



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SRI ADICHUNCHANAGIRI FIRST GRADE COLLEGE

**SRI ADICHUNCHANGIRI FIRST GRADE COLLEGE MYSORE ROAD
573116**

WWW.SAFGCCRP.ORG

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Adichunchanagiri Shikshana Trust (R.) was established in 1975, by his Holiness Bhyravikya Jagadguru Padmabushana Sri Sri Sri Dr. Balagangadharanatha MahaSwamiji with the prime aim of enlightening the rural masses. The trust is an integral part of the age old Sri Adichunchanagiri Mutt, which is serving mankind in various possible ways and means, especially: Trivida Dasoha – Anna, Akshara, Arogya i.e. Food, Education, Health. Sri Adichunchanagiri Shikshana Trust (R.) is managed by the Managing Committee under the Presidentship of His Holiness Jagadguru Sri Sri Sri Nirmalanandanatha MahaSwamiji, who is giving the institution altogether a new dimension with a scientific outlook, cultural backward and a spiritual touch. Presently, the trust is running more than 500 education institutions, ranging from Pre-Primary to Post Graduation including: Engineering, Pharmacy, Nursing and Medical Sciences across the country and even in abroad.

Sri Adichunchanagiri First Grade College lies in Channarayapatna on the Bangalore-Mangalore National Highway 75 in Karnataka; it is one of the oldest, distinguished co-educational institutions at Rural Area in Hassan District, having Famous Jain pilgrimage Shraavanbelogola. Channarayapatna has major railway connection from Bengaluru to Mangaluru, Karwar and Mysuru.

The Institution began in 1979 with less than 100 students. it is situated in the Heart of the City with own campus. The college is affiliated to the prestigious University, University of Mysore and recognized by UGC under Section 2(f) and 12(b) of UGC Act 1999.

In the 1st Cycle of NAAC Accreditation Secured "B+" with CGPA 75.95 and "B" Grade in the 2nd Cycle with CGPA 2.54.

Currently total number of 767 students are enrolled in the institution in quest of fulfilling their dreams for higher education supported by 33 faculty including Management Permanent faculty. The institution offers 8 UG programs in Arts (BA - HEP/HSG/HEG/HES/EKP), Science (B.Sc - PCM/CBZ), Commerce (B.Com) streams. To enrich knowledge of our students ICT facility has been installed. It helps to face the global challenges successfully. Academic programmes are guided by a team of well qualified with P.hd,M.Phil,NET/SET and experienced UGC and Non-UGC faculty.

Vision

VISION

- Education with Excellence and Discipline.
- To empower and enrich the Students of the rural areas through Graduation and prepare them for higher education and better Placement.

Mission

MISSION

- To inculcate leadership quality and patriotism among the student community.
- To enhance social awareness and responsibilities of the students by community oriented activities.
- To amalgamate cultural and ethical values of higher education to the rural folk.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College has 08 UG programmes.
- Qualified faculty with 05 Ph.D degree holders.
- The College is located in heart of the city with Green Environment.
- Internet and Wi-Fi facilities are available in the college for better access to online resources and INFLIBNET facility is also provided.
- Library automation with CoHa Software.
- For providing security CCTV surveillance of the main building and premises of the college.
- Permanent affiliated, co-educational, UG College of 43 years of outstanding education service.
- Recognition by UGC under 2f and 12B
- Library has good collection of books for: UG and Competitive Exams .
- Dedicated: NCC, NSS, Scouts and Guide and Youth Red Cross volunteers engage in social extension activities
- Dress code and ID card for all students to maintain uniformity.
- College has initiated steps to make campus eco-friendly.
- Registered Alumni actively participate in decision making for the development of the institution.

Institutional Weakness

- Most of the students are from Rural area
- Number of sanctioned posts as compared with courses offered and student ratio is insufficient
- Due to the lack of Government assistance to the aided institution is the main lacuna for the upgradation.
- Less collaboration or memorandum of understanding with industrial organization and other institutions.
- The present recruitment policy of the Government does not permit to fill up retired posts.

Institutional Opportunity

- To provide quality higher education for the rural students in order to face the challenges of present competitive world.
- Most of our faculties are being served as member of BOS and BOE
- To enter into more number of collaborations, tie ups and MOU's with leading: educational organizations, industry, and NGOs.
- To start more Add on courses
- Optimum utilization of infrastructure.
- To pursue Ph.D and conduct major and minor research projects by faculties
- To initiate Research Center in the Institution.

- To increase the collection of books, journals and e –materials through INFLIBNET
- Industrial visits, Heritage Club, and other activities conducted to enlarge the experience of the students.

Institutional Challenge

- To improve communication skill of the students, with special concern on English language.
- To impart quality education to rural students and achieve 100% result.
- To increase the placement of the students in government sector as well as in private sector.
- To improve parents participation and alumni involvement in the development of the institution.
- To increase number of sanctioned teaching and non-teaching posts.
- To impart quality education to rural students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Adichunchanagiri First Grade College, Channarayapatna is affiliated to the University of Mysore. The institution offers 08 UG programs with Non-CBCS, CBCS and latest NEP-2020. UG courses B.A, B.Sc, B.Com, follows the curriculum prescribed by the university. However, the curriculum is executed by the IQAC with the collaboration of all departments. The college follows the University academic calendar with regard to teaching, learning, and Evaluation. The college presently runs the courses under the CBCS Scheme and NEP-2020 in full fledged as per the university guidelines. A few of our experienced faculty members have been served as chairperson and members of BOS and BOE of University and Autonomus College.

The students also have the freedom and flexibility to choose/opt elective subjects across departments. Calendar of Academic events is basically prepared before commencement of each academic year which comprises curricular, co- curricular and extra-curricular activities. Allotment of subjects including open electives is done by the respective Head of the Departments, based on the faculty expertise and the preferences obtained from them. Detailed lesson plan is prepared by the staff focusing on outcome based education and Bloom's taxonomy. For each course, a question bank/laboratory manual is prepared which is scrutinized at the department level. Further, approved by the head of the Institution and distributed same to the students. Teaching aids such as PPT projectors, ICT class rooms are used to conduct and support regular classes. Based on the student performance in internal assessment, remedial classes are conducted for slow learners. Advanced learners are encouraged to deliver seminars and to take up project works. Various activities to support human values, environment and sustainability, gender sensitization, Women Harassment Prevention activity, Self defence etc., are organized by the various departments to enhance and nurture individual talents and ensure overall development of the students. In order to be responsive to the quality needs, a comprehensive feedback is obtained from various stake holders such as employer, teachers, students and alumni which covers overall development aspects of curriculum, course delivery, faculty, infrastructural facilities, laboratories, etc. if any curriculum gaps are found, the same is being tried to filled by conducting value added courses, workshops, seminars and industrial visits etc.

Teaching-learning and Evaluation

The main objective of the institution is to impart quality education to economically weaker section of the

society and the rural background section. The enrolment percentage for the last five years is satisfactory. The institution aims at moulding the learning capabilities, comprehensive skills and knowledge of the students. The Institution regularly organizes seminars, workshops and special lecture-series by inviting scholars, Subject Experts from various colleges and Universities.

Sri Adichunchanagiri First Grade College, Channarayapatna is established in 1979 and affiliated to the University of Mysore, as per the requirements of the Statutory Bodies, it provides reservations to the various categories of students in order to provide the equity and fair access. Slow learners and Advanced learners are identified and different strategies are adopted to provide an enhanced learning experience to the students and customize the tools and strategies for better learning.

Our Institution has well documented details pertaining to the total number of students and present full time teachers. Class wise mentors have been listed so that the mentee can contact to their respective mentors, their queries related to the academic matters etc. Our college has adopted the modern methods of teaching and Learning based on Information and Communication Technology (ICT) to make teaching and learning more effective and attractive from the view point of students. Thus, this Institution adopted the modern methods of teaching effectively.

Faculty members are highly qualified, eligible and having research bent of mind in order to adapt themselves to changed pedagogy. They have fulfilled the required eligibility criteria as per the UGC norms and ready to accept the changes. The faculty members are encouraged to participate and present papers in Workshops, Seminars, and Conferences.

The college also conducts online survey through google forms of the students on the teaching effectiveness of the teacher's, syllabus completion and other aspects of the college administration. The views and opinions of the students will be assessed and implemented for the betterment of the quality of education in order to reach its optimum level of output in terms of the academic achievement.

Research, Innovations and Extension

The institution encourages its teachers to submit research proposals. The college has been conducting periodic state level and regional level conferences for the benefit and promotion of research atmosphere encouraging faculty to involve in article presentations/publications and establishing collaboration for research activity. The college organizes workshops sensitization programs to create spirit among teachers and students . many teachers in the college have published research papers in reputed national and international journals with good impact factors.

Extension activities are integrated with curriculum. They are considered as extended opportunities intended to help or serve the society. The students of the college actively participate in social service activities leading to the overall development NSS, NCC and YRC. the college undertakes various extension activities in the neighborhood communities. Every year the college selects a village in the vicinity, organizes a camp for seven days and takes up awareness programs besides , the volunteers actively participate in rendering service through organizing Medical Health Checkup Camps, programs on road safety, Voting , Personal health and HIV Aids awareness etc.

The college is conscious of its responsibilities for shaping students into responsible citizens of the country through creating awareness on social issues. The college provides consciousness to the students as well as

villages about the significance of social issues like eradication of superstition; conservation of water, Swach Bharath Abhiyan, Environmental pollution, personal health ,hygiene and road safety. The college also organized several social activities like Village-Camps. The college has organized awareness programs on human rights, voter awareness and special lecture programs .In addition, the college has sensitized the students on various social issues and social responsibilities, which in turn helped them in their holistic development as responsible citizens with moral values.

Infrastructure and Learning Resources

The sprawling 5.18 acre (35% open space) campus reflects the vision of the institution, and its green environs set the tone for an exemplary learning environment and fulfilling campus life.

The college has a total of 18 well-furnished and ventilated classrooms with Wi-Fi facilities, of which 2 classroom has LCD facilities. There are eight laboratories, a library with a valuable collection, a sports ground with an outdoor facility, and sanitary washrooms.

There is one multipurpose seminar hall, an LCD facility, and an open-air theatre used for the purpose of culture and other activities, as well as a drinking water plant on the campus. Most of the departments have individual staff rooms equipped with a computer, internet access, and storage facilities, enabling personalized student-teacher interaction. NSS and NCC activities are important adjuncts to classroom learning.

The College Library contains 25877 books covering all disciplines and has a seating capacity of 50 users. Circulation counter, Online Public Access Catalogue, Processing Section, and Stacks. It provides remote access to the N-List of INFLIBNET learning resources like e-journals and e-books with databases helping the students and faculty stay abreast of a dynamic knowledge bank.

The extensive college ground offers amenities for sports facilities, including Volleyball Courts, Throw Ball Court, Kabbadi Court, Kho-kho and Cricket for net practice. The indoor activity activities are badminton, Yoga, Table Tennis, Chess and other indoor games.

Housekeeping and security of the campus are adopted. The college receives funding for infrastructure development from three sources: the state government, UGC grants, and SAST® donations. There are two 30KVA generator systems for uninterrupted power supply. For monitoring security, CCTV cameras are installed. The college has parking space for 2 and 4 wheeler.

Other Facilities

- The Zoology Museum has bottle specimens and slides.
- Water Plant and RO
- The computer lab consists of 30 desktops at a ratio of 32:1 with connectivity via a LAN facility .
- Broadband and LAN connections with Wi-Fi have 100 Mbps bandwidth.
- Ramp facility
- Backup power sources include a generator and a UPS.
- CCTV surveillance
- Fire Extinguisher

Student Support and Progression

Our institution provides a necessary assistance to students for the meaningful experience of learning at the campus. Initially all students are participated in the orientation program and exposed their interests. Based on their interest a committee of faculties nominates student members and Establishes Student Council. The students are encouraged to seek guidance on academic, general or psychological issues, and competitive examinations. And Students who lagging behind in learning are find out and take them a remedial classes .along with this the students are advised to improve performance and are given suggestions or options for clearing their backlog subject. For their convenience to express their grievances without hesitation suggestion box is fixed in campus. The committee of grievance redressal review the grievances once in a month and solve them. We provide SC/ST, OBC , sanchi honnamma, CV Raman ,jindal and municipality scholarships to the students as per government and Nongovernmental schemes and guidelines. The students are also encouraged to seek guidance on any matter related to academic performance. Individual faculty members routinely spend time with students during and after classes discussing any issues related to the course, student problems, and advice them on all matters as desired related to academic, placement, study tours and career goals. Faculty are often members of co-curricular activities in the different committees and provide ample opportunities for student requisitions in an informal environment. The advising process also helps to identify and solve problems of students may be confronting in achieving the educational objectives.

