



# **SELF STUDY REPORT**

**FOR**

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

**B.V.V. SANGHA'S, BASAVESHWAR COMMERCE  
COLLEGE, BAGALKOT**

**BELAGAVI RAICHUR ROAD, B.V.V.SANGHA OLD CAMPUS BAGALKOT  
587101**

**[www.bvvsbccbbgk.org](http://www.bvvsbccbbgk.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Basaveshwar Veerashaiva Vidyavardhaka Sangha is one of the prestigious educational institutions of Karnataka. His holiness Shri Gurubasava Mahaswamiji of Biluru established it in 1906. The Sangha came into existence with just a small Sanskrit Pathashala. It has travelled a long way of 117 years and achieved tremendous progress in spreading light of education in the entire region of North Karnataka. It has 166 constituent educational institutions, imparting quality educational courses from Nursery to P.G and different vocational and professional courses. B.V.V.Sangha is rendering services in various forms to the community. The capable and dynamic leadership of Shri. V.C. Charantimath , Chairman of B.V.V. Sangha and third time M.L.A of Bagalkot Constituency has taken the Sangha to great heights.

Basaveshwar Commerce College is a part of B.V.V.Sangha which was established in 1970 with 50 students. The college has become predominant in the field of commerce and management education within a span of five decades. Basaveshwar Commerce College is the only independent commerce college in Bagalkot district. At present, 913 students are studying in the college. The college is offering various courses such as B.Com, B.B.A and M.Com. The college has committed and dedicated faculty who strives for academic excellence and all-round development of the students. The alumni of the college are serving at various capacities around the world. Some of them are leading chartered accountants, judicial officers, peoples representatives, government officers and entrepreneurs.

The college adheres to all the norms and regulations of UGC, The Central and State Government, Affiliating University and NAAC specifications and requirements from time to time.

The Management and the College Governing Council members ensure that the technology aspects, infrastructure and teaching learning quality are upgraded day by day in the institution. It facilitates quality excellence in both academic and administrative aspects.

The College is placed in a very clean and green campus with all the facilities. The College is known for providing value based education and strives for the holistic development of the students and also the upliftment of the society.

### **Vision**

Imparting Excellent Education and Training in Commerce and Business Administration thereby earning a Unique Distinction as Top Notch Commerce Institution of North Karnataka.

### **Mission**

Basaveshwar Commerce College was established in 1970 with a great mission of imparting professional education in Commerce, Business Administration and Management at UG and PG levels.

The broad goal of the college is to respond to the ever changing needs and expectations of Business Environment and demands of the community by moulding students into accountable citizens, developing a sense of dedication, social conscience and commitment

## **Objectives**

1. To bring our graduates of excellence, complete character and integrity to venture into right vocations, professions and entrepreneurship.
2. To harness the students potential through coordinated efforts and personal attention

## **Excellence Policy**

1. To train students with practical knowledge.
2. To provide opportunities to explore and nurture the talents.
3. To sharpen the skills needed for modern business world.
4. To imbibe moral and ethical values among the students.

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

### **Institutional Strength**

- Exclusive Commerce College in the entire part of North Karnataka
- Dynamic and Capable Management
- The College offers UGC Approved Tally Certificate Course
- CA Foundation Course
- Experiential Learning for the students through project works, Industrial visits etc
- Effective Feedback system
- Qualified, Dedicated and Experienced Staff.
- Staff responding proactively to change.
- Staff act as resource persons for other institutions.
- 06 Rank Holders to the University
- Active participation of faculty in seminars/conferences
- Publication of Books by the staff
- Publication of papers in UGC notified Journals, Journals with ISSN & ISBN, Edited books & Conference Proceedings.
- The College has published one Edited Book
- Community Development through NSS, NCC, RRC, YRC & BSG
- MOU's with different industries and institutions.
- Clean & Green Campus.
- 16 ICT enabled classrooms, 1 Incubation Centre, 1 Seminar Hall & 1 Function Hall
- Internet and WI-FI facilities.

- Well Equipped Library
- Two computer Labs and a Language Lab with all facilities.
- Air Conditioned fully Equipped Auditorium
- Hostel facilities for male and female students.
- Well maintained Indoor and Outdoor stadium
- Multi Gymnasium Facility
- High Capacity CCTV
- Scholarships and cash prizes from Industries and Philanthropists
- Active Alumni Association
- Students participation in university, state, National and international level sports and cultural activities
- Campus Drives and Campus Placements
- Financial Support to the staff to attend Conferences/ Seminars and for publishing Research Papers
- Collaborative Quality Initiatives with other institutions
- The institution has undergone Academic and Administrative Audit twice in the accreditation period
- Undertaken Green Audit, Energy Audit and Environmental Audit.
- Several Entrepreneurial Activities such as Commerce Week, Vanijya Mela, Handicrafts Mela, Food Fest etc.
- Several initiatives by the IQAC every year to promote soft skills, communication skills, life skills, health, culture, tradition, gender Equity, Constitutional ethics, values and morals.

### **Institutional Weakness**

- Majority of the students are from Rural Area who find English language difficult
- Lack of recreation Hall for Girls and Boys.
- Less sanctioned teaching and non teaching posts by the Government.
- No complete autonomy to design the curriculum

### **Institutional Opportunity**

- Scope for establishing new need based educational programmes.
- Self Employment opportunities to Commerce & Management Students in the market.
- To Enroll more number of students for MOOC and SWAYAM Online courses
- Staff to undertake Minor and Major Research Projects
- To have more MOU's with institutions that promote international exposure to the students.

### **Institutional Challenge**

- Increase in competition because of more number of Private & Govt. Commerce Colleges.
- Inadequate time to balance teaching and documentation work.
- Submersion of Bagalkot City under UKP Stage-II.
- Fast Changing technology in Industries.
- Un-Aided Staff fluctuations.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

The institution ensures effective curriculum planning and delivery through a well planned and documented process. Though the Institution has no autonomy in designing the curriculum, but it strives hard in its effective delivery. Calendar of events is prepared at the beginning of every year by the IQAC with the guidance of the Principal. The HOD's meeting, Staff meetings, Departmental meetings, IQAC meetings take place regularly to plan effective curriculum delivery. Tools like Allocation of workload, Lesson plans, Work diaries, Time tables etc facilitate proper planning and control. A very strict and principled examination committee in the institution ensures transparent, ethical conduct of both internal and external examinations. Fair and just allotment of internal marks is done as per the University guidelines.

The institution has offered 40 certificate courses in the past five years which includes UGC Approved Tally Certificate Course.

Value based education is promoted in the institution. To enrich the curriculum the institution integrates issues relevant to professional ethics, Gender, Human Values, environment and sustainability while delivering the curriculum. It also organizes webinars, and workshops on these value based topics to promote positive and healthy culture amongst the students.

Project works are undertaken by students of M.Com, B.B.A as a part of their curriculum. B.Com students are also given projects to give them practical exposure.

Regular feedback is taken by the students, teachers, employers and Alumni to identify the weak areas and plug in the loopholes.

## **Teaching-learning and Evaluation**

The institution has hardworking, efficient and committed teachers who are very keen in effective curriculum delivery and the holistic development of the students as well as the institution.

The admission policy of the college adheres to the sanctioned policy of the Government for all the programmes. The institution believes in inclusive education and ensures that students from all sections of society are granted admission.

The students full time teacher ratio in the institution is 30.43: 1

The institution facilitates experiential learning through industrial visits, project works, Vanijya Melas, Handicraft Melas, Food Fest, etc. It supports participatory learning through Group discussions, conducting Debate, speech competitions, Quizzes, organising seminars, conferences, workshops etc. Problem solving methodology is implemented by solving case studies of different subjects and assigning field works and project works to the students.

The institution uses ICT- enabled tools such as Computers, laptops, Internet, Wi-Fi, Ceiling mounted projectors, smart boards, star boards etc. Teachers also use apps like Zoom, Google Classroom, Skype, Teachmint apps for online teaching. A blend of both online and offline strategies are used for effective teaching and learning.

The mechanisms of the internal and external examination are very efficient with a very disciplined examination committee and CCTV installed in every room. Internal Marks are seen and duly signed by the students before they are uploaded to the University. Internal related grievances if any are immediately resolved by the concerned subject teacher.

The Programme outcomes and the course outcomes are carefully drafted and displayed on the website. The outcomes and the attainments are regularly monitored and evaluated.

Student Satisfaction Survey is conducted to know the problems and issues of the students

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

The institution has a Research Committee, to promote the research culture in the institution.

The Incubation Centre of the institution is making a lot of difference by organising Vanijya Melas, Handicraft Melas, Food Fest so that students get a practical exposure to the business world and their business skills are developed. There is a separate research space in the library for teachers with all the facilities. The two computer laboratories, Language lab, internet facilities, library, facilitate good research in the institution.

The college invites researchers, scholars and resource persons from various reputed institutions and universities who not only deliver lecture but also have a good interaction with staff and students. Through this, the college has proved to be a good platform for both staff and students to enhance their knowledge.

Many workshops/ Seminars are organized on Research Methodology, Intellectual Property Rights and Entrepreneurship every year.

All this has created an ecosystem for innovations, for creation and transfer of knowledge.

The research culture amongst the staff and students is evident with the publication of books, chapters in edited books, Conference proceedings and journals of national and international level bearing ISSN and ISBN. Publications are also made in UGC Notified Journals by the staff members.

The institution undertakes many extension activities through the two units of NSS, NCC, RRC, YRC and Bharat Scouts and Guides. Many activities such as Swachh Bharat Abhiyaan, Health awareness, environmental awareness, voter awareness, HIV/AIDS, programmes etc are organized for the benefit of the society. Special camps are organized by NSS which adopts a village and render selfless service to the village people with the motto of "Not me But You". Extensions activities of the institution make the students responsible citizens who are ever ready to contribute for their country.

- The institution has 20 Functional MOU's / Linkages with other educational institutions, industries ,NGO's etc for placements, personality and skill development, Project work, research, faculty exchange etc. The MOU's are functional and various activities are organized with them.

### **Infrastructure and Learning Resources**

The campus is situated on a property consisting of 12,000 sq feet. The college has implemented CCTV in every

class rooms and in corridor for better security to the students.

