regular phenomenon which is a major constraint in the use of technology.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college was established in 1979 by S S V V SANGH'S association, Indi district- Bijapur with the objective of providing Higher Education to the youth in this educationally backward area of Karnataka. The President, General Secretary and all the members of Governing Body of Parent Association are great

visionaries, philanthropists and educationists who strive restlessly for the upliftment of disadvantaged rural community. This college was established with the following broad-based vision and Mission. Vision Empowering of Rural Students through Rural Oriented Higher Education. Mission To offer excellent education to the poor and the backward class students of the rural area and goal at the overall personality development of the students through extra and co-curricular activities, social and cultural organizations. The institution is committed to provide quality education to the rural youths at affordable cost. It constantly strives for holistic development of students and extends all support to academic progress. The distinctiveness of our college is effectively reflected in the following points. • Since the college is situated in urban area, the faculty strives to disseminate the importance of education in local and neighbourhoods aiming at transforming all the poor and rural youngsters into educated, qualified and responsible citizens. • We are proud that ours is the premier institution with better infrastructure than the peer institutions in this backward locality providing the rural and underprivileged communities an affordable and easy access to higher education. • The college has 100% students from rural areas and most of the students are first generation learners. • Since most of the students belong to BPL families their parents are unable to get their children educated in urban areas. So, ours is the distinct institution in this locality. • We have the appropriate ICT infrastructure like classrooms with LCD projectors, Smart Boards, Computer Lab, Language Lab, ICT and Commerce Lab enabled spacious Conference Hall for providing quality education to the rural community within their reach. The institutions in the surrounding locality do not have such modern facilities. • Facilities are provided for free training programmes for students to attain the required competency, employability and knowledge for facing competitive examinations. The college has signed MoU with Shree Mata IAS/KAS Academy, Vijayapura and Aryabhata Competitive Coaching Centre, Vijayapura, to train the rural students to make them empowered and future ready. • In addition to this, the institution regularly organizes Special Lectures, Seminars/Webinars/Workshops on various topics and burning issues so that the rural youth can learn many new things which are beyond the curriculum. • The institution also conducts Students and Faculty Exchange Programmes with the peer institutions in the surrounding locality and provides to the students an opportunity of learning under diversified learning environments. • The N.S.S Cell and Scouts & Guides promote the societal values and ethics such as compassion, perseverance, tolerance, positive attitude, fraternity, integrity, equality, temperament of serving others. The acquisition of these societal values ultimately transforms the students into the valuable asset of nation who contribute towards national development. • The Women Empowerment Cell and Anti-Sexual Harassment Cell aim at sensitizing the students in gender-based concerns and promote the essence of gender equality to make the society more inclusive, tolerant and ethical. • The most glaring feature is that 86.17 % of students belong to OBC and 12 % students belong to SC/STs.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

1979 was a landmark year in which Shri Shantheshwara Vidya Vardhaka's Sangha's became a pioneering College to offer the 3-year Bachelor of Course in collaboration with Rani Channamma University's Department of Arts, Commerce, and Science. Shri Shantheshwara Vidya Vardhaka's Sangha's can boast of running a vibrant Placement Cell since 1998. It has also been running a centre for KSOU and Karnataka Koushalya yojane. In keeping with its goal of imparting education that focuses on all-round integrated development of our students, SSVV Sangh's encourages and facilitates active participation in sports by our students. Our institute a variety of Add-on Courses is offered to students to give them an edge in today's job market. To preserve and nurture the bond with its alumni, the college maintains an active Alumnae Association. The College has Energy and Environment Policies to protect and conserve ecological systems and resources within the campus. The College implements E-governance in all functions of the institution in order to provide a simpler and more efficient system of governance that promotes transparency and accountability within the institution. The institution believes in the inclusion of people with disabilities by promoting the rights and dignity of each individual.

Concluding Remarks :

In 44 years since its inception, the College has expanded its horizons, attaining many a milestone. The College has introduced two Important educational centers with the permission of Govt of Karnataka courses of UG as well as PG Courses in KSOU and Karnataka Koushalya and is running successfully. The students are receiving industry-relevant skill-based education with the objective to meet the rising demand in the job market. Where students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, media, journalism, artificial intelligence, data analysis, etc. through Courses. A few of these courses are: Financial Management Communication Skills etc, As of date, the College An Audio-Visual Room has been set up to facilitate teachers to record their lectures. To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audio, videos, and PPTs. In our institutions, Our Scouts and guides students are trained in International Jamburi to be of assistance to the country in any National Emergency. The college is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, media, journalism, politics, public services, business entrepreneurship, corporate and film industry. The college strives to fulfill its vision of imparting transformative education for the empowerment of young women and the promotion of a more just and humane society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :6</p> <p>Remark : DVV has made the changes according to the data template document .</p>																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 50</p> <p>Answer after DVV Verification: 48</p> <p>Remark : DVV has made the changes according to the supporting document .</p>																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>313</td> <td>241</td> <td>251</td> <td>390</td> <td>322</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>196</td> <td>197</td> <td>175</td> <td>195</td> <td>200</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>670</td> <td>640</td> <td>640</td> <td>600</td> <td>600</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>360</td> <td>360</td> <td>360</td> <td>360</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	313	241	251	390	322	2022-23	2021-22	2020-21	2019-20	2018-19	196	197	175	195	200	2022-23	2021-22	2020-21	2019-20	2018-19	670	640	640	600	600	2022-23	2021-22	2020-21	2019-20	2018-19	360	360	360	360	360
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Remark : DVV has made the changes by looking at admitted students against seats earmarked .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	17	18	21	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	17	20	20

Remark : DVV has made the changes by not considering librarian and physical director.

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	3	9	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	1	5	2

Remark : DVV has made the changes according to the data template document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	22	12	9	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.20	8.25	0.0	5.57	0.0

Remark : DVV has given the input by taken addition of fixed assets in shared schedules.

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

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

Answer before DVV Verification : 103

Answer after DVV Verification: 40

Remark : DVV has made the changes according to the supporting document .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
30	22	12	9	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.84	2.23	1.76	1.55	2.68

Remark : DVV has given the input as per repair and maintenance, other maintenance, printing and stationery charges, sports equipment's expense in shared Income and expenditure account.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	16	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	6	1	1

Remark : DVV has made the changes according to the data template document .

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
03	5	16	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	5	3	1	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	4	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	4	6	6

Remark : DVV has made the changes according to the data template document for the year 2020-21.

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.**

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made the changes according to the supporting document .

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>17</td> <td>18</td> <td>21</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>20</td> <td>18</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23	17	18	21	21	2022-23	2021-22	2020-21	2019-20	2018-19	17	20	18	20	20
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2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>22</td> <td>12</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14.04</td> <td>13.6</td> <td>13.13</td> <td>22.73</td> <td>18.37</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	22	12	9	7	2022-23	2021-22	2020-21	2019-20	2018-19	14.04	13.6	13.13	22.73	18.37
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