We have alumni association which conducts meetings in an academic year at the institution for which the institution is the facilitator. These meetings provide them a platform to discuss and interact among themselves for the purpose of providing suggestions and contributions to the institution. The alumni have been providing service to the institution by sharing and providing their experience and expertise. They are also actively participating in the college programmes and developmental activities. Along with sharing a detailed account of various professional avenues available to the students after the completion of their graduation successfully.

Governance, Leadership and Management

The institution has well defined vision and mission and concrete and dedicated efforts are made for quality and value-based education.

The Vision and Mission of the college are communicated to the students by displaying through the boards in all the floors of the college. The Vision and Mission of the college are brought to the notice of the staff in frequent staff meetings. The Management is vested with the Governing Council as per UGC guidelines. The Governing Council consists of Management Representatives, College Principal, senior faculty member, distinguished academicians and Industrialists.The Government, University of Mysore and general public are the key stakeholders of the college. Generally,the goals are set according to the guidelines of UGC and Government. The goals and objectives of the college are brought to notice of the University through affiliation committee.

Preparation of annual budget, notifications and communications from the Office of the Director of Collegiate Education, Regional Joint Director, University of Mysore, Management and at college level are in e-mode.

The institution constitutes well defined committees to ensure complete functioning of college activities. Students' Council, Career guidance and Placement Cell, Grievance Redressed Cell, Anti-Ragging and Prevention of Sexual Harassment Cell work rigorously to strengthen institutional practices.

For strategic development and deployment of its policies, the college makes prospective plans both -long and

short term. These plans are executed through various committees like Purchase Committee, Construction Committee, and Examination Committee.

E-Governance has been implemented in various areas of operation. Welfare Schemes are available for teaching and nonteaching staff. Proper appraisal system is followed for all teaching and nonteaching staff For financial management and resource mobilisation the college depends upon the grant from UGC, NGO's, local bodies, individuals and Management. It conducts external and internal Audit regularly and prepares an annual budget estimate. In compliance with NAAC regulations, IQAC has been functioning in the college as a quality sustenance measure and it holds regular meetings for effective planning and implementation of institutional policies.

Institutional Values and Best Practices

The institution stands for open minded attitude and accepts change for the better. The values of National Spirit and Integrity are taught to students. The college stands for honest and fair practices. The students are groomed into responsible humans first.

The Institution shows Gender Sensitivity by providing facilities such as Safety and Security, Counseling, separate room for boys and Girls. Each Class elects one girl and one boy as class representatives (CRs). Gender sensitization programmes for creating awareness about educating a girl child and women development, through women development cell.

Each faculty member monitors the academic progress of a group of students and guides them to shape their professional career besides dealing with personal issues.

The institution has a well established water supply system wherein the ground water is pumped to the overhead tank and used for cleaning the college premises and watering plants. Rainwater Recharge facility and Bore-well are available on the campus.

Sustained efforts are made to create and maintain **environmental consciousness**. Anti-plastic drive, reduce, reuse strategies for paper, E-waste and solid waste management initiatives have created an eco-friendly campus.

Social consciousness activities like visiting to old-age homes, orphanages, donations during natural calamities, are conducted by committees like NCC, NSS and all departments. The Institution is engaged in various social and environmental issues which are very evident of the Institution being responsible and committed towards the improvement of the society. Celebrations of National and International and cultural importance days have bolstered the **human and national values** in students.

Leading focus on deep learning is enhanced through ICT enabled facility, well maintained and equipped laboratories and library.

The institution encourages students who excel in studies, sports & Yoga, NSS, NCC, Cultural and Extracurricular areas through appreciation and incentives. Through these organizations, AIDS awareness programmes, blood donation camps, various health camps and societal upliftment activities have been undertaken.

The Institute distinguishes itself from the rest by focusing on the **holistic development of students**. The

unique feature of the College is the fact that strong moral values are instilled in students.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SRI ADICHUNCHANAGIRI FIRST GRADE COLLEGE |
| Address | SRI ADICHUNCHANGIRI FIRST GRADE COLLEGE MYSORE ROAD |
| City | CHANNARAYAPATNA |
| State | Karnataka |
| Pin | 573116 |
| Website | WWW.SAFGCCRP.ORG |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | N Shankaresh | 08176-252266 | 9448719959 | - | drshankaresh@gmail.com |
| IQAC / CIQA coordinator | Arpitha H J | - | 9738554973 | - | appiaru@gmail.com |

| Status of the Institution | |
|---------------------------|--------------------------|
| Institution Status | Private and Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 20-06-1979 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-----------|----------------------|-------------------------------|
| Karnataka | University of Mysore | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 01-09-1999 | View Document |
| 12B of UGC | 01-09-1999 | View Document |

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents | | | | |

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

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 | SRI ADICHUNCHANGIRI FIRST GRADE COLLEGE MYSORE ROAD | Rural | 5.1 | 4180 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Arts | 36 | PUC ITI Diploma JOC | English,Kan nada | 90 | 0 |
| UG | BA,Arts | 36 | PUC ITI Diploma JOC | English,Kan nada | 90 | 0 |
| UG | BA,Arts | 36 | PUC ITI Diploma JOC | English,Kan nada | 90 | 0 |
| UG | BA,Arts | 36 | PUC ITI Diploma JOC | English,Kan nada | 90 | 40 |
| UG | BA,Arts | 36 | PUC ITI Diploma JOC | English,Kan nada | 90 | 30 |
| UG | BSc,Science | 36 | PUC | English | 60 | 37 |
| UG | BSc,Science | 36 | PUC | English | 60 | 35 |
| UG | BCom,Com merce A Section | 36 | PUC ITI Diploma JOC | English | 180 | 103 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 3 | | | | 26 | | | |
| Recruited | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 7 | 5 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 14 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 20 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 0 | 18 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 24 |
| Recruited | 8 | 1 | 0 | 9 |
| Yet to Recruit | | | | 15 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 10 |
| Recruited | 6 | 3 | 0 | 9 |
| Yet to Recruit | | | | 1 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| 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 | 2 | 0 | 0 | 2 | 1 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 5 | 0 | 10 |
| 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 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 0 | 13 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 339 | 0 | 0 | 0 | 339 |
| | Female | 428 | 0 | 0 | 0 | 428 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 37 | 31 | 25 | 22 |
| | Female | 31 | 48 | 46 | 41 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 7 | 9 | 8 | 2 |
| | Female | 9 | 12 | 10 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 325 | 371 | 343 | 319 |
| | Female | 517 | 701 | 696 | 652 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 9 | 6 | 15 | 18 |
| | Female | 5 | 4 | 14 | 26 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 1 | 0 | 1 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 940 | 1183 | 1157 | 1089 |

Institutional preparedness for NEP

| | |
|--|--|
| 1. Multidisciplinary/interdisciplinary: | A Multidisciplinary institute consists academic programmes across different streams viz. Arts-BA, Commerce- B.Com, Science-B.Sc. National Education Policy 2020 emphasizes multidisciplinary/interdisciplinary approach. Our college has been offering Undergraduate degrees in Arts (Bachelor of Arts), Commerce (Bachelor of Commerce), Science (Bachelor of Science) . Presently the college is offering Eight programmes across all these faculties. As far as the interdisciplinary teaching-learning is considered, University of Mysore has made it mandatory for students to study Open Elective courses from across the faculty. Our college has adopted NEP from the academic year 2021-22 as per GOK and University of Mysore Guidelines. |
| 2. Academic bank of credits (ABC): | Academic Bank of Credits (ABC) is a novel concept enshrined in the NEP. Under this, students will be able to open Academic Bank Accounts where they can store the credits they earn in digital form. ABC also facilitates students multiple entry and exit options. Students can also earn up to 50% of the credits outside the college, for instance they can earn credits through SWAYAM platform too. We are awaiting directions from the Department of Higher Education and University of Mysore regarding opening of Academic Bank Accounts, providing the students with IDs and Standard Operating Procedures (SOP). |
| 3. Skill development: | National Education Policy 2020 insists on skill based learning. The curricula across various Programmes are so designed by the university as to foster skill development in the students. The syllabus across different courses caters to development skills such as Communication Skills, Social Skills, Life Skills, and Digital Fluency. In addition to classroom learning, the college encourages students to participate in various extra curricular and co curricular activities. Students actively participate in extension activities. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | National Education Policy-2020 also lays emphasis on integration Indian Knowledge system with modern learning. The curricula across various programmes are designed in this direction. Majority of the students, especially in Arts programmes, learn in Kannada medium. Even in Science, Commerce programmes Kannada is used along with English so |

| | |
|--|---|
| | as to make the students understand what has been taught. |
| 5. Focus on Outcome based education (OBE): | Outcome Based Education (OBE) is student-centric teaching and learning methodology of an educational programme based on a set of goals or outcomes. NEP reiterates that teaching should focus on measuring student performance through outcomes. The OBE intends to map and measure students' performance at every step. The OBE model aims to maximise student learning outcomes by developing their knowledge and skills. As per the University regulations under NEP, evaluation of students consists 60% of theory examination and 40% of Internal Assessment (IA). The IA part is included to ensure continuous evaluation of students. It also makes sure that students are able to achieve certain prescribed goals. |
| 6. Distance education/online education: | Due to Covid-19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside, the negative impact, of lack of face to face learning, online education has broken the geographical barriers in creating interaction among experts and students from distant geographies. Faculties are encouraged to offer MOOCs courses at University of Mysore which promotes the blended system of learning. |

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 155 | 155 | 155 | 151 | 151 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 8 | 8 | 8 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 940 | 1183 | 1157 | 1089 | 927 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 375 | 375 | 375 | 375 | 375 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 352 | 395 | 296 | 315 | 232 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 44 | 51 | 52 | 45 | 50 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 29 | 29 | 29 | 29 | 29 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 19

4.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6.74 | 10.75 | 15.04 | 10.8 | 10.62 |

4.3

Number of Computers

Response: 42

4.4

Total number of computers in the campus for academic purpose

Response: 30

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Sri Adichunchanagiri First Grade College, Channarayapatna is affiliated to the University of Mysore and ensures effective curriculum delivery by following the academic calendar as per University.

- **The faculty members analyse** the needs of the students before the commencement of each semester and prepare the Plan of Action as per syllabus. The Head of Departments submits a workload statement at the beginning of semester and general time-table is prepared. All departments prepare their own Lesson plan allotting content wise topics to be taught within the schedule.
- **For interactive activities** like classroom teaching, group discussion, PPT presentation, Quiz, and academic tests help in critical analysis; problem solving and evaluation. The periodic tutorial / class test are conducted to assess the students. The examination results are Analyzed and the weaker students are focused in remedial classes. A few Departments organise Subject tours and industrial visits to provide practical exposure to the students.
- **The IQAC** along with faculties plans the entire calendar of events, like internal tests, special lectures, projects, events exhibitions, seminars and other academic activities to get the best curriculum outcome. The departments in turn plan their academic and other curricular activities accordingly for each of the semesters. This allows the departments to plan and implement the curriculum in a spaced and more effective manner, the teachers use ICT tools to enhance the teaching process. The teachers use many methods besides ICT to enhance curriculum delivery effectiveness, such as group discussions, debates, question and answer sessions, study tours, wall magazines, etc to effectively communicate and teach the curriculum designed by the university.
- **The curriculum** is just a platform used by teachers to make learning more simple, understandable, and effective. The students have access to textbooks and reference books in the library and they are provided with short notes prepared by teachers to ensure that the curriculum is well understood and learned by the students. The students are encouraged to present the class seminar, participate in the debates and participate in the study tours and industrial visits to make the curriculum more interesting, effective, and participative. The participation of teachers in the academic bodies and councils in affiliating university and other autonomous institutions such as the Board of studies, the board of examinations, and curriculum designs makes the process of curriculum delivery more meaningful and effective.
- **The slow learners** are helped with bridge courses and remedial coaching classes to help them cope with the demands of the curriculum and make the desired progress. The assignments, result analysis, departmental meetings and the feedback from the students help to improve the implementation of the curriculum. The institution makes efforts effectively to communicate and deliver curriculum, be it in terms of use of bi-lingual method, ICT facilities, tests, assignments, projects field visits, practical classes, debates, seminar classes, thus ensuring the maximum benefit to the students from the designate curriculum by the affiliating

university.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution is affiliated to University of Mysore and implements the curriculum prepared by the Board of Studies of University. The institute has developed a structured and documented process for implementing the curriculum. Being an affiliated College, Institution adheres to the academic calendar for the conduction of continuous internal examination. Academic Calendar: The College prepares an Academic calendar according to the University calendar with consist of Holidays, Festivals and Celebration viz National Festivals and Important Days and it Schedule for internal, practical exams as per University calendar.