- **Class Rooms:** The College has 16 class rooms The institution has Wi-Fi and wired internet connectivity in all the classrooms. 2 class rooms are equipped with smart board and starboard. Rest of the class rooms are having wall mounted LCD projectors.
- **Seminar Hall:** Our institution is having separate seminar hall. where State, National and International Seminar/ Conferences are held.
- **Auditorium:** The institution provides a good platform for the students to exhibit their skills. There is a well equipped A/C auditorium with a seating capacity of 500, a good sound system, LCD projector and Laptop.
- **Well equipped library:** The library has been built in a 3,700 sq feet area with seating capacity of 180 students and separate reading zone for the faculties. The college is having 39,015 books, and 6,063 reference books, 1,95,000 e-books and 6,000 e-journals. The library is subscribed with various journals and periodicals. The library has adopted OPAC facilities.
- **Research space:** The college library has a separate research space with a desktop, journals relating to various subjects of commerce and management, Minor research projects, Ph.D thesis, M.Phil thesis, Wi-Fi facilities, internet access, INFLIBNET and OPAC which will help the faculties to conduct their research work smoothly.
- **Two Computer Labs:** The college maintains two computer laboratories in two different rooms in which 66 students can be accommodated at a time.
- **Language Lab:** The institution has well equipped with 29 Computers language lab to enhance the speaking and listening skills of the students who come from vernacular medium and villages.
- **Incubation Centre:** There is incubation centre to promote creative thinking, innovation and entrepreneurship

### Sports:

- **Indoor infrastructure:** The College has sports rooms with facilities for games like table tennis, carrom and chess.
- **Outdoor infrastructure:** The institution has a play ground with a dimension of 3,48,480 sq meters to accommodate sports
- **Gymnasium:** The institution has well equipped gymnasium hall for the students under UGC XI Plan.

### Student Support and Progression

Students are the major stakeholders of an educational institution and therefore the college is committed to maintain high standard of integrity and involvement in the student support and progression.

Students of the institution are benefitted by the scholarships provided by the industries and also the

Government. Cash prizes are given to the students from the interest money kept as deposits by the philanthropists. Monetary issue is not at all a problem and therefore meritorious students, poor students, students from backward community are not deprived of education.

The institution organizes several workshops, guest lectures, conferences, seminars, certificate courses and value added courses that promote soft skills, language, communication, life skills & ICT skills of the students.

Workshops are also conducted to increase the reasoning, mental ability and aptitude skills of the students so that they can face the competitive exams and interviews confidently. The institution has got a very good placement cell which organizes placement drives through which we have many placements every year in reputed companies.

To create a barrier free environment, the institution has established Grievances Cell, Anti Sexual Harassment Cell and also Anti Ragging Cell. The grievances are collected through Mentoring, suggestion boxes etc and are timely resolved.

The outcomes are measured and the institution is satisfied when its outgoing students are either placed or progress to higher education.

Many Sports and cultural activities are conducted in the institution. Students are also motivated to participate in sports and others competitions organized at district level, university level, state and national level. Many of our students are University Blues.

Students are involved in all the other activities of the college to develop their organizing skills, leadership skills and sense of responsibility. They are a part of various committees formed in the institute.

The institute has a registered Alumni Association for building strong bond between alumni and present students. The alumni give enormous support to the students through discussions, financial support, placements etc.

## **Governance, Leadership and Management**

Ethical Governance is an important characteristic of this institution. The management of the institution stands on the pillars of Accountability, Fairness, Justice, Equality and Responsibility. The management gives all forms of support like finance, Human resources, physical resources and above all moral support to the principal and the staff members to be in tune with the Vision and the Mission of the College.

The institution has successfully implemented the NEP 2020 with the enormous support of its stakeholders. The institution believes in decentralization and suggestions from the staff and students in developmental activities of the college are always welcome.

The rules and regulations of the management are made known to the staff members so that they strictly adhere to it. The main intention of the management is to instill discipline, accountability and responsibility amongst its employees. The college also has a code of conduct for the staff, students and the principal.

Performance appraisal for the teaching and non teaching staff members is a means of improvement for the staff. Transparency and justice is always assured from the management.



E- Governance can be seen in administration, Finance, Accounts, admission, student support and examination.

Many welfare facilities are given to the staff members such as PF, ESIC, Maternity Leave, Earned Leave, Financial support to attend seminars, conferences etc and also to publish research papers.

To polish the skills of the staff members many FDPs are organized. The funds of the institution are optimally used for the betterment of the students, staff and the institution.

The IQAC of the institution conducts regular meetings and has made several developments Post Accreditation period such as introduction of costing & Taxation specialization along with existing Finance and Accounts specialization for PG Students. Introduction of UGC approved Tally certificate Course, CA foundation course, Advancements in ICT resources etc.

To improve itself it has undertaken many audits such as Green audit, Energy audit, Environmental audit, Academic and administrative audit twice in this accreditation period. It has participated in AISHE, ARIIA, NIRF and also has fulfilled the requirements of IIC.

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

The institution has promoted the gender audit and also undertakes several initiatives that promote gender equity. The college, hostel and its campus is considered a very safe and carefree place for the ladies staff and students. Watchmen and guards are in the campus 24/7. High Respect for Women is given.

The institution has facilities to save the rain water, Use of LED bulbs to save energy, proper waste management, disabled friendly environment to save the mother earth. Apart from this it also celebrates, Environmental Day, Vanamahotsava etc to promote greenery in the college.

Quality audits on green, energy and environment are undertaken to make college campus nature friendly. Environmental promotion activities are taken beyond the campus by NSS, NCC and BSG students.

To promote cultural, regional, linguistic attitudes and to create awareness on the constitutional rights, values and obligations the institution celebrates many festivals, commemorative days, Voters day etc.

The two prominent best practices of the institution include Swachh Bharat Abhiyaan and PG students taking classes for UG students.

The institutional distinctiveness lies in its CA Foundation Course. The first of its kind in the entire district.



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                              |
|---------------------------------|--------------------------------------------------------------|
| Name                            | B.V.V. SANGHA'S, BASAVESHWAR COMMERCE COLLEGE, BAGALKOT      |
| Address                         | Belagavi Raichur Road, B.V.V.Sangha Old Campus Bagalkot      |
| City                            | BAGALKOT                                                     |
| State                           | Karnataka                                                    |
| Pin                             | 587101                                                       |
| Website                         | <a href="http://www.bvvsbccbbgk.org">www.bvvsbccbbgk.org</a> |

| Contacts for Communication |                    |                         |            |     |                        |
|----------------------------|--------------------|-------------------------|------------|-----|------------------------|
| Designation                | Name               | Telephone with STD Code | Mobile     | Fax | Email                  |
| Principal                  | Jagannath V Chavan | 08354-220229            | 9448302144 | -   | bvvscommerce@gmail.com |
| IQAC / CIQA coordinator    | G.m. Navadgi       | -                       | 7892858218 | -   | bvvscommerce@gmail.com |

| Status of the Institution |                                 |
|---------------------------|---------------------------------|
| Institution Status        | Grant-in-aid and Self Financing |

| 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 | <a href="#">View Document</a> |

| Details of UGC recognition |            |                               |
|----------------------------|------------|-------------------------------|
| Under Section              | Date       | View Document                 |
| 2f of UGC                  | 26-09-1990 | <a href="#">View Document</a> |
| 12B of UGC                 | 26-09-1990 | <a href="#">View Document</a> |

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

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

| Location and Area of Campus |                                                               |           |                      |                          |
|-----------------------------|---------------------------------------------------------------|-----------|----------------------|--------------------------|
| Campus Type                 | Address                                                       | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | Belagavi Raichur Road,<br>B.V.V.Sangha Old Campus<br>Bagalkot | Urban     | 9                    | 1347.094                 |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|-------------------------------------------------------------------------------------------|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>                                                                    | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG                                                                                        | BCom,Bcom                       | 36                        | PUC                        | English,Kanada               | 400                        | 198                            |
| UG                                                                                        | BBA,Bba                         | 36                        | PUC                        | English                      | 100                        | 64                             |
| PG                                                                                        | MCom,Mcom                       | 24                        | B.COM                      | English                      | 50                         | 34                             |

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

| <b>Teaching Faculty</b>                                         |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|-----------------------------------------------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|                                                                 | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|                                                                 | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 0                          |        |        |       | 15                         |        |        |       |
| Recruited                                                       | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 8                          | 1      | 0      | 9     |
| Yet to Recruit                                                  | 0                |        |        |       | 0                          |        |        |       | 6                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 22                         |        |        |       |
| Recruited                                                       | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 13                         | 9      | 0      | 22    |
| Yet to Recruit                                                  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
|                                                                 | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 19           |
| Recruited                                                       | 3           | 1             | 0             | 4            |
| Yet to Recruit                                                  |             |               |               | 15           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 15           |
| Recruited                                                       | 14          | 1             | 0             | 15           |
| Yet to Recruit                                                  |             |               |               | 0            |

| <b>Technical Staff</b>                                          |             |               |               |              |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
|                                                                 | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited                                                       | 0           | 0             | 0             | 0            |
| Yet to Recruit                                                  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 3            |
| Recruited                                                       | 2           | 1             | 0             | 3            |
| 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      | 3                   | 0      | 0      | 3     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 5                   | 1      | 0      | 6     |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Temporary Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 0      | 0      | 1     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 2      | 0      | 3     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 8                   | 7      | 0      | 15    |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

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

| Details of Visting/Guest Faculties                         |      |   |        |   |       |
|------------------------------------------------------------|------|---|--------|---|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male |   | Female |   | Total |
|                                                            | 3    | 1 | 0      | 4 |       |
|                                                            |      |   |        |   |       |

**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   | 150                                     | 0                          | 0            | 0                | 150   |
|                         | Female | 112                                     | 0                          | 0            | 0                | 112   |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |
| PG                      | Male   | 5                                       | 0                          | 0            | 0                | 5     |
|                         | Female | 29                                      | 0                          | 0            | 0                | 29    |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |
| Certificate / Awareness | Male   | 210                                     | 0                          | 0            | 0                | 210   |
|                         | Female | 309                                     | 0                          | 0            | 0                | 309   |
|                         | Others | 0                                       | 0                          | 0            | 0                | 0     |



| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>                                                                                              |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC                                                                                                           | Male   | 16            | 31            | 16            | 13            |
|                                                                                                              | Female | 20            | 18            | 15            | 17            |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| ST                                                                                                           | Male   | 11            | 8             | 7             | 3             |
|                                                                                                              | Female | 5             | 4             | 4             | 3             |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| OBC                                                                                                          | Male   | 200           | 186           | 143           | 128           |
|                                                                                                              | Female | 148           | 145           | 144           | 126           |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| General                                                                                                      | Male   | 23            | 21            | 15            | 13            |
|                                                                                                              | Female | 26            | 15            | 16            | 33            |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| Others                                                                                                       | Male   | 0             | 0             | 0             | 0             |
|                                                                                                              | Female | 0             | 0             | 0             | 0             |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>                                                                                                 |        | <b>449</b>    | <b>428</b>    | <b>360</b>    | <b>336</b>    |