According to time table given by UOM, Institutional level functions viz college day, sports day and other cultural Programmes, Seminars and Workshops/Special Lectures/Guest Lecture programmes are held. The academic calendar is prepared by IQAC in consultation with the Principal and heads of all Departments. It is uploaded on the college website and displayed on the notice board. Only the Principal can incorporate minor changes in academic calendar in case of unforeseen circumstances. The centralised internal assessment tests are conducted for students of all programmes. Under Non-CBCS scheme of syllabus, the college conducts one compulsory internal assessment test fifteen days prior to the closure of the semester.

However, under CBCS scheme, two internal assessment tests, (Component-1 and Component-2) are conducted before the completion of eighth and sixteenth week of the semester respectively both for theory and practical modules. The question papers are set by concerned course faculty and submitted to coordinator of examination committee at least one week prior to the test every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. Head of the department along with faculty members prepares an academic calendar of their department based on institute academic calendar. It includes major additional activities of department and detailed continuous internal assessment plan so that the evaluation take place in a coordinated manner.

Each course teacher has his or her own pattern of internal examination like students' seminar, projects, PPT- presentation, viva, etc. Schedule dates of these internal evaluation parameters are announced well in advance. The institute has built in mechanisms to ensure syllabus completion. This is achieved by conducting extra classes even on Sundays. Assignments and field visit reports, project reports and skill development/practical records are submitted by students as per the mentioned dates.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 8

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 2**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 0 |

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Brochure or any other document relating to Add on /Certificate programs

[View Document](#)**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response: 1.03****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 31 | 29 | 0 | 0 |

File Description**Document**

Details of the students enrolled in Subjects related to certificate/Add-on programs

[View Document](#)**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The College is affiliated to the University of Mysore and follows the curriculum designed by BOE of University. The college implements the same at UG level keeping in mind, the goals and objectives to make the students employable through holistic education and skill development. The University of Mysore introduced revised curriculum for all the programmes in the year 2015 which were followed up to the academic year 2017-18. University of Mysore implemented CBCS- Choice Based Credit System in

2018-19. Which is adopted by the institution is effective for overall development of students.

The learners are able to receive Multi Disciplinary learning experience. Enrichment of curriculum cannot take place without active involvement of teachers and their efforts. Hence responsibility rests on the shoulders of the teachers in shaping the destiny of students. Our institution plays major role to transform the society through various aspects that exist in the curriculum. In other words, the syllabus prescribed it is an interdisciplinary subject. To say, all the UG courses have compulsory paper under Credit Based semester system as well as old syllabus like Environmental studies during First Semester, Indian constitution during the Second semester. For BA and B.Sc. B.com, Apart from these compulsory papers of CBCS, the language and core subjects also consist of cross cutting issues. Other than this, the core subjects of Commerce/Management UG/PG courses consist of business ethics and corporate responsibility. The core papers of Social Work UG course are included with gender equity, human values and rights, ethics and sustainable development.

Apart from the above to inculcate human values the institution conduct seminars, guest lectures and debates related to the social issues and the program related to the human rights, cultural practices of the society etc. We have formed various associations and committees like Women Cell, Youth Red Cross, NCC, NSS, SC/ST Grievance Cell, Cultural Association and Anti Ragging Cell. These associations conduct awareness program on legal aid, health issues for girl students, and awareness about blood donation and so on.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.96

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 3 | 3 |

| File Description | Document |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 0

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

| | |
|---|-------------------------------|
| Response: A. Feedback collected, analysed and action taken and feedback available on website | |
| File Description | Document |
| Upload any additional information | View Document |
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 50.16

2.1.1.1 Number of students admitted year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 241 | 402 | 442 | 446 | 350 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 750 | 750 | 750 | 750 | 750 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 97.55

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 238 | 401 | 423 | 428 | 339 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The process of identifying slow and advanced learners commences immediately after admission.

The mechanism adopted by the institution to identify the slow and advanced learners is based on

- Performance of the student in Pre-University examination
- Interaction in classroom and laboratory
- Their fundamental knowledge and understanding
- Performance in course-wise tests/activity conducted during the semester and end semester examination

The college adopts an efficient mentor system. Each mentor is assigned 20 students. Individual attention and one-to-one interaction of the mentor with mentees helps to understand the learning levels of students.

MODES OF ASSESSMENT OF STUDENTS' PERFORMANCE

Under Non-CBCS scheme of syllabus, the college conducts one compulsory internal assessment test thirty days prior to the semester end examination. However, under CBCS scheme, two internal assessment tests, Component-1 and 2 for both theory and practical modules are conducted before the completion of eighth and sixteenth week of the semester, respectively. Seminars are conducted for final year students on a pre-assigned topic. Tutorial classes also form the component of curriculum for assessment of students.

STRATEGIES FOR ADVANCED LEARNERS

- Encourage them with extra care to obtain university ranks. Semester toppers and university rank holders are encouraged with cash prizes and incentives by faculty members.
- Additional library books are given to advanced learners.
- Provide opportunities to develop their creativity by participating and presenting papers in State/ National Level Seminars.
- Challenging assignments are given to improve their writing skills.
- Extra laboratory sessions are given to perform additional experiments.
- Motivating them to do Minor Research Projects to inculcate research orientation and practical awareness.
- A substantial number of quality books and e-resources are available in the library. Teachers motivate students to avail these facilities and take up competitive exams.
- Special lecture programs/seminars are arranged by the institution to bridge the knowledge gap between theory taught in class and practical world.

STRATEGIES FOR SLOW LEARNERS

- The respective subject teachers assess students' learning levels and help them make a smooth

transition. Extra classes are organized to clarify doubts, explain tough topics and discuss efficient ways of presenting answers in the exam to score more marks.

- Bridge courses are conducted for required subjects to build the confidence among students that they can learn the subjects better.
- Remedial classes and spoken English are conducted.
- Learning materials prepared by the respective teacher in-charge of the subject is uploaded in the portal for students' reference.
- The mentor assesses the nature of students' problems and then motivates them in a friendly way to reach their academic goals. They also have periodic interaction with parents about the performance of slow learners.
- Group study system and peer tutorial/ counseling is encouraged.
- Motivational classes are conducted to improve the mental ability of students to analyze problems and encourage them to attend classes regularly.
- The institute promotes independent learning atmosphere that contributes to their academic and personal growth.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional Information | View Document |

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 21.36

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The institution emphasizes on the holistic development of students through student centric learning methods. In addition to traditional teaching-learning methods, the college is interested in providing innovative methods for enriching the learning experience.

- Regular participation in students' seminars, inter-college debates, quiz, gender-awareness programmes both at their home institution and other colleges enhances their learning experience
- Student seminars, interactive sessions and group discussions are conducted on a regular basis by each department to ensure maximum participation
- Encourages peer based learning process where students interact and learn from each other.

- I B.A. and II B.A. students are encouraged to read national level political news and paste them in a notebook as study activity in Political Science subject
- Under the guidance of department of Environmental Studies, B.Sc students have undertaken the task of identification and documentation of plants around the college campus.
- Students are encouraged to make literary contributions to the college magazine “GARI”
- To improve critical thinking, creativity and problem-solving skills among students, are asked to prepare project reports based on case studies provided to them by their respective teachers.
- Special lecture programmes, seminars are conducted regularly where students can interact with experts from various fields.
- To provide exposure to the use of ICT in teaching learning process, students are asked to prepare PowerPoint presentations.
- Students are initiated into the participatory model of learning via their volunteer services through NSS and NCC units. This helps the students to develop a sense of integrity and sensitivity towards social and environmental realities.
- Department of Physics encourages students to carry out basic electronic projects.
- Soft skills programmes are conducted to enhance employability of the students and to instill self confidence.
- Students are taught to think about all aspects of a problem before considering solutions. Thus, proper implementation of the problem-solving plan promotes students ‘true understanding and helps to find the best solution.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link for additional information | View Document |

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

Response:

The institution has adopted the policy of ICT enabled teaching along with chalk and talk method to make the learning process interesting and effective. The use of ICT in the teaching-learning process is very important as it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information.

- Teachers are using IT enabled learning tools such as power point presentation, video clippings and online sources to expose the students for advanced learning.
- USB, hard disk storage devices containing web and video course (offline) from NPTEL are accessible to faculty and students.
- Most of the departments are equipped with modern teaching aids like laptops, desktop PCs, LCD projector, internet facility, charts, etc
- Seminar hall is equipped with LCD projector. 2 classrooms and four laboratories are provided with LCD projectors.
- In the Institution Library is Fully Automated with School Admin Software and Recently Updated to KOHA Library software with OPAC.

- Library Contains 25877 Books and 7 Magazines, 7 regional News Papers.
- Sufficient number of e-journals and e-books (INFLIBNET) are available in the library and provided remote access to users.
- All the departments conduct seminars, workshops and guest-lectures on the new developments in core subjects where ICT enabled tools are used.
- Opportunities are provided for students to use LCD projector and internet to present their seminar topics
- Computer competence is a major factor to integrate ICT in teaching. Hence, training is imparted to the teachers in the use of computers with the help of tech savvy young teachers.
- The institution conducted remedial classes for slow learners using ICT.
- Internet-based learning is used to present learning materials.
- Mobile gadgets are used by teachers to create whatsapp groups and share the course material as well as clarify students' doubts immediately.

ICT Tools & Resources Available

| Sl. No. | ICT Tools and Resources Available in Institute | Number |
|---------|--|---------|
| 1 | LCD Projector | 03 |
| 2 | Computers | 42 |
| 3 | Laptops | 01 |
| 4 | Internet Connectivity(LAN) | 100MBPS |
| 5 | Audio Systems | 02 |
| 6 | Printer | 05 |
| 7 | Scanner | 03 |
| 8 | 50-inch android TV | 01 |
| | 40-inch android Tv | 01 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. | View Document |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 32:1**2.3.3.1 Number of mentors**

Response: 29

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| Mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 166.9

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 6.29**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 05 | 03 | 03 | 02 | 02 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 10.02**2.4.3.1 Total experience of full-time teachers**

Response: 441

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

- At the beginning of the each semester, HOD and Faculty members inform the students about university norms for the award of internal assessment marks, rules and regulations pertaining to the internal assessment tests and examination.
- Examination committee is formed at the college level which monitors overall internal assessment process. The centralized internal assessment tests are conducted for students of all programmes.
- The internal assessment test schedules are prepared as per the Academic Calendar of college and University , dates are communicated to the students in advance.
- Unit Tests are conducted by the respective subject teachers after the completion of each unit of the syllabus.
- For evaluation of Students Seminars and group discussions are conducted by subject teachers. The seminar presentation is evaluated on the basis of the nature of presentation, selection of the topic and language competence. The internal examination is also conducted for practical course.
- In practical course, day to day performance of the students is assessed for every experiment which includes regularity, performance, viva and the promptness in submitting the record. Answer sheets of tests are shown to all students and answers are also discussed with the students.
- The marks obtained by the students in internal assessment tests are displayed on the department notice board and finally the marks are uploaded on the university web portal. The end practical examination shall be conducted with internal and external examiner from other college as decided by the BoE of the respective subject. Taking the signature of the students at the time of attending internal test or exam is compulsory.
- At the end of each semester, the Principal and all HODs verify the Internal Marks of all students. Faculty members also discuss with students about the question paper patterns of the university examination and quantum of answers to be written for different parts, before going to the main examination. Remedial classes are conducted to improve the academic performance of slow learners.

The college conducts internal assessment make up tests for the slow learners to help the students to make

improvement in the internal assessment marks. The students have to submit reports on field visits and the seminars, conference, special lectures attended by them so that they can improve their academic skills. Continuous assessment is done through tests, assignments, seminars, regularity, field visits, practical records and the behavior of the students. Internal Assessment Marks are awarded considering all these factors. It is transparent and impartial

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Most of the grievances related to the examination are received after announcement of results by the University . The errors in their results like marks of the internal assessment, QP Code etc. are immediately addressed, corrected and quickly disposed for submission to university of Mysore by the Case Worker of examination. All Staff are Actively involved for accepting the grievances from the students their solution. The close and continuous communication is maintained by the Case Worker Examinations with the university authorities for speedy solve the queries, explanations and doubts if any.

During the pandemic Situation students are not allowed to University Premises, so College as taken the initiative for solve the Grievances of Students with in the stipulated time. The college has well established mechanism for redressal of grievances related to conduct and evaluation of internal examination. The college maintains complete transparency in the evaluation and to provide platform for redressal of grievance of students regarding to University examination and internal evaluation respectively.

To address all examination and evaluation related problems, the Institute has constituted an examination committee every year to coordinate the internal and external examination activities. Examination schedule is displayed on the notice board well in advance. In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. Internal assessment mark lists are displayed on the notice boards.

If a student is not able to appear for IA test due to medical or any genuine reason, test is conducted for that student as per norms. If any student scores less marks and wants to improve in that subject, he/she can appear for the improvement test. Common grievances of students before the examination are late application form filing, non-receipt of admit card (hall-ticket) of examinations or wrong entries in the same. In either case, grievances are communicated to University Examination Section and resolved at the earliest. If any student is not satisfied with the marks awarded to him/her, he/she can apply for revaluation of his/her answer script after paying the prescribed fee within 8 days from the date of issuance of photocopy of answer book by the university. The college takes special initiative for resolving these type of grievances, if any, regarding university assessments.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Students acquire a broad range of information, skills, talents, and attitudes when pursuing graduate courses, which are referred to as programme outcomes. Our College provides a variety of Science, Commerce, and Humanities programmes, each with its own set of goals and objectives. The same information can be found on the college's website.

During the first staff meeting of the academic year, these programme outcomes are discussed and communicated. The HODs of all departments prepare the course outcomes, which are then uploaded to the college website after being approved by the IQAC.

The students are made aware of the learning outcomes through the Principal's address in the beginning of the academic year during the orientation programme.

- Every subject teacher conveys course objectives, scheme of evaluation, components of IA, etc. to the students at the introductory lecture of respective subject. In some programmes, bridge courses are conducted to help the students to make a smooth transition and enable them to cope with the academic demands of the institute.
- A hard copy of the syllabus is always available with the department for immediate reference. The students are advised to have a copy of the entire syllabus of a particular semester.
- The Institute conducts as well as encourages faculties to attend workshops, seminar, refresher courses and interactive session with the expertise from the academic field to make the course component more relevant.
- Periodic department level meetings are conducted to take stock of the progress of a course and a review is done at the end of the semester. This helps teachers understand and deliberate on possibilities and limitations of a course and the learning outcome.
- The feedback from students is taken at the end of the programme to assess the effectiveness of the programme. The alumni who have occupied a good position are invited to various events as chief guests for interaction with students and teachers.
- The alumni share their experience on how a specific course helped to shape their career. This encourages aspirants to look positively towards the outcomes of the programme.
- By reading Languages they improve their communication skill and Liberal Arts & Science infuse Moral and Ethical values among the students.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |
| Paste link for Additional information | View Document |

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Our College provides courses in various disciplines like Commerce, Sciences and Humanities. Students gain information, skills, and talents over the course of their programmes that enable them to construct a future for themselves while also contributing positively to society and the country at large.

As direct assessment measures, internal assessments and end-of-semester exams are used.

- The CIA matrix comprises of two tests, presentation, attendance, viva, practical test, quiz, field and industry visit and assignments. Every internal assessment metrics is mapped to their course objectives. The questions for the internal tests are chosen based on their corresponding CO's weightage and mapped to their COs.
- The marks obtained by the students are mapped to CO and PO.
- The performance data of each student in CIA and end semester examination is uploaded to online software and attainment report is calculated. If the attainment is less than desired level, faculties are advised to take necessary steps.

As indirect assessment measures

- Experiential learning in the form of organizing events like workshops/seminars/fests is also used to evaluate students' organizational and leadership skills which are a component of PO attainment.
- The involvement of the students and their impact on community also helps to map PO attainment.
- IQAC scrutinizes the results and interacts with the student community to take their feedback. The cell then submits a brief to the Principal for necessary action.
- The statistics of the performance of the student (course-wise and programme -wise) is discussed with the respective teachers. The measures are taken to ensure that students with academic difficulties are helped through remedial classes, bridge courses, language enhancement classes, mentoring and counseling.
- Student feedback on curriculum and its transaction is obtained and the same is shared with the departments so that the necessary steps, if required can be taken.
- The recruitment of faculty is based on their qualifications, experience and ability to deliver the POs and COs. Our college encourages the teachers to participate in the seminars and conferences to present and publish research papers to achieve the effective attainment of POs and COs.
- The ICT enabled classrooms and well equipped laboratories have been established to enhance the teaching learning effectiveness and outcome attainment.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 64.36

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 205 | 272 | 212 | 170 | 120 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 352 | 361 | 285 | 288 | 219 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.42

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.9

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1.9 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |
| Any additional information | View Document |

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Paste link to funding agency website | View Document |

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 4

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 0 | 2 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.08

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 0 | 2 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 0.06

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 0 | 2 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The college renders its service through organizing a number of extension activities to promote institute neighborhood community association to sensitize the students towards community needs to bring communal transformation in the surrounding rural communities.

IMPACT OF EXTENSION ACTIVITIES IN THE NEIGHBOURHOOD COMMUNITIES

The institution has given preference to various extension activities to create awareness and sensitized marginalized people on several social issues through respective units like NCC, NSS, Youth Redcross and Bharat Scouts and guides,

NSS Units of the institution work for the transition of the poor section of the society by opting a village every year and through light on social related issues such as cleanliness health and hygiene gender sensitization, protection of girl child, prevention of Formers Suicide, road safety, HIV Aids awareness, Environmental sustainability, Swacch Bharat abhiyan , Voting awareness, Vaccination drive during the pandemics through enacting short skits, Blood Donation Camps are also conducted.

The service of the institution is being recognized by the neighbor villages and local bodies. The college is appreciated for its continuous effort and commitments towards maintaining sustainable society and to educate rural folks on environmental protection, tree plantation drive also carried out in the village where NSS camp was conducted.

IMPACT OF EXTENSION ACTIVITIES IN SENSITIZING STUDENTS TO SOCIAL ISSUES AND HOLISTIC DEVELOPMENT

The college is conscious of its responsibilities for shaping students into responsible citizens of the country by making them aware of social issues. The college provides consciousness to the students as well as villagers about the significance of social issues like eradication of superstition, conservation of water, Swachh Bharat Abhiyan, Environmental pollution, personal health, hygiene, road safety and AIDS awareness rallies. The college has also organized several social activities like Gram Swachhata Abhiyan, Blood Donation Camps and Blood Grouping and Health Checkup camps. The college has organized awareness programmes on human rights, voter awareness programme and special lectures were organized for students and villagers about the importance of prevention of drug addiction. In addition, the college has sensitized the students to the various social issues and social responsibilities, which in turn helped them in their holistic development as responsible citizens with moral values.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copy of the award letters | View Document |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 24**3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 8 | 7 | 4 | 3 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response: 25.37****3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 90 | 623 | 284 | 227 | 178 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 4

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Sri Adichunchanagiri Shikshana Trust ® and Institution has made every effort to ensure that the college has adequate infrastructure facilities. Careful planning and timely implementation of the plan have helped create the state-of-the-art facilities on the campus.

The management works closely with the governing council and the faculty members of the college to understand the needs and provide all the required resources for the academic growth of students and faculty.

Ground Floor

The Administrative Block of the college consists of the IQAC Room, Administrative Office, and Principal's Office, which are fully ICT enabled; the Library, Reading Room, Strong Room, one classroom for teaching purposes, and the Sports Department.

First Floor:

The first floor of the building consists of the H.C. Srikantaih Seminar Hall, 2 staff rooms for Social Science staff and Linguists staff, and 4 classrooms for teaching purposes.

Second Floor

The second floor of the building consists of a geography lab that doubles as a staff room, 2 computer labs and 1 staff room for the commerce department, a sanitary toilet that doubles as a rest room for women, and 3 classrooms for teaching purposes.

Third Floor:

Third floor has nine classrooms for teaching purposes.

The College Library contains 25877 books covering all disciplines, with a total area of 2500 sq. feet and has a seating capacity of 50 users. Circulation (Issue/Return) counter, Online Public Access Catalogue, Processing Section, and Stacks. It provides remote access to an N-List of INFLIBNET learning resources like e-journals, e-books, e-Shodhsindhu, and databases, helping the students and faculties stay abreast of a dynamic knowledge bank.

The class room has good ventilation, spacious rooms for conducting the theory classes, well-organized sitting areas with 221 desks, and it fulfills the needs of teaching tools and satisfies the students' needs.

Science Block

The institution has **six laboratories** on the first floor of the Science Block equipped with modern, modular, and functional workspace, each table having water, gas, and electricity connections where required. It has been designed with safety measurements and allows the students to do experiments outside of discipline. And the building contains the Science Staff Room and the Washroom.

The ground floor of Science Block has NCC, NSS, Scout Guide Room, a Store Room and one classroom for teaching purposes.

Other Facilities

- The Zoology Museum has bottle specimens and slides.
- The sanitary men's toilet for students
- Water plant and RO for drinking purposes.
- The computer lab consists of 30 desktops in a ratio of 32:1 with proper air conditioning and connectivity via LAN facility.
- Railwire broadband and LAN connections with Wi-Fi have 100 Mbps bandwidth.
- H.C. Srikantaih Seminar Hall
- Kuvempu Vedhike
- Ramp facility for physically challenged students
- Backup power sources include a generator and a UPS.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

The college is thinking for developing student co-curricular activities. The college is involving the students in indoor and outdoor sports and cultural activities. The institution is very encouraging as far as sports, cultural, and extracurricular activities are concerned. The student's performance in all these activities is satisfactory.

Sports:

The institute provides outdoor games such as athletics, volleyball courts, throw ball courts, Kabbadi Courts, Kho-kho and cricket for net practice.

Both boys and girls have excelled in Kabaddi and volleyball competitions at regional, university, state, and national levels. The college encourages sports and games by hosting District Level Malnad Zone Kabaddi and Volleyball tournaments every year.

The institute provides indoor games such as chess, table tennis, and badminton for the users.

The Institute conducts the sports competition for an academic year and winners are awarded.

The institute has an MOU with the City Club for utilising its sports activities such as swimming, gym, and extra.

Qualified Physical Directors are appointed to take care of day-to-day games and sports activities of the college.

Cultural Activities:

Through cultural, literary, and extracurricular activities, the college has contributed a lot to the overall development of the personality of the students. Since 1982, the State Level Cultural and Debate and Folk Songs Competition in memory of the Late It is being conducted regularly for Smt. Nagamma, wife of the late H.C. Srikantaiah.

To promote cultural events among students on the campus, cultural committees were constituted by the college. Different committees are constituted at both the departmental and institute level. Literary, Debit, Quiz, Music, and Poetry competitions are conducted during the academic year. A cultural fest is conducted every year on the campus.

The Institute has Kuvempu Vedhike for cultural activities; it is an open-air theatre established in the year 2003 with a seating capacity of 750 students accumulated at a time in the 120*100 sq.ft.

H.C. Srikantaih Seminar Hall: We use this seminar hall for multipurpose. It is a full ICT enabled hall with a sitting capacity of 250 members accumulated at a time in the area of 100*60 sq. ft. and it was established in the year of 2015 in the name of the Institute Founder. The Institute conducts seminars and awareness programmes for the students and faculty here.

| Sl. No. | Description | Area |
|----------------|--------------------|---------------|
| 1 | Chess- 3 set | 20*25 sq. ft. |
| 2 | Table Tennis | 15*20 sq. ft. |
| 3 | Badminton | 25*20 sq. ft. |
| 4 | Volleyball | 25*30 sq. ft. |
| 5 | Throw Ball Court | 25*30 sq. ft. |
| 6 | Kabbadi | 25*20 sq. ft. |

| | | |
|---|------------------------------|-----------------|
| 7 | Kho-kho | 35*20 sq. ft. |
| 8 | Kuvempu Vedhike | 120*100 sq. ft. |
| 9 | H.C. Srikantaih Seminar Hall | 100*60 sq. ft. |

| | |
|---------------------------------------|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 15.79

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

| | |
|--|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste link for additional information | View Document |

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 2.91

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.15 | 0.52 | 0 | 0.78 | 0.03 |

| File Description | Document |
|--|-------------------------------|
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2 Library as a Learning Resource

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

Response:

Sri Adichunchanagiri First Grade College library is well-equipped with latest infrastructure and well-stocked with a good collection of books.