### **Institutional preparedness for NEP**

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | As per the requirements of NEP 2020 The Affiliating University has provided a flexible curriculum that includes credit-based courses and projects in the domains of community engagement and service. The institution has an interdisciplinary approach. It provides Open Elective Courses where students can select subjects of their interest offered by other departments/streams. This expands the knowledge base of the students. Students acquire knowledge of Statistics, Economics, Political Science, Morals, Ethics, and Human Values through interdisciplinary approach. Emphasis is given on deep understanding of the subjects rather than teaching students for exams. Teachers instill curiosity, courage, |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                           | <p>confidence, and commitment in students. Importance is also given to vocational skills and communication skills. The institution aims at the holistic development of the students. Importance is also given to research. The staff and students are motivated to attend seminars, conferences and also they are motivated to publish research articles. Projects are given to students whereby they engage in community service. Workshops relating to environmental protection, water conservation, citizenship values and rights are organized to promote value based education.</p>                                                                                                                                                                                                                                             |
| <p>2. Academic bank of credits (ABC):</p>                                                                                 | <p>The institution was waiting for a green signal from the affiliating University to adopt Academic Bank of Credits all these years. From the academic Year 2022-23 as per the instructions of the affiliating University a nodal officer has been appointed for the National Academic Depository in the institution. Academic Bank of Credit- IDs have been generated for all the students and has been submitted to the University.</p>                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>3. Skill development:</p>                                                                                              | <p>The institution undertakes several initiatives to develop the skills of the students and to promote Vocational education. 1. Skill Based Initiatives: The institution undertakes many skill based initiatives such as organizing many workshops on mental aptitude, soft skills, reasoning, personality development etc. It also organizes Vanijya Mela, handicrafts Mela, Food fest to imbibe entrepreneurial qualities among the students. Management fests and student level seminars are organized to inculcate organizing, leadership and team building skills among the students. 2. Vocational Education: To promote vocational skills the college provides UGC Approved Tally certificate Course and also conducts ICAI affiliated CA Foundation course every year to make the students prepared for a better future.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The Institution always shows high respect and pride towards the Indian heritage and culture. Subjects are taught both in regional language Kannada and English. To promote the Indian languages Hindi day is celebrated and many workshops promoting Kannada literature and Karnataka folk are organized. To promote the culture of our country every year festivals like Ganesh chaturti, Deepavali, Navaratri, etc are celebrated along with the national festivals.</p>                                                                                                                                                                                                                                                                                                                                                        |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <p>Traditional days are organized every year where students come in Indian traditional out fits of their choice and thereby give a platform to promote Unity in Diversity. Offering Pooja to Godess Sarawati at the beginning of every function in the institution depicts our culture. At the same time the institution believes in our ancient Yoga and conducts several Yoga programmes every year. Values, Ethics and Morals are also told to students in every function organized by the institution</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Outcomes based education has always been a priority in the institution. The Programme Outcomes, Course outcomes are properly designed to meet the local, national and global needs. The institution puts sincere efforts to ensure that actual outcomes match with these desired outcomes. Students are moulded to meet the industry and professional needs. The focus is more on what the students acquire from the institution in terms of knowledge, skill, values, and abilities. The institution works to make them responsible citizens who not only serve their families but also contribute to societal development. Apart from academics many skill based initiatives and experiential learning initiatives are undertaken to enable them face the tough competition in their areas of interest. Varieties of resources are provided to both teachers and students in this regard. The outcomes of the students are assessed not only through their examination results but by how they are placed in different positions/ occupations in the future and by their progression towards higher education.</p> |
| <p>6. Distance education/online education:</p>    | <p>The institution supported the decision of the Government in its fight against the pandemic Covid -19. In midst of the critical condition, the Institution put its best efforts to ensure that the teaching and learning process in the college was continuous. Teachers took online classes through Zoom, Skype apps etc. E Mentorship wards were created to help students cope up with the pandemic situation. E-Assignments were given. Projects of the students were guided by the teachers online. Online Essay, Online Speech, E-Quiz Competitions were organized by the institution. This has helped in enhancing their e-learning skills. Many webinars on Mendeley, Placements, soft skills, Entrepreneurship, IPR, Self Employment for women, Finance, Constitutional rights and duties, health, yoga, Black fungus,</p>                                                                                                                                                                                                                                                                                    |

environment sustainability etc were organized. Many Faculty Development Programmes are organized by the institution to make them tech savvy and computer literates such as Online teaching through E-Applications etc. Teachers attended many online refresher courses and FDP'S. The institution also collects online students satisfaction survey to identify its loopholes and to rectify the same. Today the institution practices a blend of both online and offline teaching and learning practices.

### Institutional Initiatives for Electoral Literacy

|                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>                                                                                                                                                                                                                                                                           | <p>The institution has set up an Electoral Literacy Club with an objective of sensitizing the students the concept of elections and voting. The club believes that each and every vote matters a lot and No voter is left behind. The club familiarizes the student's aspects relating to process of registration, voting, Electronic Voting Machine, importance of voting, advantages of EVM, Ethical Voting, Rights and duties of Indian Citizens during elections.</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>The institution has an active electoral literacy club with active faculty members as nodal officers, brand ambassadors, and students as its members. The ELC's are functional and organize many voter awareness programmes and activities in the college. Sl.No Name Designation 1 Prof.C.A.Hiremath Nodal Officer 2 Prof.M.H.Jannapagol Brand Ambassador 3 Prof. Vaishali Bendre Brand Ambassador 4 Mr.Yankappa Bommanavar Member 5 Miss Apoorva Markod Member 6 Miss Jyoti Sajjan Member 7 Mr.Paresh Gundecha Member 8 Miss Rajul Jain Member 9 Mr. Veeresh Hunugund Member 10 Miss Sushita Parit Member 11 Mr. Shrishail Kalaburgi Member 12 Miss. Pranjali Patel Member</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</p> | <p>The Aided staff of the college participate in the electoral process and ensure that the process is conducted in a smooth, transparent and ethical manner. They act as Presiding Officers, Assistant Presiding Officers and Polling Officers. The institution has organized many interesting and thought provoking activities such as workshops to</p>                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>                                                                                                                      | <p>create voting awareness. The institution identifies the students who do not have Voter ID. Documents are collected from such students and submitted to Tahashildar office for creating new Voter ID. Students are motivated to cast their votes on the day of election and not let the holiday go waste and serve its purpose. Students are made aware of their voting rights and the benefits of voting. The institution is also helping the students in online registration for voter ID in the Computer lab of the institution. Every year in the NSS special camp voter awareness programmes are conducted for residents of the adopted village. Special talks, Voter awareness Jathas and rallies, skit programmes promoting electoral and voting literacy are undertaken by NSS 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>National Voters day is celebrated in the institution. Many Voter awareness programmes are organized in the institution. Many competitions are organized in the institution to promote electoral and voting awareness. Students of the institution participate in various competitions organized by the Indian Election Commission on the occasion of National Voters Day.</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 college takes several initiatives to register eligible students as voters. Online registration of students as voters is done with the help of ELC members of the institution. The institution takes care that each and every student is enrolled as a voter. • The college bifurcates the students having Voter ID and students not having Voter ID • Collects the relevant information from the students • It instructs the students to bring all the documents necessary for registration • Scans all the photocopies of the students • Get the students name registered online through National Voters Services Portal • Finally ensures that student get a voter ID.</p>                                                                                                                    |

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 913     | 1019    | 1081    | 1133    | 1160    |

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

### 2 Teachers

#### 2.1

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

Response: 49

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

#### 2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 29      | 29      | 28      | 28      |

### 3 Institution

#### 3.1

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

| 2021-22  | 2020-21  | 2019-20  | 2018-19  | 2017-18  |
|----------|----------|----------|----------|----------|
| 21.87031 | 17.51987 | 27.39409 | 22.15276 | 21.15223 |

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

The institution believes that systematic and effective curriculum delivery is possible through proper planning and its documentation. The planning and the curriculum delivery take place through the following routes.

- **Calendar of Events:** The College follows the calendar of events prepared by the University. The IQAC of the institution prepares its own academic calendar of events in line with the calendar of events of the University.
- **Committees:** According to the guidelines of the Principal, various committees such as examination committee, timetable committees etc are framed at the beginning of every year. The objectives and role of these committees are properly planned and communicated.
- **Departmental Meetings:** Departmental meetings are important tools to resolve various issues of curriculum and are inputs for further progress. Departmental Meetings are regularly conducted in the college. The HODs along with their department staff plan the matters regarding effective curriculum delivery.
- **Time Table:** Timetable for all the classes is prepared by the HOD's with their respective departmental staff and classes are run according to the time table. HODs ensure that the classes are run regularly as per time table.
- **Lesson Plan:** At the beginning of every semester, Lesson plan of each subject is prepared by the respective subject teacher. Lessons are taught to the students as per the plan and it is ensured that the syllabus is covered within the prescribed time limit given by the university.
- **Work Diary:** Work diaries which are a part of documentation are maintained by all the teaching staff. Teachers get their work diaries signed by their respective HODs and the Principal.

The college undertakes continuous internal assessment as it knows that evaluation is a key to the progress of the students. The institution has taken the following necessary steps to increase the performance of students

- **Home Assignments:** Students are allotted with home assignments on every subject to enhance their subject knowledge.
- **Seminars:** Seminars are allotted to students to inculcate teaching habits and stage courage within them. This gives them a platform to express themselves and share their knowledge with their classmates. It also improves their communication skills. Interaction after the seminars leads to brainstorming and participatory learning.
- **Internal tests:** In order to assess the knowledge of the students, the institution conducts two internal assessment tests in every semester. The exam committee meeting is conducted before the



commencement of internal tests. The strict instructions and guidelines regarding the conduct of internal tests are discussed in the meeting and the supervisors chart is prepared and supervisors conduct the strict invigilation of the internal tests. The CCTV installed in all the classrooms support the strict conduct of the internal examinations.

- **Evaluation criteria:** The answer scripts are evaluated and marks are allocated according to the performance of students in the internal tests.

The principal ensures that there is adherence to both University and College calendar of events. He takes care that effective internal assessment and evaluation is continuous activity in the institution.

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

## 1.2 Academic Flexibility

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

**Response:** 33

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

### 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:** 34.64

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 519     | 563     | 541     | 175     | 40      |

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

### 1.3 Curriculum Enrichment

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

**Response:**

The fundamental principle of the institution is progress of the students through value based education. Ethics, Morals, Values and integrity are sensitively instilled in them. Institution will not miss any opportunity to explain these aspects to the students.

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum through two ways.

1. Through Regular Classes
2. Through Special Activities

#### **Through Regular Classes**

Every subject of the syllabus prescribed by the Affiliating University has crosscutting issues relevant to professional ethics, Gender, Human Values, Environment and Sustainability. Professional Ethics is taught to students while teaching subjects like International Financial Management, Financial Accounting, Accounting for Specialized Institutions, Corporate Accounting, Mutual Funds, Security Analysis and Portfolio Management, Cost Accounting, Financial Markets and Institutions, Goods and Services Tax, Management Accounting, Stock Market Operations, Company Law and Administration, Indian Financial Services, Investment Management, etc.

Human Values and Sustainability are correlated and explained while teaching subjects like Applied Economics for Business, Business Ethics & Corporate Governance, Personality Development and Communication Skills, Organizational Behavior, Entrepreneurship Development, Principles of

Management, Marketing Management, Strategies of Teaching, Modern Management Techniques, E-Commerce, Working Capital Management, Event Management, Business Environment, Human Rights, etc.