- Name of the ILMS software: Koha
- Nature of automation (fully or partially): Partially
- Version: 21.11
- Year of Automation and Upgradation : 2015 & 2021
- It has a diverse collection of 25,877 books, 07 print journals and 04 magazines.
- The library subscribes to 7 newspapers and 6 magazines and has a rich collection of ready reference texts such as encyclopedia, dictionaries, and yearbooks.
- The Library also provides access to about 6293 e-journals and 195809 plus e-books through N-List Programme of INFLIBNET

| Year | No. of Titles | No. of Volumes |
|--------------|---------------|----------------|
| 2016-17 | 109 | 250 |
| 2017-18 | 56 | 306 |
| 2018-19 | 112 | 228 |
| 2019-20 | 54 | 154 |
| 2020-21 | 25 | 85 |
| 2021-22 | 136 | 214 |
| Total | 492 | 1427 |

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.42

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.051 | 0.401 | 0.4719 | 0.734 | 0.435 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.57

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

Response: 45

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college is adapting to dynamic changes in technology and we keep on updating IT facilities.

Hardware Infrastructure

- All the office staff have 4 dedicated internet-enabled computers and have access to 2 printers (Xerox and Scanning Machines) on a sharing basis.
- 30 desktops for students' usage with a LAN connection.
- The Institute has 3 projectors. Of those, 1 is mounted in the classroom, 1 in the H.C.S. Seminar Hall, and 1 in the computer lab are enabled with Wi-Fi.
- The college has employed a part-time IT consultant for maintenance and support of the ICT infrastructure.
- CCTV cameras are also available on the campus.
- The centre has 3 internet-enabled computers and 1 printer, Xerox, and scanning machine on a shared basis among all the faculties.
- For official work, there are two scanners in the office.
- Principal's Office, which is fully ICT enabled.
- The college has provided a desktop for each programme and updated generations.
- The attendance of the staff is captured using a biometric device.
- The library has two internet-connected desktops, one for technical purposes and one for circulation, both of which are powered by Intel's i5 processor. The library has a printer.

Software Infrastructure

- The college provided a Wi-Fi facility for uninterrupted internet usage within campus.
- The college has a 100 mbps band-width.

- LAN and Wi-Fi connections are monitored on a regular basis by the IT consultant.
- The college has purchased Open Office, MS Office, and antivirus software and updates them regularly. Every two months, the systems are monitored and backups are taken.
- The library is fully automated with Koha's latest version of ILMS and provides OPAC services. The library has subscribed to the N-List database of e-journals and e-books and provides remote access to faculty and students.
- The college has its own active website. The website is dynamic and displays the latest notifications promptly. The URL is <http://safgccrp.org/>

Frequency of Up-gradation:

- The 6 computers were purchased with the following configuration: RAM: 2 GB * HDD: 320 GB. The processor is an Intel Dual Core, and the monitor is a 19-inch display.
- Intel Core i3 processor computer RAM: 4 GB * Hard Drive: 500 GB

The institution always reviews the current needs and upgrades computer labs with the deployment of software applications, UPS, generators, and internet bandwidth from time to time.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 31:1

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 59.89

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4.43 | 7.52 | 7.34 | 6.08 | 6.23 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The Sri Adichunchanagiri Shikshana Trust has made every effort to ensure that the college has adequate infrastructure and facilities. Maintenance of infrastructure, buildings, laboratories, classrooms, libraries, etc. A full-time caretaker supervises the maintenance work carried out by trained in-house experts.

A. The maintenance department comprises of the following

Mr. Bhaskara J., Estate Manager

Mr. Prashanth M.-Maintenance Supervisor

1. Physical Facilities

Repairs related to civil, electric, generator, UPS, sanitary, and reverse osmosis (RO) plants are made on a regular basis as required.

The CCTV and systems are regularly maintained by the IT coordinator.

The gardener and security were appointed by the college.

The class rooms, staff rooms, corridors, college surroundings, and washrooms are maintained by group D employees and sweepers appointed by the college as full-time employees.

2. Academic Facilities

The auditorium and seminar halls are well maintained and checked for any technical snags prior to the programme by the IT Coordinator.

On a regular basis, the college's laboratory oversees the maintenance by a lab assistant.

Damaged benches, desks, doors, and racks are repaired by the carpenters through outsourcing.

3. Support Facilities

Laboratories:-

The institution has framed a committee for maintaining the laboratories. Dr. Nirupama M. is the convener and the laboratories have a total of 9 labs that are well equipped and maintained periodically to ensure the safety of the students. Chemicals, glassware, and instruments are kept separate in the Chemistry lab's store room. All students have been instructed on the usage of hazardous chemicals and handling instruments safely. It is strictly followed that breakage glasses are disposed of separately. Organic and inorganic waste solutions are collected separately for disposal. In the physics lab, electronic equipment is protected by voltage stabilizers. In the Zoology and Botany labs, change the fixatives on a regular basis to maintain bottle specimens in good condition. Clean the models and slide boxes frequently. Articles clean microscopes and labs on a regular basis. Laboratory safety training classes have been conducted for all students prior to the beginning of the practical class. Students are encouraged to wear lengthy aprons. For safety reasons, all faculty members are encouraged to inspect the lab every month. Computer lab equipment such as computers, printers, and projectors is constantly monitored by the lab assistants, who take immediate steps to replace the non-working gadgets. Periodic updating and antivirus.

Library:-

Mrs. Kavitha J.N., Librarian, is taking care of the library. Books procured are entered into accession registers maintained in the library. The library's advisory committee reviews the maintenance and activities of the library regularly. Daily dusting of books is done, and occasionally, a vacuum cleaner is used. Sorting and arranging them in the respective racks, maintaining the issue register, etc. are meticulously done to enable the students to use the library effectively, and the books are arranged in the manner of subject wise.

IT Infrastructure:-

All computers in the college have a UPS facility. Windows monitored and antivirus updates on a daily basis, and a full system backup of MS Office was done every quarter. The College has appointed Mr. Nandeesh, S.C., as IT Coordinator to provide regular support services relating to computer hardware and software. Projectors are maintained regularly. Wi-Fi with a speed of 100 Mbps is connected to the whole building.

Sports:-

Mr. Bhaskara J., Physical Director's Instructions Sports equipment is checked periodically for safety purposes. Sports equipment that is no longer serviceable or obsolete is replaced when required. Practice sessions are held in the morning hours. Students play indoor games in their free hours. Coaching is given for students participating at the intercollegiate, zonal, university and state level.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 64.62

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 29 | 795 | 918 | 982 | 772 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 1.44

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 18 | 39 | 19 |

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 9.34

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 269 | 20 | 25 | 75 | 68 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.1.5 The Institution has a transparent mechanism for timely 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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0.27

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Institutional data in prescribed format | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 26.42

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 93

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 80

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 36

5.3.1.1 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) year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 11 | 12 | 8 | 5 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The institution maintains democratic principles which are evident from the Student Council Every academic year, our institution has formed a student council a few senior faculties selected those representatives based on his/her performance, leadership qualities in each class and advise them to involve in the college administrative and other extracurricular activities.

Administrative involvement:

The student council is constituted every year to execute the active participation of students in: academic, cultural, social & extension activities. The student council members are unanimously selected by their classmates in the presence of the teacher and discussed with the Principal for decisions to be taken by the administration. The Council helps in developing leadership skills, communication skills, and management & marketing strategies among the students.

Social Responsibility:

Activities such as debate, essay competitions & rangoli competition helps in counseling and motivating students in addition to the recognition of their talents. General awareness Equal Opportunity Cell provides a platform for both girls and boys to share their views, on gender sensitization in the society. The Council plays an active role in developing awareness programs such as collaborated Fit India Run with the organization of Eco Club defender to protect and raise environmental awareness. Blood donation Camps and AIDS days are organized to communicate the impact of communicable diseases and spreading awareness on human health.

Academic Activities:

Annual exhibitions are organized by the Science & Management Club to encourage an entrepreneurial mindset in the students. Academic activities mould the students involving in educational programs, sociocultural activities, career development, and alumni interactions, advanced communication skills, innovation, and creativity in the education system.

National & International Festivals :

Students celebrate Independence & Republic Days by depicting various facets of Indian culture through cultural programs. World Environment and Ozone Day are observed by planting saplings and driving the

message of responsible consumption. The other activities including- Cultural, Ethnic, and Women's Day are also observed. Students are encouraged to take up social responsibilities by organizing blood donation camps to help the needy. During pulse polio camps, they involve in counseling the residents about vaccination.

The Cultural and Literary activities are conducted as per the calendar of events, which are prepared in accordance with the calendar of events provided by the University of Mysore. The students are motivated and encouraged to exhibit their talent by participating in the cultural activities. Institution enables a good platform to exhibit their talent by celebrating various events of national and international importance.

in addition to the above, value based education is imparted by the institution, students involve in academic and non academic activities such as social awareness programmes like procession on voters day, awareness on prevention of usage of plastics to maintain cleanliness and create awareness on wearing helmets to prevent accidents and also seminar, workshops, conferences, special lecture programmes.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 7.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 11 | 12 | 8 | 5 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

Sri Adichunchanagiri first Grade college Alumni Association, Hassan District was registered on 29th October,2014(29.10.2014) under the societies Registrations Act 1960 vide No HSN S209 2014-15 with the following members as Executive committee members to manage the day to day transactions.

1. Prof.KS Devraju – Principal – President
2. Prof.E Naganna-Associate professor-secretary
3. Sri Ashok C N –National awardee (environment and social worker) vice president
4. Prakash Jain –Dinesh cloth merchant proprietor
5. D M Krishna- Lecturer –Director
6. Siddegowda S K – Lecturer- Director
7. Narasimhe Gowda-Lecturer –Director
8. Ashok V G _ LIC Agent- Director
9. Kum.Jayashree B G – P G student
10. Naveen Kumar S M-Flower merchant – Director
11. Nirmala B M – Student-Director
12. Sachidananda- Student-Director

His Holiness Sri SRi Sri Shambhunatha Swamiji Was present and blessed the alumni association by inaugurating the association. The main objective of the association is self help and mutual help.

The other objectives are

1. To assist and encourage the students who are economically weak and coming from poor background
2. To conduct coaching classes to the rural students who are interested in taking up the competitive examinations
3. To conduct blood donation camps
5. Assisting in opening of library and reading rooms in the rural areas which are backward educationally socially and economically
6. Distribution of textbooks notes to needy students specially to girl students and poor students

7. Payment of fees to enable those students to continue their education
8. Act as a placement coordinator
9. Assist in conducting the progression personality development of the students and the alumni
10. Organising Adult Education Programme to the illiterate rural folk
11. Encourage rural folk dances and arrange cultural programmes
12. Arranging free medical health check ups

The membership is open to all students who got degree in the institution. The association is working as per the objectives. It has organized the blood donation camp in collaboration with the Dharmasthala Manjunatha Ayurveda College and Hospital Hassan. It has conducted AIDS awareness camp. The executive committee meets as and when required under the chairmanship of principal who happens to be the president of the association

Corona Pandemic; The association with the co operation of the college had organized Covid-19 vaccination drive to the students and public in general to prevent the spread of corona and conducted awareness in maintaining the distance wearing mask and washing hands

Swaccha Bharatha : The association also extended its support in the swaccha Bharatha activities by way of undertaking cleaning of the campus.

Drinking water: The alumni with the assistance of the local MLA fund given by Sri C N Balakrishna for drinking water (filter water has been opened to provide safe drinking water to the students to drink water.

Park: With the help of alumni association about 50,000/ was spent to create a park by cleaning in front of the kuvempu vedike, which is being used by the students.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: E. <1 Lakhs

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

SAFG College is a very prestigious institute of Karnataka in Rural Area. The institute was started in the year 1979 which is one among the affiliated colleges in University of Mysore and accredited with 'B' grade by NAAC, located at the center of the city, sprawling acres of land, almost uncontaminated by any kind of pollution, well connected by both Bus and railway network from the different areas . It is well known organization by the Students and Publics which need for the quality education since its establishment.

The academic part in the campus is vibrant and exciting with seminars, invited lectures and workshops throughout the year. We proudly state that our college which makes the students to gain and widen their knowledge in all perspectives with a practical approach in an excellent environment, which elevate morals and ethical values at each step and fill the young mind with an open view.

VISION:

Education with excellence and Discipline.

To empower and enrich the Students of the rural areas through graduation and prepare them for higher education and better placement.

MISSION:

- Inculcating leadership quality and patriotism among the student community.
- Enhancing Social awareness and responsibilities of the students by community oriented activities.
- To amalgamate cultural and ethical values of higher education to the rural folk.

The objectives of governance and leadership implemented in the institution is to meet Vision, Mission, Goals and Objectives which reflect the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution.

The leadership and governance at Sri Adichunchanagiri First Grade College, Channarayapatna-573116 - based on participative management and decision making ensures an environment conducive for attaining the vision and mission of the college. The college motto is education

and inspiring the young generation which is the guiding force in policies and actions towards attaining the following goals:

- Digitalization of the administration, finance and accounts, student admission and support system.
- To explore educational opportunities within the reach of the under privileged section of the society.
- We are providing value based education for the development of the students.
- To ensure participation of students in curricular and co-curricular activities for their development.
- To encourage the teachers to enrich the knowledge for the benefit of the students and for the well-being of the society.
- To provide infrastructure facilities for the students and for the social development of the local community.
- To encourage the students to pursue higher achievements and help them explore their hidden abilities and achieve their cherished goals.
- Encourage to take up programmes and projects for excellence in teaching, research and administration.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Good governance and leadership with intellectual honesty and realizing philosophical perspectives are keys to growth and development of an organization. With the intensification of global competition for productive growth, the college has constantly invested in a pipeline of emerging initiatives and plans that can help to build and secure a competitive corner. In order to accelerate various institutional practices, college has executed institutional practices through committees mentioned below:

- Governing Body
- Academic committee
- Admission committee
- Examination Committee etc.

The college believes in decentralization and participative approach at all levels to achieve the vision and mission of the college through its goals and targets with different committees. The College has systematic decentralization and participative management with regard to the academic autonomy, administrative powers, financial management and student support Programmes. The Principal is one of the member secretary of the Governing council and

Chairperson of the IQAC. The principal in consultations with the faculty members of respective discipline frames suitable policies for the smooth conduct of the academic and other curricular activities. Different committees are constituted for effective implementation of policies and the conduct of action plan.

Faculty members are assigned responsibilities in various committees. The different committees are changed every year to give opportunity to the faculty members in various activities. All faculty members are encouraged to adopt leadership skills by appointing them as coordinators for various academic co-curricular and extra-curricular activities.

The non-teaching staffs are given representation in the IQAC and other committees and their suggestions are accepted in framing policies or taking important decisions. Students also play a crucial role in conducting different activities. Student representatives are member in the IQAC. Further, students are encouraged to involve in conducting or participating academic, Cultural, Sports, and other social service activities.

Active Participations of students in all curricular aspects like Seminar.

The college helps the students by offering fee concession to poor background students. In exceptional cases, the college collects fees in two/three installments. Also the management organized a programme to felicitate and awards cash prizes to the students who have achieved both in curricular and extra-curricular activities every year. The system of practicing decentralization and participating management helps to obtained financial status of students and put effective strategies to bring them front in academic corner. It is noted that nearly 75% to 80% of the students come from financially backward families. Spotting this case, the college principal, faculty, office staffs guided the students to apply for different scholarship programme. Faculties from all discipline nominate the competent students and then recommend their names periodically. Various scholarships and student oriented programs are announced at regular intervals. This process leads to be more participative and decentralized among all the departments.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College has a perspective strategy based on the overall development of the college which comprising goals, objectives and Teaching Plan. That includes

- Teaching and learning
- Curriculum development
- Examination and evaluations

- Research and development
- Library, ICT and physical infrastructure/instrumentation
- Industrial interaction/collaboration
- Admissions of students.

PERSPECTIVE PLAN:

- To make compliance of the recommendations made by the NAAC peer team.
- Up-gradation of the classrooms with ICT facilities.
- To conduct remedial classes for students who are lagging behind in academics for attainment of good Results.
- To organize maximum programmes/activities for contributing to the national development. (NSS/NCC)
- To enrich library with national/ international journals/ e-journals
- To adopt one village and Conduct NSS Camp and awareness Programme .
- To enrich library with maximum printed books and extend to e-resources.
- To make the campus Wi-Fi.
- Beautification of the campus with innovative/attractive environmental practices.
- Conduct more number of conferences/ symposium/seminars/workshops.
- To purchase more equipments to strengthen sports department.
- To make compliance of audit in due time.
- Academic audit and digitization of administration by office automation by Management.

INDUSTRIAL INTERACTION/COLLABORATION/MOU

| S/N | NAME OF THE ORGANISATION | PURPOSE |
|-----|--|---|
| 01 | Taluk working journalist association(r.), Kalikamba temple road channarayapatna-573116 | Employment and report writing skills. |
| 02 | Sri Adichunchanagiri ITI , Channarayapatna-573116 | Industrial Training to students. |
| 03 | City Club(R.), Channarayapatna-573116 | Use of Badminton Court, Gym and Swimming pool for students. |
| 04 | Nagesh Hospital, Mysore road, Channarayapatna-573116 | Medical help to the college staff and students. |
| 05 | Sri Chamundeshwari Sugar Limited, Srinivasapura, Channarayapatna-573116 | Industrial visit |

Future plan of the Institution:

- To provide hostel facility to our college students.
- To establish research centre to encourage faculty and students to conduct research.
- To introduce more skill oriented certificate course.
- To establish open access library facility.
- To build indoor stadium and Yoga center.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The organizational structure of the college includes the Management, Governing body, the Principal, the teaching staff, the non-teaching staff and the students.

Our college has a well-defined organization structure and it is managed by Sri Adichunchanagiri Shikshana Trust (R). Management evaluates the academic progress, administrative processes, co-curricular and extension activities of the college. It is the highest decision-making body which is in constant touch with the Principal on all matters pertaining to the smooth functioning of the institution.

This is followed by the Governing Body of the College which meets at least twice a year to discuss issues relating to finance, infrastructure, faculty recruitment and the matters related to the overall development of College. The recruitment procedure service rules are as per the rules of directorate of collegiate education of government of Karnataka and the guidelines of UGC for appointments in private aided colleges of Karnataka and KCSR of government of Karnataka.

Staff Council meetings are held at least twice in every semester for the effective planning and implementation of programmes like teaching, learning, academic administration, curricular and extracurricular activities. The College also has Internal Quality Assurance Cell (IQAC) which works towards realisation of the goals of quality enhancement and sustenance. The IQAC plays an important role for monitoring the internal quality of the institution.

The college provides the following facilities to the faculty and supporting staff; 15 days of casual leave, 2 RH, 30 days of special casual leave (examination, evaluation) facility for the teaching staff. 15 days of casual leave, 20 half pay leave or 10 days commuted leave facility per year for nonteaching staff. Duty leave (OOD facility) to staff members to attend various training program/orientation programs/refresher/workshop/seminar etc.

Ladies staff can avail maternity leave as per government rules. Paternity leave is given to male staff

on request. Government offers various mandatory insurance schemes to staff. Gratuities, pension and all other government welfare schemes and measures are given to staff. Grievance Redressal Cell and Internal Complaint Committee are in effective for Prevention of Sexual-Harassment of Women at work place.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The college provides many effective welfare measures for the benefit of the faculty and the supporting staff, they are as follows:-

- Government offers various mandatory insurance schemes to staff.
- Personal development/ spiritual camps conducted by the management.
- Gratuities, pension and all other government welfare schemes and measures are given to staff.
- First aid facility.
- Grievance Redressal Cell.
- Internal Complaint Committee for Prevention of Sexual-Harassment of Women at work place.
- Parking facility.
- Internet and Wi-Fi facilities.
- Complete support and assistance is provided to the faculty for pursuing higher studies.

OTHER WELFARE SCHEMES

- Provident Fund (teaching and non-teaching staff)
- Medical Benefit (Health Insurance).
- ESI facility for staff.
- Family Benefit Fund.
- Provision for Group Gratuity.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 4.86**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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 5 | 3 | 4 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 1.17

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 1 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| IQAC report summary | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has a Performance Appraisal System for all teaching and non-teaching staff. All teaching and non-teaching staff should submit self-appraisal form to the Principal at the end of the every year. The faculty performance is evaluated based on student result, punctuality, work commitment, teaching skills, number of research paper presented, number of seminars, conferences and workshops attended, research project carried out and involvement in extra other college activities and also assessed by HODs, Principal and the Management.

Teacher's Self-Appraisal

- The College has a guideline for a systematic 'Teacher's self-appraisal system', and teachers are furnished with a self-evaluation form in every academic year. This makes an insight into individual assessment regarding the teaching style and its impact on the students. It signifies how the teacher handles different tasks that affect the academic progress of the students. It also ensure the involvement of the teacher in both academic and administrative activities. With this form, a teacher

can reveal his/her continuous professional development (paper presentations, publications, seminars and conferences attended) etc.

- Performance appraisal form of the staff includes the following mechanisms:
 - Student feedback
 - Self-appraisal report

- 1.The faculty are evaluate based on attitude towards stakeholders.
2. All Self-Appraisal forms are carefully read and evaluated by the Principal and Management.
- 3.The faculty are accessed based on the semester end examination results.
4. Outstanding achievements- ranks, additional qualification like NET, SLET, M.Phil., Ph.D.
5. Student feedback is taken at the end of the academic years to review the performance of staff.

Feedback from parents and alumni is collected to review the performance of faculty. Based on the feedback and performance review, the Principal advices the teachers for performance improvement. Personal interaction with the management helps in understanding the achievements and limitation of the teachers and to decide over the incentives and other benefits for the faculty. The process of evaluating self-appraisal from every year helps faculties to engage in different activities to emerge as a competitive teacher.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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

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

External Audit: The office of the Joint Director, Collegiate Education Mysuru, the Accountant General Office, Bengaluru, is empowered to conduct statutory audit in the college. The external financial audit of the utilization of funds is done by the government auditors, once in two or three years. Audits carried out by the government through Accountant General, Bengaluru and Joint Director of Collegiate Education,

Mysuru, ensure proper maintenance of assets/documents/audited statements as per the statutes and guidelines. Their report will be submitted to the government for further consideration.

Objections: Objections in the JD Audit report from 2018-19 dated 09-11-2020 was reported. It had been observed there was a nonpayment of student's scholarships. And all the objections were resolved timely. Compliance the negotiation between the Management and Director of Collegiate Education, Government of Karnataka is still in progress.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Annual statements of accounts | View Document |

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

Response:

The college framed an annual budget wherein the funding source from government and part of the resources generated through student fees and other means are taken into college account. The following are the various financial resources available to the college. The aided employee salary is provided by the Government of Karnataka through Joint Directorate Regional Office. The salary of employee other than grant in aid employees is provided by management. Financial resources are mobilized from local organizations which including UGC to conduct conferences, seminars and workshops.

The college alumni support financial assistance for conducting curricular and extra-curricular activities.

The student's fee collection is the major sources of finance for the conduction of curricular, co-curricular and extra-curricular activities in the college. The faculty members of the college also provide financial assistance for poor students facilitating their study continuation. Faculty members are promoted to apply for various research projects to different funding agencies. A part of donations and grants received by Sri Adichunchanagiri Shikshana Trust (R.) is given to the college to make deficit.

OPTIMAL UTILISATION OF RESOURCES:

1. Institution Budget: Every year annual budget is prepared in advance to meet the requirements of the various departments. It is approved in the college Development committee. It incorporates budgets of academic department, extension department, Library and sports.

2. Purchase Committee: The committee collects requirements from all the departments, invites quotations and prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is carefully monitored by the respective committee and ensures effective utilization of resources.

3. Accounts and Audit: All funds mobilized are properly monitored and accounted. The audited Statement of accounts is later submitted to the funding agencies for specific grants. Every year institute conducts external financial audits by appointing statutory auditor entrust by the department.

Link:

- Annual Budget
- College Receipts
- Backlog Post Document

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes with the following well-defined objectives:

- To adopt effective policies for functioning of the institution and quality enhancement in academics through curricular enrichment and human values based initiatives.
- To augment the teaching, learning through ICT and continuous monitoring of evaluation.

- To enrich the quality enhancement through internalization of quality culture by involving students in extension activities.
- To enhance the physical facilities of library at the institution.
- To encourage the students' performance in academics through scholarships and monitor on the progression.
- To empower the overall institutional development through quality policies.
- To implement distinctiveness and best practices for quality improvement and eco-friendly initiatives.

IQAC has implemented the significance strategy to ensure the overall development of academic quality. There are two notable practices institutionalized as a part of IQAC initiative are remedial classes and Cross cutting events.

Remedial Classes: The main intention of the remedial class is to improve the academic progress of slow learners and student participating in the various co-curricular activities. The remedial classes boost the slow learners to meet the academic performance with other students and it also helps the students participating in various co-curricular activities to make up at the time of their absence.