Gender Equality aspects are integrated with Subjects like English, Kannada, Hindi, Indian Constitution, Personality Development & Communication skills, Business Law etc

Students are told to follow ethics in whatever profession they choose. This avoids countless scandals and frauds in the future days. Students will learn how to minimize cost and make the best utilization of the scarce resources. A sense of financial and ethical discipline is instilled in them while curriculum delivery. Subject such as Business Ethics & Corporate Governance enables the students to know what is right and wrong, good and bad, moral duty, obligations etc. Concepts of green marketing and corporate social responsibility create awareness about environmental protection and their role towards societal development and sustainability. They are explained the benefits of being ethical and also they are told the implications if they neglect human values and sustainability. Students are taught to be within the scope of ethics.

### Through Special Activities

Many special activities are organized in the institution that integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

- Many workshops/ Guest lectures /Webinars are conducted to promote gender quality, human values, Environment and Sustainability by different departments. Many environmentalists and academicians are invited as resource persons.
- NSS volunteers render selfless services to society through regular and special activities promoting Gender, Human Values, Environment and Sustainability.
- The rangers and Rovers of Bharat Scouts and Guides involve in Cleaning activities
- YRC & RRC Units organize blood camps
- Morals and Ethics are also told to the students by the principal during his presidential remarks of every function of the college.

Through these curriculum aspects the institution provides cross cutting issues to students so that they understand their role in building the society and in turn building the nation as a whole.

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

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

**Response:** 10.73

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

**Response:** 98

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

## 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:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 67.96

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 296     | 336     | 360     | 428     | 449     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 550     | 550     | 550     | 550     | 550     |

#### 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:** 77.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 103     | 127     | 141     | 179     | 175     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 147     | 166     | 180     | 214     | 225     |

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

**2.2 Student Teacher Ratio****2.2.1 Student – Full time Teacher Ratio  
(Data for the latest completed academic year)****Response:** 36.52**2.3 Teaching- Learning Process**

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

**Response:**

The institution always believes in improving knowledge of the students by providing variety of programmes that are student centric. Along with the formal teaching framework, **innovative methods of teaching and techniques** are used which is mentioned.

**Experiential Teaching:**

- **Industrial Visits**

The students are taken to visit the industries so that they get practical exposure to the production process, techniques of costing & accounting procedures, marketing strategies, latest technology adopted, work place culture etc.

- **Project- Based Learning**

It is an integral part of the curriculum at U.G. and P.G. Levels. Projects enable students to get practical knowledge of the concepts covered by them in the curriculum. According to NEP 2020 curriculum, 10 marks component out of 40 marks of internal marks is allotted for field visit/ project works.

- **Student's seminars/presentations**

This method is followed by a teacher, who is prepared to share knowledge and authority with the students. In this form of learning, the learning responsibility is shared among the members of the group. The facilitators spell out the responsibility of each member through discussions with the members of the group. After the presentation by the students, concerned teachers generally fill the gaps by adding the points that were missed by the students and also appreciate and motivate the students who present their seminars effectively.

- **Melas**

The institution organizes Vanijya Mela, Handicrafts Mela, Food fest etc to develop entrepreneurial abilities of the students.

### **Participatory Learning:**

The teacher creates such an atmosphere in the classroom that enables the learner to discover new ideas and facts. The teacher talking time is reduced and they make students contribute intellectually to learn the concepts and have better understanding in the subject.

- **Debate sessions & Group Discussion**

The teacher conducts debate sessions in class room by dividing classroom in two parts and discusses about for and against a particular topic which makes healthy discussion on the topic in the class.

### **Problem Solving Methodology:**

Our institution adopts problem-solving methodologies such as case studies where the teacher takes specific cases related to the subject and discusses in the class. Project work/field work is allotted to the students to understand the practical application of the subject. Generally, discussion and case study method is used in solving difficult problems in class.

### **Workshops/Seminars:**

The institution organizes many programs on entrepreneurship development, personality development, soft skills and computer skills development. Management Skills are also inbuilt among management students. PG Dept takes various initiatives in building the teaching skills among the PG students. Special sessions are conducted on IPR to enhance the wisdom of students.

***Teachers use ICT enabled tools for effective teaching-learning process.***

To enhance the efficiency and effectiveness in teaching learning process, our faculty members employ a systematic blend of traditional as well as modern teaching methods. Teachers make the best use of ICT resources like, ceiling mounted LCD projectors, roll-down screens, star board, smart board to deliver lectures through power point presentations to make learning more intriguing and interactive through greater visual impact.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 29      | 29      | 28      | 28      |

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

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

**Response:** 46.76



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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16      | 17      | 11      | 12      | 9       |

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

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

The institution believes in smooth conduction of internal/ external examination and follows the transparent procedure in conducting and evaluating the internal/external exams. Right from examination notice to the uploading of internal exams to the college website, the institution follows series of steps to ensure transparency.

- University timelines given by the affiliated University (Rani Channamma University), norms given in UUCMS (Unified University College Management System) portal after implementing NEP 2020, is followed by the institution.
- Calendar of events is prepared in adherence to the Affiliated University & UUCMS guidelines.
- Prospectus of our college gives the detailed Internal Assessment procedure.
- Notices & Circulars regarding Internal Assessments are issued among faculty and students.
- Internal Assessment process comprises of II Internal Tests, Home Assignments/Seminar and 75% of attendance requirements (4+10+3+3=20) as per CBCS prescribed by the affiliated University. As per NEP 2020 curriculum, 40 marks are internals having 4 components of 10 marks each. The components are Test I, Test II, Seminars/ Assignments / Field visit/Project work
- Systematic method of seating arrangement of students is followed in conduction of internal test.
- Our faculty member does evaluation of answer scripts transparently. Answer scripts are distributed

to students for knowing their marks and also explains them the scheme of evaluation.

- Assignment questions/seminar topics are given in each course and the teacher evaluates the same.
- 75% of Attendance is compulsory and are given 3 marks under CBCS and non-CBCS system whereas as per NEP norms, online attendance is filled and without minimum attendance of 75%, students cannot fill up their semester exam forms.
- The principal and faculty members assure strict adherence to rules, Exam committee head monitors the same. CCTV display is monitored by the principal in his chamber.
- Before uploading the internal marks, subject teacher disclose the internal marks to the students.

### **Mechanism to deal with internal examination related grievances**

Grievances Redressal Cell plays an active role to deal with student's related issues and problems. The prospectus gives the detailed information about functioning of Grievances Redressal Cell. The head of the institution and IQAC coordinator takes charge of solving problems of the students. To be specific to the internal exam related grievances, students are allowed to write their problems and suggestions if any through the suggestions boxes/e-mail/directly meet the principal/ concerned subject teacher who provide satisfactory solutions to them. The Examination committee ensures the transparency and time bound in settlement of grievances by taking corrective measures under the guidance of the principal. The decision of the principal is final and is binding on the students as well as the concerned subject teacher. The internal marks in each subject are finalized by the concerned subject teacher and the students are aware of the internal marks secured by them in each subject. The internal marks are also uploaded to the university and university updates the same in student portal.

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

## **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:**

Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are framed in integration with the vision and mission of the institution.

Programs offered by the institution are B.Com, BBA at under graduate level, M.Com at post graduation level and CA Foundation Course.

Program outcomes, program specific outcomes and course outcomes for all undergraduate and postgraduate programs offered by the institution are framed by the head of the concerned courses, described and it is communicated to the teachers and the students in the following ways:

1. Program outcomes, programme specific outcomes and course outcomes for all programs is uploaded in the website of the institution and is updated every year.
2. Program outcomes and program specific outcomes for all programs is displayed on the sign boards outside each department.
3. Programs offered by our institution are allotted unique program code for each program and it is communicated to the teachers.
4. Staff meeting is conducted by the principal regularly to make teachers fraternity aware regarding the program outcomes, program specific outcomes and course outcomes for all programs.
5. In the beginning of every semester, HOD conducts the meeting among their department staff where subjects are allocated to all faculty members of the department. Program specific outcomes and course outcomes are discussed by the staff in the departmental meetings.
6. Each course teacher also gives detailed information about the course content, course outcome, components of internal assessment, evaluation of the same in their respective classes
7. Program outcomes are many like students join higher education, acquire jobs, pursue professional courses, join business, start new ventures and our college ensures majority of the students are well settled.
8. Programme outcome is also envisioned by analysing students fullest participation in melas like 'Vanijya Mela', 'Handicraft Mela', 'Food Fest', exhibiting their entrepreneurial abilities with major focus on quality enhancement in developing their marketing skills, accounting skills, risk bearing ability. This outcome directly focuses on students joining family business or starting new ventures. The institution has the credit of producing many businessmen every year. Programme outcome is also envisioned by analysing students fullest participation in melas like 'Vanijya Mela', 'Handicraft Mela', 'Food Fest' exhibiting their entrepreneurial abilities with major focus on quality enhancement in developing their marketing skills, accounting skills, risk bearing ability. This outcome directly focuses on students joining family business or starting new ventures. The institution has the credit of producing many businessmen every year.

The institution is very fortunate that it has accreditation from ICAI, New Delhi to conduct CA Foundation Course classes in the college. We are very proud that we are the first ones to get such accreditation in North Karnataka college. This course is also conducted twice a year with professionals, industry experts and well-qualified staff appointed for the purpose. The information relating to the program is communicated to all students using brochure prepared for the course and all the details are given in the prospectus.

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

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

**Response:**

The total Course Assessment methods include Formative and Summative Evaluation with Course Outcome weightages. Course outcomes of a Course are mapped to the appropriate student outcome. The blue print

of the method of assessment of the candidates is clearly stated in the syllabus of each programme. The various assessment tools for measuring Course Outcomes include internals and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations. Our institution is in practice of collecting regular feedback from employer, Alumni, teachers Feedback that is monitored by the IQAC. The institution is following annual practice of collecting satisfaction survey from students on teaching learning and evaluation methods which enables the institution in knowing the areas of improvement. Our institution also collects feedback from the students on a yearly basis, a questionnaire is prepared and is circulated to all students, the data so collected is analysed and the institution prepares action taken report. The Principal, IQAC Coordinator and HOD of our institution ensures that every complaint of the students gets resolved. Besides the above, the institution also offers various certificate courses, organizes guest lectures on various subject topics, workshops on entrepreneurship development, intellectual property rights, soft skills development, personality development programmes, placement opportunities to the students. The students of our institution are also sent for project work, fieldwork in their interested areas. To analyse the program outcomes, program specific outcomes and course outcomes, our institution gives the detailed information on the aspects like End Semester Examination details, details on students going for higher education, placement details, students pursuing professional courses like CA, CWA, CS etc., details on the students joining family business, starting new business and also includes details regarding students joining coaching classes to get government jobs, bank jobs etc. These course outcomes are mapped to Graduate attributes and Programme outcomes based on relevance. This evaluation pattern helps Institutions to measure the Programme Outcome. The Programme Educational Objective is also measured through Student Satisfaction Survey (Yearly), Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and Internal External Audit. The programme outcomes are also measured using details collected from the passed out students after graduation and post graduation. Attainment is also seen by students participation in different melas organised by our institution and students also participate and win prizes in competition organised by various other colleges.