The college adopted a robust mechanism to conduct the remedial classes. The marks obtained by the students in internal assessment tests are used to identify slow learners for the remedial class. Series of special classes on specific topics of the syllabus are conducted for these students to make them to cope up with other students.

The attendance for remedial classes is compulsory. These remedial classes focus on understanding the fundamental concepts, precise writing skills and help to improve the intellectual aptitude and academic performance of the slow learners. Incremental performance output of students during subsequent evaluation is the visible indicators of the effective implementation of remedial classes

Cross cutting events:

The objective of the implementation of cross cutting events is to provide extra information to support the academic performance and critical thinking tendency of the students. Every student has started to deal into the matters of academy, non academic and personal difficulties. Cross cutting is need assessment for capacity building among the students. The core cross cutting thematic programme coordination shall be implemented in various ways which includes study tour, industrial visits and voluntary service. The programme has several activities which as follows: awareness on environmental protection, awareness building on financial literacy on the quality of environment, awareness building on needs to get involved in any decision making process where the decision is for the sake of society in general to achieve their welfare, especially in sustainable development.

The IQAC Committee meets twice in a year and prepares action plan & select the areas where more focus to be given. : All the faculty members are encouraged and supported to participate in Orientation, refresher courses, Workshops, Seminars and conferences related to the teacher-learning process and research.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. Departmental reviews:

IQAC evaluate periodic departmental reviews to ensure academic performance, to analyse the effectiveness of the teaching-learning process and to know the methodology to figure out the maximum performance both from faculty members and students. All departments handed over the consolidated report twice in a year. The following framework of departmental reviews includes academic performance of teacher's, achievements of teachers as well as students, extension/cross cutting activities of the department, best practices, remedial classes, academic results and progression etc.

CEO, Principal, IQAC Co-coordinators and HOD's of the entire Faculty provide their constructive suggestions for quality improvement of all departments. The departments made a strategy for effective implementation of action plans and activities in the subsequent semester. The departmental reviews are a platform to access the performance of the departments. The review ensured a mutual sharing of best practices adopted by the individual department with all other different discipline. Departmental review inspired the faculty members to strengthen and opportunity for continuous improvement of teaching and learning process.

2. Changing scenario of teaching learning.

The IQAC takes central role to conduct a review of the facilities of the college for a student centric teaching-learning environment. Challenges and opportunities in the education sector play an important role in organizing the teaching-learning process. The feedback from students on curriculum aspects helps to meet the expectation of the stakeholders to elevate and implementation of advanced learning. The institution is dedicated for quality enhancement and academic excellence through the use of ICT enabled teaching methodologies. The IQAC has taken several steps to adopt faculty for the potential use of ICT equipments. Curricular and co-curricular based learning takes place through extension programs which includes projects, field visits, and presentations. Special seminar/webinars by eminent Professors are organized to share the subject knowledge. Experiential learning is conducted by organizing events to promote industrial and administrative skills.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The College is very keen on the desires, abilities, aspirations and professional skills of human resource as men and women, without any discrimination about their gender. The discipline and safe environment of the College has led to the College becoming an institute of choice for girls in the area of Channarayapatana.

◦ Safety and security:

The Institution forms various committees such as Women's Cell, Anti-Ragging Cell, Sexual Harassment, Redressal Committee, Students' Discipline Committee and Students Welfare Committee at the beginning of the academic session to ensure the safety and security of all the students, especially girl students. These committees and cells regularly conduct programs to create awareness and empower girl students. The institutional uniform and students' identity cards are mandatory to enter the college premises. The entry of outsiders without permission into the campus is strictly prohibited. The Institution is under the surveillance of Closed Circuit Television (CCTV). The Government Hospital is very near to the Institution for any emergency medical treatment and first aid medical kits are also readily available in the Institution.

◦ Counseling

The parents of irregular students are informed and joint counseling is done by the respective mentor of respective class. The mentor collects a report of the shortage of attendance of each subject and same is submitted to the Principal. Students are encouraged to join NCC, NSS, YRC and participate in Co-curricular and extra-curricular activities. In addition to classroom teaching, the faculty members offer guidance to the students irrespective of male or female/boy or girl to be benefited by the classes conducted to enhance their communication skill in the respective subjects.

◦ Common Room

There are many common rooms in the Institution the staff room, reading room, restrooms, etc. Well maintained toilets, sanitary dispensers and restroom facilities are provided to all teaching and non-teaching staff separately with proper infrastructure facilities. For students, a seminar hall is provided for conducting academic and cultural programs. Separate common room facilities are provided for men and women, with well ventilated space, washrooms, chairs and tables.

| File Description | Document |
|---|-------------------------------|
| Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Annual gender sensitization action plan | View Document |

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid Waste Management:

Reduce, Recycle and Reuse: The garden waste, garbage, paper, e-waste and laboratory waste are segregated as per the Municipal Corporation (MC) Guidelines. The management has also advised refusing anything which is not needed. Awareness is given to students and staffs in order to reduce waste generation.

A separate dust bin is in practice for waste. Classrooms, office room, staff rooms are provided with the dustbins to segregate waste. All departments of the college produce solid waste in bulk such as papers. Our house keeping staffs daily clean the corridor and the area around and outside the building. The

gardeners maintain the lawns and keep the Campus clean and green.

The waste is segregated at source by providing separate dustbins for Bio-degradable and Non-biodegradable waste. The biodegradable waste from College campus is converted into the compost. The waste materials that are collected in the campus are dumped into compost unit to convert into manure and used for the purpose of gardening in the campus.

Single sided used papers are reused for writing and printing in all departments. Metal, wood, glass and plastic scrap collected from laboratories, library, office and college campus is given to scrap dealer for recycling. Signboards/Posters are displayed on the College campus for encouraging ideas of a plastic free environment.

Liquid waste management:

Liquid waste is an important category of waste management, as it cannot be easily picked and removed from an environment like solid waste. If it is not managed properly, it will soak into objects and pollute every day. The liquid waste from the College is let onto the underground drainage facilities provided by Municipality, Channarayapatana. Liquid wastes in the chemistry lab, Acids and organic liquids are collected during practical classes on a regular basis. These are neutralized, diluted and disposed in the wash basin.

E-Waste management:

College works towards generating minimal e-waste by reusing it. Regular maintenance of electronic equipment and computers ensures longer life. E-wastes like keyboards, mouse, monitors, cables, modems, routers, batteries, pen drive etc. are rarely generated. Buy-back arrangement has been made for disposal of Batteries and others. Other e-wastes are handed over to scrap vendors.

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of the facilities | View Document |
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts

- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Sri Adichunchanagiri College has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal social economic diversities. The college takes its vision and mission in an inclusive and harmonious society. The college always encourages the students to organize and participate in different programs organized by college, inter College University and other government or non government organization to make them sensitize towards cultural, regional, linguistic, communal and social economic diversities. The Cultural Committee, Youth RedCross, NSS Committee, Sports Committee, Women Welfare Committee, and others work intending to develop academic and cultural and linguistic talents, communal socio-economic harmony. The activities build a strong base to improve self-confidence, leadership skills, social responsibility, service motive, and lead to overall personality development of the students.

Institution has code of conduct for students, teaching staff and non teaching staff in which tolerance and harmony towards all concerned is essential. Every faculty members in class room always talks on ethical values and inspires our students. In various functions and events our honorable principal motivates us for tolerance and harmony. Institution is committed for the policy of non-discrimination. For gender equity there is a committee called Women Cell which takes measures for safety and equity for women. Thus, the entire effort of our institution is to provide an inclusive environment of tolerance and harmony.

Besides, students of the college belong to various Socio-economic strata of the society. The college provides equal opportunity for all, irrespective of this Socio-economic status. The college adopts measures to promote education of the students belonging to economically weaker sections by providing fee concession.

In addition to this, The College organized programs to ensure harmony among students by making awareness about different minorities in the society. NSS in the college plays a vital role in promoting inclusive environment towards cultural, regional and social economic diversity's among students. The students have wider opportunity to explore their talents and skills through this organization. NCC provides various local, national camps far there lure to explore these diversities. Learning the language as other states and interacting in those languages is one of the highlights of National integration camps.

The College encourages students to visit aged care centre and orphanages and contributes towards relief and Covid-19 mission. Through extension programmes and outreach programmes the College promotes inclusiveness and Socio-economic harmony.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information. | View Document |
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Sri Adichunchanagiri College has taking initiatives to bring constitutional obligations among students, which is essential for all citizens especially for younger generation in order to create a sense of responsibility and harmony in the country. A main objective of the college is to bring equality among the students and make them to understand rules and regulations, duties and responsibilities of good citizens thereby to transform our students into the responsible citizens committed to Nation and Society. The institution has introduced a unique practice of singing 'National anthem' and 'Nada Geetha' in the assembly at 10.30 am every day. It reflects a strong attachment of the students and the employees towards nationality.

Various activities are held in the institution to sensitize on human values, rights, duties and responsibilities of good citizens.

- In college campus Constitution Day is celebrated on 26th November every year. With preamble reading of the preamble reading of the constitution Followed by lectures on the sensitisation of students on responsibilities of citizens. On this day our students, teaching and non teaching staff take an oath to follow the principles laid down in our constitution.
- Students are encouraged to participate in activities like essay competition on the related themes namely economic thoughts of Dr. B. R. Ambedkar, fundamental duties, rights and rules of constitution.
- Display of preamble, fundamental duties and rights in the college website in order to create awareness among the various stakeholders as well as general public.
- Every year institute celebrates Republic day, Kannada Rajyotsava and Independence Day. Our honourable principle and learned faculty members delivers inspiring lectures on our constitutional rights and duties and moral and ethical values are also explained.
- The students are sensitised on the importance of the activities and are encouraged to inculcate the knowledge of saving the life of citizen of India, road safety, cleanliness, equity among states.
- We celebrate the birth anniversary of Swami Vivekananda; on this day our NSS unit organizes various programmes and propagates with the ideas and philosophy of Swami Vivekananda.
- In first year of B.A, B.Sc and B.Com, there is a compulsory paper on Environment and Indian

constitution in which human rights and ethical values are thought.

- In our institution National movement and constitution of India are thought to BA students in Political science. These students are well aware to the constitutional rights and obligations.

In addition to the above, the institution Voting Awareness Program, Gandhi Jayanthi, Ambedkar Jayanthi, Womens day, Environment Day, etc., from time to time with a motive to introduce students to various social values and responsibilities.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. | View Document |
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The Institution celebrates the national festivals, birth anniversaries and memorials of great Indian personalities/events every year. National festivals like Independence Day, Gandhi Jayanthi, Sport day, Voters day, Environment day and Republic Day are celebrated to mark the contributions and sacrifice of great personalities. The birth anniversaries of national leaders, freedom fighters, and renowned scientists

are also celebrated with great fervor to ignite the minds of the students to adopt their principles and commitments. During these occasions, scholarly orators are invited as chief guests to deliver a speech. The students under the supervision of the teachers give cultural programs such as singing patriotic songs, dance, and skits.

1. Republic Day: Students and staff assemble every year on 26 January to enthusiastically celebrate the occasion of Republic Day and attend flag hoisting and recite National Anthem. Special talks are arranged on various topics of national interest, Indian Constitution and on Fundamental Duties and Rights. Patriotic songs are sung. Students exhibit their talents through dances and songs.
2. Independence Day: Independence Day ceremony is celebrated every 15 August with garlanding of Mahatma Gandhi's portrait and the tri-color flag is hoisted at 8. 10 Am. followed by the singing of the national anthem, speech by chief guests, principal, and faculty members. All the teaching and nonteaching staffs, NSS volunteers, Red-cross volunteers, and the students participate and celebrate the day enthusiastically.
3. Gandhi Jayanti: Gandhi Jayanti is celebrated every 2nd October in SAFGC in remembrance of Mahatma Gandhi. Faculty and students remember his philosophy, principles and his role in bringing independence to India and its relevance in the contemporary world is highlighted to the students. Cleaning drive and planting of the sapling in the campus are done to mark the day meaningfully.
4. Swami Vivekananda Jayanthi: The birth anniversary of Swamy Vivekananda is celebrated as 'National Youth Day' on 12th January every year. On account of celebration, our NSS unit organizes various programmes and propagates with the ideas and philosophy of Swami Vivekananda to youths of the Institution.
5. Teachers' Day: Teachers' Day is celebrated on 5th September to commemorate the birth anniversary of Dr. Sarvepalli Radhakrishnan, a great teacher, great scholar, philosopher and Bharat Ratna recipient, first vice president and second president of India. Students celebrate Teachers' Day in their own way by wishing & greeting the teachers, by offering flowers and paying tributes to teachers on this day. Programmes and games are organized by students.
6. World AIDS day:

Youth Red Cross unit celebrates World AIDS Day on 1st December to educate students about AIDS.