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

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

**Response:** 88.35

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 292     | 335     | 315     | 296     | 309     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 329     | 364     | 360     | 329     | 369     |

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

## 2.7 Student Satisfaction Survey

| <b>2.7.1 Online student satisfaction survey regarding teaching learning process</b> |                               |
|-------------------------------------------------------------------------------------|-------------------------------|
| <b>Response: 3.65</b>                                                               |                               |
| File Description                                                                    | Document                      |
| Upload database of all students on roll as per data template                        | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

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:**

**Following are the initiatives taken by the institution to create an ecosystem for Innovations , for the creation and transfer of knowledge/ technology**

◦ **Incubation Centre**

The institution has created a separate incubation centre which facilitates both creation and transfer of knowledge. Here students can exhibit their new ideas. Students with creative ideas approach the teachers who are guiding them in their work and later their work is presented in competitions/seminars conducted by other colleges and also directions are given to students regarding how such ideas can be put into practice in real life. The Institution is creating an innovation ecosystem by organizing Vanijya Melas, Handicraft Melas, Food Fest etc so that students get a practical exposure to the business world.

◦ **Institutes Innovation Council (IIC)**

The institute has set up an Innovation Council under the guidance of MOE which undertakes several entrepreneurial activities throughout the year to promote start ups and create innovation ecosystem in the

institution. The council follows the rules and regulations of the Ministry of Education from time to time and reports the same. The institution has received a single star to its credit.

◦ **Intellectual Property Rights.**

The institution provides ample of scope for innovation. It organizes various programmes on IPR to enable the staff and students to know how one can safeguard their innovations and capitalize them.

◦ **Developing Research culture in the institute**

Institute is having separate Research Committee, which oversees the smooth and efficient coordination of research and development activities in the institution. The college invites researchers, entrepreneurs and resource persons from various reputed institutions and universities who not only deliver lecture but also have good interaction with staff and students. Through this, the college has proved to be a good platform for both staff and students to enhance their knowledge.

◦ **Research Space in the library to Facilitate Research**

The college library is a great source of information to the researchers and innovators. The library is subscribed with various journals and periodicals. The library has OPAC & INFLIBNET facilities. The college library has a separate research space with journals, Minor research projects, Ph.D and M.Phil thesis. This will help the faculties and students to conduct their research work smoothly.

◦ **Two Computer Laboratories**

There are two computer labs in the college, which can be used by the researchers. The internet and WI-FI facilities facilitate research, innovation and creativity among the staff and students.

◦ **Language Laboratory**

There is a well equipped language laboratory that enhances the listening, speaking, reading, and writing skills of the students. This also facilitates innovation.

◦ **Following are the initiatives taken by the institution to promote Indian Knowledge System**

- Celebrates National and other festivals with all the students and staff
- Organizes several competitions that promote Indian arts and Culture such as clay modeling, painting, rangoli, boquet making, embroidery, drama, skit, dance, singing etc.
- Organizes many workshops that promote Indian languages such as hindi and Kannada
- Organizes programmes that promote health, nature, environment and sustainability.

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

**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years****Response:** 74**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 13      | 15      | 8       | 14      |

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

**3.3 Research Publications and Awards****3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.37**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 5       | 0       | 1       |



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

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

**Response:** 1.94

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 51      | 37      | 0       | 5       | 2       |

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

## 3.4 Extension Activities

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

**Response:**

The institution has always come forward for social service. The institution plans and organizes its extension and outreach programmes through different units and cells like N.S.S, N.C.C, Youth Red Cross, Red Ribbon Club, Bharat Scouts and Guides and Women Empowerment Cell.

The college always attempts to generate the social concern among the students, through these programmes. The extension activities of the institution have given the students the chance to explore some of their own interests and have provided them with an opportunity to express their capabilities and skills

**NSS-** Every year NSS volunteers undertake regular and seven days special camp activities with the theme **“Not Me But You.”** Volunteers undertake various constructive activities such as Health awareness camps, Free Dental Check up camps, Plantation programmes, Swachh Bharat Abhiyaan, Voter Rights Awareness, Environmental Awareness programmes, etc in adopted villages and college campus. Volunteers work in the adopted villages to ensure that who is in need gets help. Volunteers learn from people in villages how to lead a good life by making the best utilization of the scarce resources.

**NCC-** The N.C.C unit of the college is also very active. The NCC undertakes several activities throughout the year with the motto of **“Unity and Discipline.”** The outcome of extension activities through NCC in our students is they develop good Character, Comradeship, Discipline, Leadership, Secular Outlook, Spirit of Adventure, and Selfless Service. The NCC of the institution motivates the students to take up their career in Armed Forces. Many of our proud NCC Alumni have joined the Indian Army and Police Force.

**YRC & RRC** -The YRC and RRC units of the college undertakes several health upliftment activities such as blood donation camps, health check up camps, Covid Vaccination programmes, Health Awareness programmes, HIV/AIDS awareness rallies, Flood Relief Programmes etc. Students of the institution have collected funds to give it to the victims of floods. Helping nature is inculcated in the students .The outcome of the activities through this unit is students develop physically, emotionally and become responsible youth of the country.

**Bharat Scouts and Guides-**The Rangers and Rovers of Bharat Scouts and Guides develop good character and spirit of service. They become good citizens of the country. The unit has undertaken several cleanliness drives. The Unit works with the motto **“Be Prepared”**. The outcome of this unit and its activities is students become prepared to face any situation in life. The BSG Ranger and Rovers leaders of the institution have made our students physically strong, mentally awake and morally straight.

**Women Empowerment Cell-** WEC in our college is established to empower girl students and staff and enhance their understanding on issues related to women in the society and thereby enable them to face the challenges with great courage. The cell also undertakes extension activities such as Awareness and survey programme on Women’s Health and Hygiene.

The outcome of all the extension activities is students become socially responsible, ethical, disciplined, service oriented, selfless, committed, hardworking, dedicated and confident citizens of the country.

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

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

#### Response:

**The institution will find all the possible ways in serving the community and nation development activities. The institution has received many awards and letters of appreciation from various institutions and organizations for the services rendered by the volunteers of the institution.**

**NSS Volunteers** Mr Shrihshail Vijay Kalburgi, Miss Sapura Begam K Agasar and Miss Jyoti Sajjan have achieved NSS Foundation Day Awards 2022 Late Prof Mukesh Hariram Punjabi NSS YUVA YODHA AWARD for their selfless service to the community.

The institution has received letters of appreciation from various temple trusts, organizations etc where the volunteers have rendered their selfless services.

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

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

**Response:** 104

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 26      | 23      | 21      |

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

### 3.5 Collaboration

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

**Response:** 10

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

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

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

#### **Response:**

The Institution has 16 classrooms, which are well equipped with LCD projector, CCTV-Camera and two classrooms with smart boards. The Institution has One Business laboratory and separate seminar hall for B.Com, B.B.A and M.Com with proper seating arrangement. The classrooms and library are digitalized and made comfortable for teaching and learning. The institution has Wi-Fi and wired internet connectivity provided for faculties and students. The infrastructure in the college is well planned and comprehensive that looks after the smooth functioning of the institution.

A separate new building was built for two computer lab & Language with 95 computers and with a proper seating arrangement for the students and staff. CCTV covers the laboratory for security purposes. All the computers in the lab are connected with internet.

Our institution library is well equipped & resourceful in various manners. The library has been built up in 3,700sq.ft area with seating capacity of 180 students and separate reading zone for the faculties. The college is having 39,015 books and 6,063 reference books, 1,95,000 e-books and 6,000 e-journals. The library committee discusses library issues including the proper selection of books and seeks the approval of the respective heads of the departments. The college has central computerized library, which caters to needs of different academic departments.

The College has business laboratory for motivating the students to become entrepreneurs and to extract various information regarding business activities.

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college 'to create an environment of excellence in education' through technologically advanced pedagogical tools. At the beginning of the academic year need assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from staff members, Heads of the departments, lab technicians and system administrator after reviewing course requirements, computer student ratio, budget constraints, working condition of the existing equipment and students' grievances. The Time Table committee plans for all requirements regarding classrooms, laboratories, furniture and other equipments. Optimal deployment of infrastructure is ensured through conducting workshops/awareness programs for faculty on the use of new technology. Effective utilization of infrastructure is ensured through appointment of adequate and well-qualified lab technicians/system administrator. The optimal utilization is ensured through encouraging innovative teaching – learning practices.

Sports facilities for students such as Basketball court, Football ground, Volleyball court, Table Tennis boards, Indoor Badminton court etc. are provided. The whole campus is equipped with facilities such as Washrooms College is facilitated with water purifier/cooler for students/staff members. Separate Hostels for boys and girls in campus.

Playground 1

Playground 2

Auditorium (1)

Basketball courts (2)

Badminton courts (5)

Indoor games facility like Table tennis, carom, etc.

Football ground.

Gymnasium

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

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

**Response:** 12.98

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.08517 | 9.38667 | 0.59500 | 0.09200 | 0.12800 |

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

## 4.2 Library as a Learning Resource

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

### Response:

Basaveshwar Commerce College has well equipped library. The Library is computerized using eLib software, Version 16.2 installed in the year 2009-10. The Nature of Automation is 'Fully automated'. The software supports all the in house operations of the library such as data entry, Issue, return & renewal of books. The software also supports barcode with multi user and multi lingual version. The modules like - purchase, grant management, book indent, non book materials, budget journals/serial control identity card generation etc and the data regarding the library usage by staff, students and other members is included by the software. The system consists of modules on acquisition, technical processing membership management, and periodical stock checking OPAC- Open Access Catalogue. A complete bibliographic record of book collection in the Library is available in the library database & is accessible through the Library OPAC. Bar-code labeling of books, periodicals & Students ID Card is completed to enable laser scanning of issue, return & stock taking. The membership of library is open for all the faculty & students.

The institution has subscription for 5 e-resources- e-journals, e-ShodhSindhu, e-books, Database and Remote access.

Our institution library is well equipped & resourceful in various manners. The library has been built up in 3,700sq.ft area with seating capacity of 180 students and separate reading zone for the faculties. The college is having 39,015 books and 6,063 reference books, 1,95,000 e-books and 6,000 e-journals. The library committee discusses library issues including the proper selection of books and seeks the approval of the respective heads of the departments. The college has central computerized library, which caters to needs of different academic departments. The college has the linkage with libraries of sister institutions.