The prime motto of celebrating the above days is to inspire a sense of patriotism, pride, make them realize the struggles involved in building the nation and the great sacrifices of our legendary illustrious personalities.

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs of some of the events | View Document |
| Any other relevant information | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

Institutional Values and Best Practices

The values and practices adopted by the institution are the fundamentals of quality learning. The holistic development of students takes place at every level of learning. Therefore, the institution has developed certain values and the best practices and implemented them for the prosperity of the students.

The values and the best practices of institution are:

1. Conducting morning assembly and singing National Anthem and Naadageethe (State Song), and reading headlines of news papers
2. Conducting workshops, seminars and field visits to create awareness about environmental protection
3. Honouring of the highest scorers in final examinations
4. Creating awareness about the use of plastic and making the campus 'Plastic Free Zone'
5. Conducting awareness programs about 'Waste Management'.
6. Conducting programmes on gender sensitization
7. Facilitating and providing assistance to the girls' students in addressing issues of health, hygiene, sexual harassment, and safety. Besides, this college also provide sanitary dispenser for maintaining clean environment.
8. Maintaining a Botanical garden with ayurvedic medicinal plants
10. Conducting health camps, aids awareness programs, and blood donation camps
11. Encouraging the faculty members to attend and present research papers at national and international seminars, conferences, and symposiums
12. Encouraging the students to involve in social activities through NSS, NCC, Red-Cross, and Scouts and Guides.

BEST PRACTICE – 1

Title of the practice: Eco friendly activities

Environmental pollution and climatic changes being the major issues in global level can be met by the movement at grass root level. In order to achieve this goal, our college has taken a number of initiatives to improve the environment. Go green movement, No plastic and No Smoking Zone initiatives, water management, energy saving and conserving efforts, Carbon neutrality, plantation and E-Waste management are the major activities observed. The teaching and non teaching staff members and students are involved in this process. Sri Adichunchanagiri Shiskahana trust encourages these initiatives by providing technical and financial assistance.

Objectives of the Practice:

- Raise environmental awareness, understanding and knowledge among young people.
- Incorporate “Green Protocol” among students.
- Prepares young generation to take a more active, positive and responsible role in the society.
- Encourage the faculty and students in the activities to conserve natural resources.
- Change the atmosphere of campus into pollution free and ecofriendly manner.
- Develop measure to dispose the waste properly.

Context:

Human activity is hugely responsible for damaging the environment, it is important for everyone to improve their environment consciousness. It is especially imperative to teach children about the importance of environmental awareness, to ensure that the lives of future generation are secure.

Practices:

Green audit

The college is conscious of importance of the environment. The college campus is eco friendly with rich plant wealth comprising of lofty trees, shrubs, and a number of ornamental and medicinal plants.

We use compost bin for food wastage to reduce the waste in the campus. The use of polythene is banned. A list describing the existing trees, plants and other shrubs is brought out by the department of Botany with the help of exponents in the field. It is very useful to the students and staff members. Botanical name of each plant is described.

Water Management is another greater concern of the time. Water is the source of life. The use of water should be minimized. Reusing and recycling of water is given priority.

Energy conservation:

Conservation of energy is another very important measure. The college needs self reliance as far as energy is concerned:

1. A Committee consisting of teachers and student representation is formed to check corridors, Classrooms and labs and ensure lights and fans are not working after the college hours.
2. Incandescent bulbs are replaced with LED bulbs.

3. All electronic equipments are shut off during breaks.

Overall the college is very keen on energy conservation. The College is planning to introduce programmes regarding the use of renewable source of energy.

Efforts for carbon neutrality:

The college has taken up the following measures to check the emission of CO₂.

1. During the celebration of Environment day, every year Students and staff together plant new sapling to beautify the campus. At the same time care is taken new sapling are planted in place of paired saplings of the earlier period.
2. Solid Waste-generated in the classrooms, office, canteen and is used for composting instead of burning.
3. Plastic waste is segregates from biodegradable waste and preserved to be disposed off by hanging over to municipal authorities.
4. The campus is well planned with green lawn and flower pots, flower bushes and lofty trees to have suitable proportion of greenery. It is also maintained and developed by Gardeners properly.

E - Waste Management

The unusable electronic equipments and the parts are stored in a segregated room till they are disposed off. Normally once in a year or twice depending upon the quantity they are auctioned as scraps.

Evidence of success:

Today the college campus looks beautiful with greenery, tall trees, bushes, lawns & flowers. The environment is very clean and healthy filled with fresh air. The students are familiar with varieties of plants and flowers. It has created awareness among the students & staff. Water and electricity are utilized meaningfully. This could be achieved because of the efforts taken by the management, the principal, staff members and the students in particular. We feel it is the best practice one and all should nurture, as it is badly needed today.

BEST PRACTICE - 2

Title of the practice: Blood Donation Camps

Objective of the practice:

To create awareness about the uses of blood donation and help to save lives. A single donation can save three lives as one blood donation provides different blood components that can help up to three different people. It could be a unique program conducted by the institution organized by Youth Red Cross Unit.

Context:

Blood donation save lives and more donors are needed essentially.

According to WHO

Safe blood saves life and improves health. Blood transfusion is needed for:

1. Complications of pregnancy such as ectopic pregnancies and hemorrhage before, during, or after childbirth.
2. Children with severe anemia often resulting from malaria or malnutrition
3. People with severe trauma following man-made and natural disasters and
4. Many complex medical and surgical procedures and cancer patients.

There is a constant need for regular blood supply because blood can be stored for only a limited time before use. Regular blood donations by a sufficient number of healthy people are needed to ensure that safe blood will be available whenever and wherever it is needed.

The practice:

The Red Cross unit in association with blood banks organizes blood donation camps within the campus. The blood banks are invited during the year with prior approval and organize the camp.

They will provide all the resources to organize the camp and supply juice and fruits to the donors. Within the camp all the students will get their blood grouping and people who are suitable to donate blood will voluntarily donate without any compensation. Approximately in each camp 60-80 students donate the blood and help in surviving the lives.

Evidence of success:

The camps were very successful and appreciated by all the stakeholders including the blood bank. Every year our students are encouraged to donate blood by organizing special lectures on the scope and importance of the blood donation camp. Students are proud owners of appreciation certificates. Certificates are small initiatives that encourage students to donate and ask others to do the same.

Students consult the doctors and take advice from them. Many students have improved their diet practices and fought anemia after consulting these doctors. There has been a remarkable change in the habits of the students who are more health-conscious and have begun to focus on aspects of hygiene. Blood donation camps also serve the twin purposes of students knowing their blood groups and being checked for diseases like Hepatitis B and HIV.

Problems Encountered

1. Students are reluctant to donate blood as they think blood donation will result in weakness.
2. Lack of awareness regarding the uses of blood donation.
3. Many are scared of needles
4. Most of the students are victims of malnutrition and anemia.
5. Parents actively discourage students from donating blood due to ignorance.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

Sri Adichunchanagiri First Grade College is situated at the center of the city in Channarayapatana near to World famous tourist centre Shravanabelagola. It was started in the year 1979. Our college serving its best to provide quality and value based education for rural students of Channarayapatanna Taluk. The College has many distinctive qualities. It is running successfully for more than 40 years only because of its distinctiveness and reputation.

SAFGC is serving the society through holistic approach by involving the students in many religious, educational & Social, economic activities. Naturally all activities circle around religious and spiritual aspects. The vision of the college is to provide Holistic Education that means all round development of the students. The institute aims to achieve this by incorporating experimental and project-based learning in teaching-learning process along with strong Industry-Institute Interaction and research opportunities. The strong Alumni of our college are serving the state as well the country in different capabilities.

Financial assistant to poor and needy students at the time of admission by the teachers is an extraordinary distinctiveness of our college. It serves two purposes. Firstly, it helps to increase the admission. Secondly, the beneficiaries arises remain grateful to the institute for ever. Indirectly, it would help such students to continue their education. It promotes human relationship and reciprocal attitude.

For developing the sense of social responsibility among students, the NSS, NCC and YRC units of the college are quite active throughout the year organizing various outreach programs like blood donation, cleanliness drives, tree plantation drives etc., in addition to the camps to render service to the community.

The college gives prominence to promote tolerance, national integrity and culture. Our students, along with formal education, are given moral and spiritual education. Our Swamiji is the guiding spirit behind all our endeavours.

In addition to this, the basic distinction is made with the following:

- ICT enabled classes are more interactive.
- Our Students acquire socially responsible by participating in various programs conducted by other colleges/universities

- Green campus initiatives are implemented keeping in mind the holistic perspective of land use, social well being and preservation of the environment.
- Our College adopts Outcome Based Education which is a student-centric learning model enabling students understand subjects. To execute this, various programs such as workshops, conferences, debates, guest lectures, and mock tests are conducted.

Moreover our college is run by a religious mutt. The motto of the management & the college is to provide “Value based education” by inculcating moral values like truth, sincerity, hard work, punctuality and kindness in every activity performed. Our college conducts multitude of activities to develop the academic and overall personality of the students, making him a socially responsible citizen.

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

5. CONCLUSION

Additional Information :

Future Plan of the College:

Academic Programme:

- To start PG programmes
- To introduce some useful certificate courses
- To start BA programme with optional English.
- To commence Add-on Certificate courses

Infrastructure and learning resources:

- To upgrade all the classrooms into ICT enabled Classrooms
- To strengthen parent - college relationship with online communication over cell phones about the students performance.

Concluding Remarks :

It is an institution of 3 Storey Building having IQAC room in the Ground Floor in the Main Building, Administrative office next to Principal Chamber besides well spacious Library with good number of Books and Reading Room, Sports Room and 1 Classroom is situated next to Library.

In the First Floor HC Srikantaiah Seminar Hall is situated with 250 seating capacity, along with 4 Classrooms and 2 Staff Rooms. Geography Lab, ICT Enabled Computer Lab with 30 Desktop Computers connected with LAN, 1 Staff Room, 3 Classrooms and 1 Sanitary Toilet for Females placed in the Second Floor. 1 ICT Enabled Classroom out of 9 in the third floor.

In the Science Block NCC, NSS Office and 1 Classroom is situated in the Ground Floor. 2 Laboratories for Physics, 2 Laboratories for Chemistry, 1 Laboratory for Zoology, 1 Laboratory for Botany and Zoology museum, along with staff room, Bharath Scouts Guides Office also lied in the same floor.

The students are motivated through various incentives like: scholarships and cash prizes initiated by the University/Government, Private Agencies, Alumni and some of the faculty members of the college. We proudly share one of our academic achievements that the student of our institution has been awarded One Gold Medal and Three Cash Prizes for B.Com in the year 2020-21. it's our pride that our NCC cadets participate in Republic Day Parade and serve in public awareness programmes.

The college has effective coaching facilities for competitive examinations. In addition to this the institution has a comprehensive Placement and Career Guidance Cell through which many students have been placed. In sports, our college students have won medals at inter-college, zonal and university level competitions. Our institution is promoting the legacy of socio-cultural heritage and patriotism through celebrations of national festivals and cultural programs.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students</p> <p>2)Teachers</p> <p>3)Employers</p> <p>4)Alumni</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents.</p> | | | | | | | | | | |
| 2.3.3 | <p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 46 Answer after DVV Verification: 29</p> <p>Remark : Input edited as per the extended metric 3.1</p> | | | | | | | | | | |
| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 341 Answer after DVV Verification: 441</p> <p>Remark : Input edited as per the supporting documents.</p> | | | | | | | | | | |
| 3.4.2 | <p>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 3 | 2 | 0 | 0 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | |
| 3 | 3 | 2 | 0 | 0 | | | | | | | |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 1 | 1 |

Remark : Input edited as per the supporting document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 150 | 20 | 25 | 25 | 30 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 269 | 20 | 25 | 75 | 68 |

Remark : Input edited as per the supporting documents.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 7 | 6 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 1 | 1 |

Remark : Input edited as per the supporting documents.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 18 | 8 | 6 | 4 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 11 | 12 | 8 | 5 |

Remark : Input edited as per the supporting documents.

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 70 | 67 | 57 | 39 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 11 | 12 | 8 | 5 |

Remark : Input edited as per the supporting documents.

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : A. Any 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per the supporting document

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|---|
| 1.1 | Number of full time teachers year-wise during the last five years Answer before DVV Verification: |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 46 | 53 | 54 | 47 | 52 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 44 | 51 | 52 | 45 | 50 |

NAAC