The College Library has the following facilities:

1. Competitive magazines
2. Journals (National & International level)
3. Handbooks

4. Daily online public access catalogue
5. Reference books from various publications.
6. INFLIBNET, N-LIST.

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

### 4.3 IT Infrastructure

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

**Response:**

The teaching and learning process is a strength which is supported by updated technical knowledge to both the teachers and students. This is done by providing ICT facilities periodically. The college is equipped with internet Wi-Fi and LAN connections. The English Lab is upgraded with 30 new PC's . All the PC's have latest software. Separate head phones are provided along with each PC. Language learning is the byproduct of cognitive learning and interactive process. Typical language learning consists of four core skills namely listening, speaking, reading and writing. Among the four areas, listening and speaking are the beginning points of language learning. English Lab offers an interactive platform with comprehensive digital content and simulative lab environment where a learner can easily get accustomed to the process of English learning. 12 batteries have been purchased for efficient power back up. Office Room has 9 fully assembled PC with printer, Xerox facility& Scanner. IQAC Room, Principal Chamber, BBA/B Com/ M Com Staff Rooms all have fully assembled PC. 36 CCTV cameras have been installed in and around the college. Total of 19 LCD projectors are facilitated in all the class rooms.

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

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

**Response:** 9.61

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

**Response:** 95



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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 1.31

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.27436 | 0.09990 | 0.10958 | 0.75504 | 0.20492 |

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 58.8

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 787     | 143     | 632     | 789     | 769     |

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

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

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

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

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

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

**Response:** 43.63

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 382     | 706     | 166     | 365     | 696     |

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

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

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

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

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

## 5.2 Student Progression

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

Response: 22.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 91      | 43      | 29      | 97      | 91      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 292     | 335     | 315     | 296     | 309     |

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

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

**Response:** 1.16

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 3       | 5       | 5       | 0       |

| File Description                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                          | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                          | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

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

**during the last five years****Response: 51****5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 0       | 9       | 25      | 8       |

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

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)****Response: 8****5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 5       | 2       | 11      | 13      |

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

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

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

#### **Response:**

There is a registered Alumni Association in the College called Past Students Association with the registration number (No 539/2010-11). This association was started with the objective of encouraging and promoting close relations between the institution and the alumni and among the alumni themselves.

The alumni are the valuable assets of our college. They are successful and serving the nation as teachers, Lecturers, Assistant Professors, , Bankers, Accountants, Government services, Entrepreneurs, lawyers ,chartered accountants , cost accountants, company secretaries, Peoples representatives etc.

Alumni meetings are regularly conducted in the college. Alumni attend the meeting and give suggestions to the institution on various aspects. Mega Alumni meets are organized in the institution which helps in nurturing and sustaining institutional growth.

The prominent alumni of the college contribute in the form of cash and kind. Money collected in the past students association is utilized for organizing workshops, guest lectures. Alumni also donate books and stationery items to the poor and meritorious students.

Alumni meets are organized in the college. Alumni settled in various parts of the country serving in diversified areas come together and cherish their sweet memories spent here. On such occasions they motivate the present students, tell them their success stories and guide them on many aspects and issues. The Alumni of the college are in regular touch with the college. Regular feedback of the Alumni is also taken to identify the ways of improvement of the college.

They are ever ready to serve the institution in any form. All the departments have frequent interaction with the past students. They are also invited as resource persons at seminars, guest lectures in the areas of their expertise, and also as judges for various competitions organized by the institution.

Some of the Alumni have contributed funds to support research in the institution. The amount is utilized to provide financial assistance to the staff who have published their research papers in UGC notified journals and journals bearing ISSN and ISBN numbers.

We are very proud that Shri.Veeranna C.Charantimath, Chairman of B.V.V.Sangha is the prominent Alumni of the College. His contribution to the institution both as an alumni and the chairman of the institution has made the institution reach great heights. Shri G.S.Sulibhavi, the chairman of the College Governing Council is also the alumni who dedication and commitment has made remarkable improvements in the institution. They are role models to many of the students. The college has encouraged meritorious past students to work as staff members in the college. Alumni also help the present students by making their reference and getting them placed in variety of jobs.

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



## 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 institution was established with a great vision of Imparting Excellent Education and Training in Commerce and Business Administration and with a great mission of imparting professional education in Commerce, Business Administration and Management.

The institution has very efficient and effective governance and a capable and dynamic leadership. Each and every step and action taken by the management is in tune with the vision and mission of the college. The broad goal of the college is to respond to the ever changing needs and expectations of Business Environment and demands of the community by molding students into accountable citizens, developing a sense of dedication, social conscience and commitment.

The efficiency and effectiveness of the management is visible in its various institutional practices such as

#### **NEP Implementation**

The management is supporting the institution in taking several measures to adhere to the NEP- 2020

- The duration of the B.Com and BBA course is extended from three years to four years
- The students of the institution have registered for Academic Bank of Credits (ABC) through Digilocker and have received their unique ID
- The college has offered open elective courses where students can select any subject from other departments
- The management motivates to take several initiatives that develop the skills of the students and promote Vocational education

#### **Sustainable Institution Growth**

The efforts of the management are reflected in the sustainable growth of the institution. The growth can be seen in terms of;

- Infrastructure Development with ICT enabled classrooms, CCTV for security, Internet and WIFI Facilities, Indoor and Outdoor stadiums, Well Equipped Library, Computer labs, Language labs and Incubation center.
- Introduction of vocational courses such as UGC approved Tally certificate course and ICAI approved CA foundation course along with the regular courses.

#### **Decentralization**

The institution believes in decentralization. Every year several committees and cells are framed which includes professors and also students from different programs. The college administration encourages the participation of the Principal and the IQAC coordinator in major decision making process. The Principal and the coordinator consult all HODs and other staff members in the staff meetings. Students are also included in various committees and suggestions from them are welcomed by the institution.

### Participative Management

Our management is highly committed and dedicated to the service of contemporary requirements in higher education. At the end of every month College Governing Council meets and discusses on the short term and long term academic and administrative policies. It monitors the progress and status of the ongoing activities. The body also keenly observes the issues of the institution and gives the directions and guidance for the improvement of the college. The college follows the principle of participative management during the stages of policy formulation and its implementation. It provides liberty in utilization of available grants for various activities. It gives directions and guidelines for the continuous improvements in teaching, learning and administration. It encourages research, innovation, creativity and healthy competition among the students.

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

## 6.2 Strategy Development and Deployment

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

### Response:

The strategic planning of the institution and its effective deployment and functioning of the institutional bodies is effective and efficient. The plans are not just in black and white but they are implemented at the right time in a proper way. The short term and long term plans are made at the management level and also at the institution level. Planning is also made at the IQAC meetings. The Action taken report on the resolutions passed is discussed in the next meeting. The next level of Planning are made department wise, Committee wise, Cell wise etc.

### Policies

The institution follows the rules and regulations of the Ministry of Education, The State Government, UGC and Rani Channamma University, Belagavi to which it is affiliated. The institution is a part of B.V.V.Sangha and it follows the rules and regulations of the Sangha. It seeks the permission of the

management in all the important academic and administrative matters. The institution also has its own code of conduct for the Principal, HODs, teaching and non teaching staff and students. The Principal ensures that everyone in the institution strictly follows all these policies.

### **Administrative Set Up**

The institution is well known for its transparent, fair and just administration. The highest level of the management comprises of a president for all the moral support, a chairman who is the backbone of the B.V.V.Sangha and a dedicated honorary secretary. At the next level the institution has a capable College Governing Council taking care of all the academic and administrative aspects. The highest authority in the institution is the Principal who ensures effective teaching, learning and administration. He ensures discipline and punctuality amongst the staff and students. Various activities are organized under his capable leadership. The principal seeks the permission from the management for activities of higher budget. The various committees formed in the organization support the principal in every way. The documentation and the quality assurance are taken care by the IQAC Coordinator along with the criterion heads and members. There is a chief superintendent to look after the office work. There are FDAs and SDAs to assist him in various matters. There is sincere menial staff to support the academic and administrative work.

### **Appointment**

The full time/part time/adhoc appointments in the institution are made in adherence to the rules and regulations of the State Government and the UGC norms.

1. Job specification for the vacant position is identified, advertisements are placed in the newspapers and applications are invited from suitable candidates.
2. Applications are short listed for a personal interview followed by demo class which is monitored by subject experts.
3. Ethics is strictly ensured in the selection process.
4. Selected candidates are informed.

### **Service rules**

Service rules are mentioned in the appointment letter given to the staff at the time of recruitment. It includes rules and regulations of all employees of the institution in addition to rules regarding leaves, duties, promotions, resignation, termination and code of conduct.

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

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

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

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

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

**6.3 Faculty Empowerment Strategies****6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression****Response:**

The institution undertakes the performance appraisal of both the teaching and non teaching staff to know the strengths and weakness of its Human Resources. The staff members duly fill in the performance appraisal forms. The forms of all the staff members are assessed by the respective departmental heads, IQAC Coordinator and the Principal. Recommendations and suggestions are given individually to all the staff members on the basis of the appraisal report. Staff members work hard to improve themselves year after year.

The institution provides all the necessary facilities to the staff members. It wishes for the holistic development and progression of the staff along with the students.

The following are the welfare schemes available to Teaching & Non - Teaching staff members

- 1. PF Facility-** This provision facilitates saving habit in the employees and motivates them as the institution also contributes to the corpus.

2. **ESI Facility-** The institution provides the ESI facility to the employees
3. **Maternity Leave-** Maternity leave is given to female staff for 90 days with salary.
4. **Earned Leave-** Every year the staff avails the benefit of earned leave along with casual leave. The earned leaves are carried forward for the next year.
5. **Faculty Development Programmes and Refresher courses for Teaching Staff-** The institution organizes faculty development programmes on personality development, soft skills, teaching methodology, online teaching through E-Applications, research etc for enhancing their capabilities.
6. **Administrative Training Program for Non Teaching Staff** – Training programmes are also organized for the non teaching staff members such as Nudi( Kannada Software) and Office Automation etc
7. **Sanction of DL to attend Seminar/Workshops-** DL is sanctioned to staff to attend seminars, conferences, workshops, FDPs, and also if they are acting as resource persons in other institutions.
8. **Provision to Pursue PhD-** Teachers are motivated and encouraged to pursue Ph.D. No Objection Certificate (NOC) is provided to them to pursue Ph.D. A separate research space in the library with all the Physical and E- facilities, computer labs, internet and Wi-Fi facility in the institution facilitates their research work.
9. **Free Annual Medical checkup is conducted-** Medical checkup is organized for the staff members through YRC and RRC Units. During the pandemic the institution has made arrangements for giving covid vaccines and also booster doses to both teaching and non teaching staff members.
10. **Deputation of faculties and staff for competence building programmes/FDP** – The staff members are deputed for FDPs and other quality programmes organized by other institutions.
11. **Annual Increment facility-** Every year the salary of the teaching and non teaching unaided staff is subjected to increment.
12. **Canteen Facility-** Hygienic and well maintained Canteen facility is available in the campus at lower prices.

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

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

**Response:** 5.76

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06      | 00      | 01      | 01      | 00      |

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

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

**Response:** 15.38

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11      | 10      | 15      | 0       | 0       |

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

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

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

#### Mobilization of the funds

The sources of funds for the institution are fees collected from the students, UGC Grants, State Government grant for salary, Donations from Philanthropists for cash prizes, Donations from Alumni & funds from the management for various purposes. The financial contribution from the management plays a vital role in infrastructure development, Salary to the Un-Aided teaching & Nonteaching faculties. The institution is under 2F and 12B as per UGC Act. The institution receives grants from the UGC for the development and maintenance of Infrastructure, up gradation of the Learning Resources, Research etc.

#### Utilization of the funds

The Institution has a mechanism to ensure adequate budgetary provision for academic & administrative activities and to monitor the effective & efficient use of finance. The institution is vigilant in utilizing funds. A part of fees collected from students is utilized for paying salary to unaided staff. The grants received from UGC are utilized for the purpose granted such as construction of Indoor stadium, hostel etc. Grants received from state government are utilized for providing salary to the aided staff as per government norms. The donations received from philanthropists are kept as deposits and the interest money of those deposits are used for giving cash-prizes to the centum scorers, highest scorers in specific subjects, etc. Donations by Alumni are utilized for conducting Seminars, workshops, Conferences Guest lectures and Placement activities. The contribution from the Alumni is also utilized to financially support the staff of the college for their research work. Number of books are purchased from Past students (Alumni) Association & given to poor Students. Scholarship is given to poor and meritorious students.

The Institution has mechanism for both internal & external audit which is conducted periodically. The chief superintendent of the institution conducts the internal audit. The Chartered Accountant appointed by the institution conducts the external audit. Monthly reports (Income & Expenditure) are presented at the College Governing Council meeting. The College Governing council holds monthly meetings with the principal & discusses various financial matters & formulates appropriate policy mechanisms in the institution.

Any Audit objection will be sorted out by the principal and chief superintendent. The External auditors audit the financial information as well as submit the reports to the management. No major objections have been raised by the auditors till date. The Management always ensures that there is financial transparency, fairness and accountability in all the financial matters of the institution.

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

## 6.5 Internal Quality Assurance System

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

### Response:

Enriching the quality is a continuous process in the institution. The IQAC of the institution plans, guides, conducts and monitors different activities that enable quality assurance and quality enhancement. Its main motto is to have a quality climate and quality culture. It ensures good internal communication, integration of various activities, academic and administrative excellence and above all proper documentation and reporting. It organizes several workshops, conferences, seminars, student and faculty development programmes, entrepreneurial activities, management fests etc to enhance the quality of teaching and learning. At the beginning of every academic year it collects the action plans of various cells such as NSS, NCC, YRC, RRC, Bharat Scouts and Guides, Institutions Innovation Council, WEC and all the departments. It integrates all the action plans and prepares the calendar of events and works on it. The IQAC encourages the staff and students towards research and innovation. Along with planning and implementation, the IQAC of the institution believes in evaluation.

**Tools to review its teaching learning process, structures & methodologies of operations and learning outcomes**

### Feedback System

The institution takes regular feedback of the students, teachers, employers and alumni to evaluate itself. Proper and timely action is taken on the basis of feedback.



### **Student Satisfaction Survey**

Student Satisfaction Survey is taken to know the satisfaction level of the students. SSS report is analyzed and necessary action is taken. It is ensured that students have no grievances about the college. The motto of the institution is to provide a healthy environment with all the necessary amenities so that their focus towards the study is increased.

### **Academic and Administrative Audit**

The institution undertakes academic and administrative audit to evaluate its performance in terms of academics and administration. It has undergone AAA twice in this accreditation period. The reforms suggested by the peer team are implemented.

### **Green, Energy and Environmental Audit**

The institution believes in providing a clean and green environment and making the life of staff and students healthy. It has undergone the green, Energy and Environmental Audit. The institution has taken care of the suggestions given by the auditors in relation to energy conservation and environment management.

### **Tools to measure the outcomes and record the incremental improvements**

### **Results and Ranks**

The quality of education given in the institution is reflected through the results and ranks. The institution has a legacy of getting ranks in all the programmes like B.Com, B.B.A and M.Com. This is the strength of the institution. The overall result of all the departments is also very good.

### **Sports achievements**

The institution encourages the students towards sports. The outcome can be seen through many students becoming university blues, national, state level champions in various sports.

### **Placements**

Many of our students are placed in various private and government companies. Some of them become chartered accountants, entrepreneurs etc. All this is a proof of outcome and vocational based education.

### **Progress to higher education**

Students of the institution also proceed to higher education after getting a strong educational base in the institution.

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

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

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

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

Gender equity in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments. The institution ensures gender Equity in each and every aspect. Gender Equity in the institution motivates the students to participate in all the activities and give their best. A homely atmosphere is created in the college where the problems of all the girls and boys are heard and taken care of.

Equal opportunities are given in Academics, sports, Arts, Culture, health, NSS, NCC, Bharat Scouts and Guides, prizes, scholarships and every facilities provided by the college. Opportunities and platforms in the classrooms are given to both girls and boys. Utmost care is taken that no student is harassed or ragged in any way. Class teachers and mentors ensure peaceful environment. The institution strives to make every student be it a girl or boy confident and capable. The management and the principal is very particular about the safety and security of everyone in the campus.

The gender audit of the institution reflects the gender bias free environment in the institution.

The following are the measures taken by the institution for gender equality.

**Safety and security**

Safety of girls is a top priority at our college campus. Institute provides a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel.

**CCTV Camera**

24 hour CCTV surveillance is maintained in the college. It helps to keep a check on anti- social activities. Students and other employees in the college too remain cautious about the surveillance. Discipline in the college provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. CCTV Cameras are also installed in the hostel.

**Visitor Register**

The Hostel keeps visitor log register to record the details of any person entering the hostel premise

**Restricted Entry**

For security of the girls in the college campus and to restrict unwanted entry, the security will check at the main gate.

**Outing system**

It is mandatory for all the students to get their out passes and leave forms duly signed by the wardens and supervisors. In some cases wardens contact their parents before granting them permission. There are strict entry times of all girls' hostels.

**Mentors**

Mentors are assigned the responsibility of mentoring and counseling of the student's. Each faculty advisor looks after the matters of a group of 35-40 students. If any problem is there both boys and girls are being counseled as per their requirements individually.

**Women empowerment cell**

Women Empowerment Cell is also active in the college. It organizes various events on awareness issues.

**Common Rooms**

Separate common room facility for female students is available in the campus where the students come in their free time to relax.

**The Following facilities are provided in Common room**

- Well Equipped Chairs
- Cold Drinking water
- Napkin facility
- First Aid Box
- Bed for Sick students etc

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

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

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

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

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

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

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

**Response:** 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 | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency                                         | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies                                                                | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).                                                         | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                  | <a href="#">View Document</a> |

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

**Response:**

The institution believes in promoting value based education. The institution want its students to know the rich heritage, culture, tradition and hence creates an inclusive environment through the following

initiatives that promote tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities.

**Culture:** Every year the institute organizes cultural programs under the banner of Sports, Cultural and Gymkhana to promote the cultural diversity of India. Students are motivated to participate in Youth festivals organized by the university and cultural fests organized by other colleges. Major cultural events like Vanijya Mela, Handicrafts Mela, Food Fests are organized in the college. The institute celebrates Traditional Day. Competitions such as Desi Udupu (Traditional dress), Speech, Essay and Desi Nrutya are organized on the occasion of Karnataka Rajyotsava,. Students also involve in cultural activities during “NSS Special Annual Camp”.

**Regional:** Events related to Regional harmony are regularly celebrated in the campus. Ganesh Chaturthi, Navaratri, Deepavali, Mahashri Valmiki Jayanti, Kanakadasa Jayanti, Biluru Utsava, etc are celebrated with staff and students.

**Linguistic:** To promote languages, competitions like Essay Writing, Elocution and debate are conducted in Kannada and English languages by the respective departments. For promoting linguistics, we have separate Language Lab. Several workshops and seminars are organized by the language departments. Department of Hindi celebrates National Hindi Day every year.

**Communal Harmony:** India is a country of diversity. The institution promotes unity in Diversity. The institution celebrates Sadbhavan Diwas, Rashtriya Ekata Diwas, National Voters Day, Constitutional day, National Youth Day etc. The institution sensitizes the staff and students the importance of communal harmony and national integration through such celebrations.

**Socio-economic Harmony:** To promote the socioeconomic harmony. All the students are treated equally irrespective of caste, creed, religion and income. Equal opportunities are given to them in academics, sports, culture, extension activities and facilities. Many initiatives are taken in this regard by the institution such as gender equity initiatives. Programmes related to social issues such as HIV-AIDS Day, Anti-Drugs Day, World No Tobacco Day, environmental issues are celebrated. Various programmes to resolve socio economic issues are organized in NSS special camps. Volunteers of NSS, NCC and BSG attended the 12 Days “Aapatmitra Training Camp” to save lives against fire accidents.

#### **Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens**

The institution teaches the students about their constitutional obligations through curricular as well as extracurricular activities. Students of B.B.A and B.Com study The Indian Constitution as a part of their syllabus. The institution also takes several initiatives in this regard. Every year the institution celebrates Independence and Republic day. It also celebrates constitutional Day, National Voters Day, Legal Awareness programmes, Programmes on social Justice, Dr. B.R. Ambedkar Jayanti, Webinar on Fundamental Rights and Duties of Indian Citizens ,Professional Ethics for teachers, students and administrators etc. The students of the institution participate in various competitions organized by the Election Commission. Our student Miss. Vaishnavi Sulikeri participated in the National Level Youth Parliament 2019 at New Delhi.

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

## 7.2 Best Practices

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

#### Response:

The two best practices of the institution include Swachh Bharat Abhiyan and Teaching Practice by PG students for UG Classes

#### Best Practice :1

##### The Title of the Practice

Swachh Bharat Abhiyan

#### Objectives:

- To instill responsibility in our staff and students to keep themselves and their surroundings clean
- Creating trash free environment.
- Making public aware of Swachh Bharat Abhiyan, while leading the mass movement for cleanliness
- To make our country a clean and healthy country

#### The Context

The Government of our country has associated the Abhiyan with the Father of the nation, Mahatma Gandhiji, as he was involved in activities related to sanitation & hygiene throughout his life. The Abhiyan was launched by Prime Minister Narendra Modi on 2nd of October 2014 at Rajghat, New Delhi with an aim to make India clean. It will be a befitting tribute to the Father of the nation on his 150th birth anniversary. The institution has joined hands with the Government in its drive for cleanliness.

#### The Practice

The campaign of clean India movement is a crucial step taken by our institution. Every year the volunteers of NSS, NCC, Bharat Scouts and Guides undertake swachhata activities in the form of Shramadana. The volunteers involve themselves in cleaning temple areas, roads, bus station, railway stations, hospitals,

schools etc on the occasion of Gandhi Jayanti, National Unity Day, Independence Day, Republic Day, BSG Founders Day, and many other such national festivals. Volunteers have also engaged in cleaning activities of areas surrounding public toilets, historical places, drainage, public water tanks and all the other public places in the special camp of NSS for seven days in the adopted villages Mallapur & Muchakandi.

NSS volunteers have involved themselves in creating swachhata awareness for the general public during the covid period. They explained them the way of washing hands, using sanitizers, wearing of masks and keeping the surroundings clean.

NCC Cadets have cleaned the back waters of Krishna river. The Rangers and Rovers of Bharat Scouts and Guides also undertake several Swachhata initiatives.

Every year green initiatives such as bicycle rallies, plastic free rallies, Environmental Day, seed ball campaigning and plantations during Vanamahotsava are undertaken to make our environment pure. Webinars are also conducted to have a clean and green environment such as "Ecosystem Restoration". All the students and staff members actively participate in these events.

The main motto of the mission is to make our country a clean country which in turn leads to a healthy country. We believe that cleanliness drive doesn't just end up with the institution but motivates the citizens to join their hands in making our country clean and healthy.

### **Evidence of Success**

The institution has undertaken 24 Swachhata activities during the last five years period. We are very proud that the institution is recognized as swachhata Action plan institution by Mahatma Gandhi National Council of Rural Education Dept. of Higher Education, Ministry of HRD, Government of India on 04-09-2020

### **Problems Encountered**

- Students face minor injuries during the Cleanliness drive.
- To undertake Swachhata activities during covid times was not easy because of the fear of exposing students to unhygienic areas.
- Lack of support from villagers as they will not continue and maintain the same cleanliness.

### **Best Practice :2**

#### **Title of the Practice**



## Teaching Practice by PG students for UG Classes

PG Students (M.Com) of our institution conduct classes for UG which builds stage courage, teaching skills and confidence in the students.

### **Objectives:**

- To increase the researching skills of the students and make them more confident.
- To enhance the oral and written communication skills of the students.
- To enable the students to explore and engage in higher order thinking activities related to a topic from an academic area.
- To develop self-management skills of the students.
- To facilitate collaborative learning through post seminar discussion

### **The Context**

In the present competitive era, it is not enough if the Students are good only in writing. It is essential that they are also good at active reading, collaborative learning, interaction, self-responsibility, concentration and communication. The institution therefore provides an opportunity for the PG Students to conduct classes for the UG students apart from their regular academic activities. This in turn will be useful to the students while facing the interviews after their education.

### **The Practice**

Interested PG students approach the teachers. Students select the topics of their interested subjects. The students discuss the selected topics with concerned faculty, and conduct classes for UG students. Students will develop a connection with faculty member, conduct library research and will explore and apply techniques that promote student wellness. The goal of this practice is to enhance the essential academic skills of the students and to provide an opportunity for the students to develop and utilize critical-thinking skills, which is very necessary for their success.

### **Evidence of Success**

14 students have been appointed as lecturers in various colleges.

### **Problems Encountered**

As this practice is not mandatory under the University Norms, few students hesitate to take up this practice

because of lack of confidence and fear of stage. Such students are identified and motivated to take classes for UG students.

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

### 7.3 Institutional Distinctiveness

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

##### Response:

The institution has a very big vision of imparting Excellent Education. The Mission of the college is to impart professional education in Commerce. The broad goal of the college is to respond to the ever changing needs and expectations of business environment and demands of the community by moulding students into accountable citizens, developing a sense of dedication, social conscience and commitment. To achieve this goal the college takes several initiatives. The very distinctive initiative taken by the institution is the introduction of Oral Coaching classes for CA Foundation Course.

We are proud to mention that our college is one of the only two colleges in Karnataka where the ICAI accredited Oral Coaching for CA Foundation course is being conducted.

The poor students of north Karnataka were deprived of the opportunity of becoming a CA as there was no institution that could provide them with the knowledge, guidance, help, and support needed to become a CA. The CA foundation courses provided online are not at affordable prices and the personal contact between the teacher and student is lost. Keeping this in mind the IQAC of the institution took a bold step and came forward with the initiative of commencing oral coaching classes for CA foundation level. This is golden opportunity for our students. The multi faceted knowledge, blended with academic excellence is the focus of the institution in this course.

CA foundation course is an entry level test for Chartered Accountancy Course. Candidates must have passed in the Senior Secondary Examination (10+2 examination) conducted by an examining body constituted by law in India or an examination recognized by the Central Government as equivalent there to. The foundation course basically helps students to take up the CA course at early age after 12th completion as an entry level rather than waiting to complete the degree to take chartered accountancy course.

Candidates must have registered with ICAI for CA foundation course and are required to complete a minimum of 4 months study period from the date of registration in order to be eligible to appear in May /November examination as the case may be. We have obtained accreditation from ICAI to organize oral coaching classes for CA aspirants at foundation level for the year 2019-20, 2020-21 & 2021-22. We started CA foundation oral coaching classes from December 2020 with 40 students and 08 faculty members.

In this course students will learn subjects such as Principles and Practice of Accounting, Business Law, Business Mathematics, Logical Reasoning and Statistics, Business Economics and Business Commercial knowledge. Students will get an idea about the eligibility parameters, registration process, syllabus of CA, probable examination dates, examination pattern, fee structure etc. A proper road map is shown to them where they will come to know what to do after CA Foundation exam.

To support the CA foundation course the college has a well built infrastructure with facilities such as ICT enabled classrooms, well equipped library, Internet and Wi-Fi facilities, Two Computer Laboratories, Clean and Green campus etc. Authorities from ICAI visited the institution to ensure the availability of the adequate facilities to run the CA foundation course.

The CA foundation course is handled by highly qualified and experienced staff. The teachers are student friendly and are very keen in solving the problems of the students. Once students have a strong base in this course they will find it very easy to clear the advanced level exams.

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

## 5. CONCLUSION

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### Additional Information :

#### Additional Information

- Organized Vanijya melas, Commerce Week, Handicrafts Mela and Food Fest for participatory learning
- Organized One Day State Level Student Seminar on Innovative Paradigm In Commerce, Management and Economics on 4-3-2021.
- Organized One day National Level Students & Research Scholars Conference on “Innovative Trends in Commerce, Management Economics on 30-05-2019. The proceedings of the conference have been published in Indian Journal of Research in Commerce, Management, Engineering and Applied Science bearing ISSN 2454-6593 and which has an impact factor of 3.26.
- Conducted AAA twice in the last five years
- Green Audit, Energy Audit and Environmental Audit is conducted
- The institution has achieved a **star** from MIC( MoE’s Innovation Cell) for undertaking various activities prescribed by MIC, to promote start Ups and innovation in the campus.

### Concluding Remarks :

The institution has travelled a long way in spreading the divine vibes of commerce and management education in the north part of Karnataka. The College is growing tremendously under the capable and efficient management. Along with the curriculum delivery, Human Values, Ethical Principles, Morals, our Culture, Environment and Sustainability aspects are also taught to the students. Teaching and learning in the institution is in a homely environment where the teachers are working hard and are committed for the upliftment of the students. Research and innovation is promoted amongst the staff and students by providing all the needed infrastructural facilities. Student’s progression is ensured through students support and providing an ecosystem that nurtures their growth and development. Services to the community by our students have instilled Patriotism, Unity, Selflessness and Discipline in them. The participatory, responsive, transparent, equitable and inclusive management strives for excellence in academics and administration.

In the first cycle of assessment and accreditation by NAAC in the year 2004, the college was accredited with B+ Grade. In the second cycle it was accredited “B” Grade. In the third cycle it was accredited with “B++” Grade. The institution has put lot of efforts in implementing the recommendations of NAAC. The institution is very interested in making necessary changes in the institution according to the changing needs and requirements that help in quality enhancement in academics and administrative aspects. The institution strives at its best for the holistic development of the students and the community and will join its hands with the Government to make our Nation “Vishwa Guru Nation”

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 40<br/>Answer After DVV Verification :33</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.2     | <p><b><i>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</i></b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>168</td> <td>181</td> <td>214</td> <td>223</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>127</td> <td>141</td> <td>179</td> <td>175</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>168</td> <td>181</td> <td>214</td> <td>223</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>166</td> <td>180</td> <td>214</td> <td>225</td> </tr> </tbody> </table> <p>Remark : as per the documents</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 147 | 168 | 181 | 214 | 223 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 103 | 127 | 141 | 179 | 175 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 147 | 168 | 181 | 214 | 223 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 147 | 166 | 180 | 214 | 225 |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 147       | 168                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 181     | 214     | 223     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 103       | 127                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 141     | 179     | 175     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 147       | 168                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 181     | 214     | 223     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 147       | 166                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 180     | 214     | 225     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.4.1     | <p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p><b>2.4.1.1. Number of sanctioned posts year wise during the last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>35</td> <td>35</td> <td>34</td> <td>30</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 30  | 35  | 35  | 34  | 30  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 30        | 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35      | 34      | 30      |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 29      | 29      | 28      | 28      |

Remark : as per the documents

2.6.3

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 304     | 367     | 315     | 296     | 309     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 292     | 335     | 315     | 296     | 309     |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 350     | 409     | 360     | 329     | 369     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 329     | 364     | 360     | 329     | 369     |

Remark : as per the documents

3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 5       | 5       | 0       | 1       |

Answer After DVV Verification :

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

|   |   |   |   |   |
|---|---|---|---|---|
| 7 | 5 | 5 | 0 | 1 |
|---|---|---|---|---|

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**

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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 31      | 96      | 8       | 14      | 6       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 51      | 37      | 0       | 5       | 2       |

Remark : Other papers are not published with ISBN/ISSN

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 57      | 51      | 45      | 49      | 38      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 26      | 23      | 21      |

Remark : as per the documents

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

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : as per the documents

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 91      | 43      | 29      | 97      | 91      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 91      | 43      | 29      | 97      | 91      |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 350     | 409     | 360     | 329     | 369     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 292     | 335     | 315     | 296     | 309     |

Remark : as per the documents

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 00      | 19      | 40      | 35      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 0       | 9       | 25      | 8       |

Remark : as per the documents

**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)**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 313     | 50      | 12      | 19      | 45      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 5       | 2       | 11      | 13      |

Remark : as per the documents

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05      | 02      | 01      | 01      | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06      | 00      | 01      | 01      | 00      |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20      | 15      | 35      | 0       | 1       |

Answer After DVV Verification :

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

|    |    |    |   |   |
|----|----|----|---|---|
| 11 | 10 | 15 | 0 | 0 |
|----|----|----|---|---|

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 9       | 0       | 0       | 0       |

Answer After DVV Verification :

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

Remark : as per the documents

**2.Extended Profile Deviations**

| ID      | Extended Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>                     Answer before DVV Verification : 51<br/>                     Answer after DVV Verification : 49</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>35</td> <td>35</td> <td>34</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>29</td> <td>29</td> <td>28</td> <td>28</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 30 | 35 | 35 | 34 | 30 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 25 | 29 | 29 | 28 | 28 |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 30      | 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 35      | 34      | 30      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 25      | 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 29      | 28      | 28      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |