



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SURANA EVENING COLLEGE

**NO. CA 17, TUMKUR - MYSORE RING ROAD, 1ST MAIN, KENGERI SATELLITE
TOWN,
560060**

<https://www.suranaeveningcollege.edu.in>

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Surana Evening College was established under the esteemed GDA Foundation Trust in 2015. The institution is recognized and affiliated with Bangalore University, offering B.COM and BCA programs. The primary objective of the institution is to provide equal opportunities for higher education to those who cannot become students at day colleges due to their work commitments and aspirations to pursue other professional courses during the day.

The institution has a spacious campus and is well connected to transportation facilities by BMTC and Namma Metro (BMRCL). It has well-equipped ICT lecture halls, a computer lab with internet facilities, and a multi-purpose Seminar Hall and Auditorium. The institution provides value-based education to students at an affordable cost. Cost-effective fee structure, faculty bringing in a diverse perception than daytime classes, flexible schedules, and well-engaged students make Surana Evening College the go-to place to pursue the educational goals of the aspirants.

The institution has consistently prioritized the pursuit of quality and academic excellence as its defining characteristic. The faculty diligently strives to impart knowledge and improve the professional competence of the learners while also cultivating skillsets to adequately prepare them for the competitive requirements. The institution has established several committees and forums, including the Internal Quality Assurance Cell (IQAC), the National Service Scheme (NSS), the Sports Forum, the G.C. Surana Ecosystem Innovation Club, the Student Council Cell, and the IT Club. These committees have been formed with the aim of fostering leadership abilities, enhancing communication competence, and instilling confidence among students.

Vision

"To Strive for Excellence through Career-Oriented Education and Contribute Potentially to the Society".

Mission

- By providing balanced **theory and practical-oriented** knowledge in commerce and computer applications.
- By nurturing the **corporate employability** competency
- By sensitizing **entrepreneurial spirit** among students.
- By sensitizing **research culture**.

Motto:

“Vidyadhanam Sarvadhanapradhaanam” (‘Education is the supreme of all wealth’).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution has a transparent and effective curriculum planning and delivery process. The feedback mechanism provides evidence of improvisation.
- The institution integrates curriculum flexibility with employable certificate courses.
- **Full-time teachers** of the institution against sanctioned posts have consistently registered at **100%**.
- The overall **Pass percentage** of students was stated at **97%**.
- The institution has encouraging research policies.
- There are 3.4 books or papers published by faculty members per teacher, and they have published 17 books with an ISSN or ISBN and 6 research papers that the UGC has made aware of.
- The library is automated with Easy-Lib software and has **2,815 books** (400 titles), 22 journals, 18 **magazines**, and 6 newspapers.
- **13 students** have been productively facilitated to become **Chartered Accountants**.
- The institution has a Rainwater harvesting facility.

Institutional Weakness

- The programs offered provide limited scope for internships and project work.
- No grants were received from the government or non-governmental agencies for research projects.

Institutional Opportunity

- The institution has the opportunity to introduce Add-on courses on project work or internships.
- Introduction of new UG and PG programs in Humanities and Computer Science
- It can increase collaboration with industries for more employment opportunities.
- The institution can be a RUSA-funded institution.
- It can organize more training programs for teaching and non-teaching staff.
- **Participation in NIRF**

Institutional Challenge

- The institution has time constraints.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is offering two undergraduate programs: B.Com. and B.CA. The choice-based credit system (CBCS) and NEP curriculum are followed for both undergraduate programs. A well-planned delivery of curriculum successfully meets the academic needs and keeps up with the changing needs of students. The lesson plans approved by the heads of departments and ICT-enabled teaching methodologies confirm the documentation process for effective curriculum delivery.

The institution ensures its academic flexibility by providing certificate courses to enhance the skills required along with the curriculum. This institution creates the freedom to cater to needs beyond the curriculum. The curriculum integrates cross-cutting issues to sensitize the student's community. The institution conducts awareness programs and competitions such as Essay Writing, Quiz, pick-and-act, Debates and Seminars on topics such as Professional Ethics, Human Values, Environmental Sustainability and Gender Sensitivity.

The IQAC collects and analyzes feedback on curriculum and its impact from Students, Teachers, Employers and Alumni. The suggestions provided by all stakeholders enable the effectiveness of a student-centric learning environment. This process directs the departments toward their plan of action, the process of identifying proper teaching methodology, and offering essential certificate courses. The action taken reports are published on the institutional website.

The programs offered provide limited scope for internships and project work. The departments approach the students to pursue internships as part of internal assessment (IA). IQAC also safeguards transparency in the process of awarding IA marks. The academic calendar provides a route map for continuous internal evaluation through a time plan, syllabus allocation, and pattern of assessment.

Teaching-learning and Evaluation

The enrollment of students in the programs is consistently improving every year. The institution caters to all the aspirants and also follows the applicable reservation policy, which stands at over **92% of seats filled** against reserved categories (SC, ST, OBC).

The number of teachers against the number of students has been increasing over the years; the ratio is currently **39:1 (Presently – 25:1)**. The esteemed **GDA Foundation Trust** supports the administration through the right personnel for academic needs.

Curriculum planning and delivery provide scope for student-centric methods for enhancing learning experiences. The academic staff has facilitated student industrial visits to renowned organizations such as ISRO, HAL, Toyota, and MPTL as part of experiential learning. The faculty members follow a participatory learning approach in teaching by including group discussions, classroom seminars, and role-playing for students. Distinguished professionals specializing in Banking, Finance, Insurance, Business, and Commerce are invited for curriculum-focused sessions. The institution successfully adopted the blended teaching and learning approach, with the regular use of ICT in the classroom. The classrooms are equipped with TVs and continuous IT facilities. The faculty members and students are familiar with using platforms like Zoom, Microsoft Teams, and Google Classroom for online sessions.

Full-time teachers **against sanctioned posts** have consistently registered at **100%**. The additional requirement of teaching faculties against workload is satisfied with part-time faculty members appointed by the management. **More than 70%** of the full-time teachers have **NET/SET/SLET/Ph.D. qualifications**.

The Academic Calendar incorporates timelines for internal examinations and assignments, which are accessible to both students and staff members. The Internal Committee of Examination (ICoE) manages two types of assessments: individual and group assignments. The Internal Assessment Grievance Redressal Committee addresses the grievances raised by the students with respect to internal assessment marks. An offline grievance redressal form is available in the administrative office, and grievance closure is recorded in a grievance file. POs and COs are communicated to students at the commencement of the academic year by the "**PRARAMBH**" - Orientation Program. The overall **Pass percentage** of students was stated at **97%**, as the institution attains Level 3 (Good) of program outcomes.

Research, Innovations and Extension

The institution has to focus on getting grants from Government and non-government agencies for research projects. The institution has an "Innovation Eco-Club" for the creation and transfer of knowledge. In the last 5 years, 14 workshops and seminars have been conducted, including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship. The **Research and Consultancy Cell (RCC)** regularly encourages the faculty members to participate in research activities by recognizing and rewarding the policies of the management. As a result, faculty members are actively involved in publications in national and international journals.

In addition to participating in a variety of conferences, faculty members have contributed to the publication of **5 research papers** that have received notification from the UGC as well as **17 books** that have an ISSN or ISBN. This resulted in a total of **3.4 books or papers** being published for each teacher during the course of the past five years. The institution organized workshops and FDPs (Faculty Development Programs) on "Research Methodology."

The institution has successfully organized **23 extension / outreach programs** in association with the National Service Scheme (NSS). It also has **5 Functional MoUs**. As members of the community, students have experienced social responsibility (selflessness) by serving society. These activities include blood donation camps, polio vaccination drives, seedball planting, and awareness campaigns on electroliteracy.

Infrastructure and Learning Resources

IT-equipped seminar halls with seating capacities of 150 and 300, respectively. Institutions have the amenities for quality education, which consist of 9 classrooms, and all of them are equipped with ICT tools like projectors and LCD screens. Each area has its own room with a computer and the internet. Students and staff can access the Wi-Fi facility. Computer labs are equipped with all the necessary requirements and 120 computers.

The library is automated with Easy-Lib software and has 2,815 books (400 titles), 22 journals, 18 magazines, and 6 newspapers. The institution has subscribed to the NLIST/INFLIBNET e-consortium and DELNET. The library has a reading room, an area for finding information, and wi-fi. The institution has a multipurpose seminar hall and GC Surana Auditorium that can accommodate 150 and 300 people, respectively. Various

seminars, workshops, cultural programs, official meetings, and visual-based learning shows are conducted. A smaller quadrangle consisting of the shuttle badminton court. The institution also has an indoor sports club, cafeteria, visitor lounge, and administrative blocks.

Student Support and Progression

The institution has a student support system. **267** students are financially supported to pursue their education through Management, Government and Non-governmental **scholarships**. The institution conducts skill-based programs such as interview skills training, communication skills, stress management, health management, entrepreneurship skills, and computing skills.

The institution has an active Prevention of Sexual Harassment Cell (POSH), an Anti-Ragging Cell, and a Discipline Committee to ensure women's safety and maintain discipline on campus. The Student Redressal Cell plays a vital role in addressing students' academic and non-academic grievances.

The Department of Physical Education trains students in various indoor and outdoor sports. Students have won a decent number of prizes at inter-college and university events. The Cultural Committee creates a forum to showcase students' talents. **"Sanskriti"** cultural forum conducted workshops to train students in traditional dance and theater. The students have performed at numerous inter-college and state-level cultural competitions and won awards and prizes.

45.6%, or 59 students, have progressed to higher education. The Placement Cell educated students about career options, provided career counseling, conducted coaching classes for competitive examinations, and conducted a Job Mela to help students get placed. **15 Students** have cleared the **competitive exams**.

The institution is associated with a few competitive exam training centers. Kayaka Academy, Proedge Consultant, SAPE, and J. K Shah are delivering coaching classes for competitive examinations for the students of the institution and other students. Nearly 55 students are employed in Government and Private sectors. **13 students have become Chartered Accountants**. The annual alumni meet was organized by the **"PUNARMILANA"** forum. The successful alumni informed the current students about job opportunities and current trends in the market.

Governance, Leadership and Management

The institution is running according to the **GDA Foundation** Trust Board's policy and framework. The institution organizes the programs to fulfill the vision of the institution. The institution has successfully implemented NEP for the academic year 2020–21. The institution has many committees, such as the IQAC, the Admissions Committee, the Sports Committee, the Cultural Committee, the POSH, the Grievances Redressal Cell, the SANSKRITI Forum, and the Finance Committee. These committees help with decentralization, participation in institutional governance, and the short- and long-term Institutional Perspective Plan.

To make sure that administration, programs, and activities run smoothly, the Principal set up forums and committees with clear goals and action plans. To make the action plan and event calendar, IQAC works with other committees and offices.

Teaching and Non-teaching staff avail several welfare measures such as Casual Leave, Earned Leave,

Maternity Leave, Medical Leave, and Insurance Claims. Institution implemented e-governance effectively in its operations in all four areas via Administration (Zing – HRMS), Finance & Accounts (“dhi” - ERP), Student Admission & Support (UUCMS) and Examination (Bangalore University).

The institution has effective welfare measures for teaching and non-teaching staff members are also encouraged to take on leadership roles within the institution, providing a platform for professional growth by organizing Faculty Development Programs. **92.86%** of teachers provided with **financial support** to attend conferences/workshops. **82.76%** of teaching and non-teaching staff participating in FDPs and administrative training programs. Harish T. D. Jain & Co. conducted the external audit regularly, and the Internal Audit Committee undertakes the internal audit. Internal Quality Assurance Cell (IQAC) has conducted regular meetings for quality improvement initiatives and has Collaborative quality initiatives with other institution.

Institutional Values and Best Practices

The institution has been carried out organized number of activities to initiate the Gender Audit and measures for the promotion of gender equity

Institutional Values:

- The college promotes gender sensitivity to create awareness about gender equality by providing equal opportunities in committees and forums.
- It aims to integrate gender-related issues by including facilities like safety, security, 24/7 CCTV surveillance, an anti-ragging squad, and awareness programs on women's safety and gender sensitivity.
- The Institute takes the necessary steps to manage solid, liquid, and e-waste by creating awareness among students.
- Programs on Professional Ethics and Orientation on the Code of Conduct have been organized. National and International commemorative days, events, and festivals were celebrated to instill national integration and harmony.
- Essential facilities like Ramps, Lift, Wheelchair and Pedestrian-friendly pathways are provided for the differentially abled students. Other facilities like a book bank, free medical checkups, financial assistance, and support for the needy are provided as and when required.
- To save water, it creates awareness programs and has a rainwater harvesting facility.
- Constitutional rights and duties are taught in institutions and through other academic courses. The college has a code of conduct for students, teachers, and management staff that is published on the institutional website.
- The National Service Scheme Unit has also been fairly active over the years in organizing programs on institutional values, environment protection, social service, and best practices.

Best practices:

- **Best Practice 1: Academic Inclusiveness**

"Achievers' Celebrations Forum": Recognizing Academic, Innovative, and Scholarly Achievements

2. Objectives of the Practice

"Achievers' Celebrations Forum," dedicated to a progressive drive to nurture and promote academic achievements of students and 'Research Culture' among its faculty members, through the Seed Grant Scheme, Research Promotion Policy, and Student Research Fellowship Scheme.

It has the following objectives:

- To provide **affordable education.**
- **To enrich skills for students.**
- **To create awareness about scholarships.**
- To provide a **supportive academic environment.**
- To recognise academic, innovative and scholarly achievements
- To encourage the faculty members to participate in research activities.

Best Practice 2: Social Inclusiveness

"One Step Toward Social Responsibility" Under this program, students and staff visit underdeveloped schools, colleges, and orphanages, clean the areas around them, paint the walls of the buildings, and spread information about how to keep things clean.

Institutional Distinctiveness:

"SAMSIDDHI" (encourage students to accomplish their professional goals) is adopted as a distinctive area by the institution, in which first-level professional courses like CA, CMA, and CS coaching are offered on campus. Students who clear the first level are encouraged to go to the second level, and we help them get internships in Big 4, Mid, or small firms. Encouragement continues until they accomplish their professional goal.

"Samsiddhi": Promoting, nurturing, and developing the students in their preferred career goals.

Objectives of "Samsiddhi":

An area in which our institution is striving is **"Samsiddhi,"** a holistic strategy for empowering and nurturing our students to realize their professional aspirations. This initiative focuses on facilitating the successful progression of students pursuing first-level professional courses such as CA (Chartered Accountancy), CMA (Cost and Management Accountancy), and CS (Company Secretary) coaching on our campus. "Samsiddhi" not only equips them with the necessary knowledge but also provides the crucial support and opportunities needed to excel in their chosen fields.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SURANA EVENING COLLEGE
Address	No. CA 17, Tumkur - Mysore Ring Road, 1st Main, Kengeri Satellite Town,
City	BANGALORE
State	Karnataka
Pin	560060
Website	https://www.suranaeveningcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Guruprasad B G	080-28486382	9591945800	080-28486372	principal.ks@suranaaccollege.edu.in
IQAC / CIQA coordinator	Udaykumar C	-	9036178010	-	seciqac2015@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No. CA 17, Tumkur - Mysore Ring Road, 1st Main, Kengeri Satellite Town,	Urban	0.52	5192.33

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	BCA, Computer Science	36	PUC or Equivalent	English	60	34
UG	BCom, Commerce	36	PUC or Equivalent	English	80	47

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				4			
Recruited	0	0	0	0	1	0	0	1	2	2	0	4
Yet to Recruit	0				0				0			

Non-Teaching 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				5
Recruited	4	1	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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	98	2	0	0	100
	Female	98	1	0	0	99
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	1	1
	Female	5	5	5	5
	Others	0	0	0	0
ST	Male	2	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	42	40	38	32
	Female	63	65	58	46
	Others	0	0	0	0
General	Male	21	22	26	28
	Female	30	33	20	28
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		167	167	149	141

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institution is affiliated with Bengaluru University and adheres to the curriculum prescribed by the university. The incorporation of interdisciplinary approaches is a fundamental component of higher education. The institution actively encourages the integration of multiple disciplines and the pursuit of interdisciplinary approaches in all of its academic pursuits. The institution successfully implemented the National Education Policy (NEP) for the academic year 2021–22. Students enrolled in the first, second, and final years of the Bachelor of Commerce (B.Com.) and Bachelor of Computer Applications (BCA) programs are provided with the opportunity to select one open elective course that is outside the</p>
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	confines of their respective programs. Students also have the option to modify their selection of open elective courses at the conclusion of the semester or academic year. The use of an interdisciplinary approach has the potential to significantly enhance the educational experience of our students.
2. Academic bank of credits (ABC):	The institution adheres to the curriculum designed by the university and is adequately equipped to effectively influence the opportunities presented by the NEP. The institution utilizes the web portal for the affiliating institution and the Unified Institution and College Management System (UUCMS) to effectively store and administer the academic credits of the students. The virtual system maintains a comprehensive record of the academic credits accumulated by students throughout their educational course. The Academic Bank of Credits fulfills significant roles, including the accumulation, verification, transfer, and redemption of credits for students. It has yet to be implemented by the university.
3. Skill development:	The programs offered by the institution under the National Education Policy (NEP) present significant opportunities for the enhancement of skills. The institution provides a variety of certificate programs and supplementary courses that effectively foster the acquisition of skills necessary for prosperous professional careers. In addition to traditional classroom instruction, students are provided opportunities for experiential learning through industrial visits and project work.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The programs offered by the institution integrate the Indian knowledge system. Indian languages such as Kannada, Hindi, Sanskrit, Tamil, and Telugu are offered as core subjects and electives. The Department of English offers a certificate course on soft skills that introduces students to the real world. Students are also exposed to the diverse and vibrant Indian knowledge system through online portals such as SWAYAM, MOOC's online courses, INFLIBNET e-consortium, DELNET, SHODHGANGA, and MHRD-UGC e-PG Pathshala.
5. Focus on Outcome based education (OBE):	The institution prioritizes outcome-based education, and all the academic policies are designed considering the program and course outcomes.

	Students and teachers are aware of the learning objectives from the beginning of the program and diligently work towards achieving the outcomes. The action plan of the college includes programs such as seminars, workshops, special lectures, certificate courses, writing competitions, debate competitions, and quizzes that enable the students to accomplish the learning outcomes. The institution also has a structured mechanism to evaluate program and course outcomes.
6. Distance education/online education:	The institution has created adequate avenues to promote online education. The recorded special and regular class videos and digital course study material were uploaded to the Opra (ERP) platform, Telegram group, and Google Classroom. The college management has facilitated access to digital content in ERP. During the pandemic, all courses were taught on an online platform. Currently, online education is done through MS Teams and Zoom cloud meetings, which are both optional and informal.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has the Electoral Literacy Club, which has been set up in the academic year 2022–23 as part of the Systematic Education and Electoral Participation (SVEEP) initiative to increase the level of electoral literacy among students of all age groups through engaging in interesting activities and hands-on experience, but in an apolitical, neutral, and non-partisan manner. Electoral Literacy Clubs are especially being set up to direct the new voters (in the age group of 18–21 years old) toward their graduation. The goals of the ELC program • To foster ward's awareness of democratic principles and practices. • To inform the students about the process of registering to vote. • To encourage a high level of participation in the voting process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC formed by a coordinator who is in charge of monitoring the club's activities and organizing the events that it hosts. In addition to a coordinator the ELC is comprised of student representatives who assist in the preparation of club activities and take part in those activities themselves. The Principal of

	the institution will select these student representatives, among the students who are currently enrolled at the college. This contributes to ensuring that the club's activities to be completed without any drawback. The Faculty Coordinator and Student Representatives for the ELC have been Chosen by the Institution.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC organized the following activities and are carried out every year to increase students' participation in voting and creating awareness on it. • Orientation organized to create awareness about voter registration. • Students are guided for online voter registration. • 'National Voter's Day' (25th January) is celebrated. • Voter awareness campaigns organized to encourage the new students to enroll in the voter list. • Quiz competition organized to create awareness about voter registration.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Electoral Literacy Committee, awareness programmes for fresh voter registration are organized to students who have reached the age of majority (eighteen years old) and are eligible to register. At the same time, information regarding online link for online voter registration is provided, and it is recommended to fill the forms. Quizzes, Seminars on democracy and voters, and presentations of wallpaper are just some of the activities that take place on National Voter's Day. Every year, on November 26th, the ELC at the institution witnesses Constitution Day in order to commemorate the adoption of India's Constitution and to instil in the students the concept of democracy.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	There are several factors that may contribute to this phenomenon, including insufficient understanding of the significance of voter registration or the procedures involved, challenges in acquiring the required documentation, or mere oversight in registering. This could entail the implementation of questionnaires or focus group discussions as means of collecting input and identifying potential barriers encountered by students. The institute formulates a voter registration plan that effectively caters to the unique requirements and obstacles faced by its student demographic. This approach may encompass a range of endeavours, including conducting informative workshops on voter registration,

coordinating initiatives to register voters, and collaborating with relevant organizations or agencies to facilitate the voter registration procedure.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
199	167	167	149	141
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 5	File Description	Document
	Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.15	26.15	16.08	19.82	30.83
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution has mechanisms for effective document procedures and the execution of curriculum delivery. It is demonstrated by the structured procedures it uses, such as an academic calendar and establishing continuous internal assessments.

Curriculum allocation meeting:

The head of the institution is directing the departments through the principal's meeting. In this meeting, subjects will be allotted by HoDs to the faculty members on the basis of experience, interest of the faculty, and results. Faculty members have to prepare the lesson plan for the respective subjects.

Curriculum Delivery Planning:

Lesson plans are clear indicators of teaching pedagogy used by the instructor of the subjects. It's prepared by the faculties by considering the understanding levels of students. It requires the HoDs approval from respective departments in the meeting. After the approval from the respective HoDs and the principal, the lesson plans are implemented by the faculty members. Class wise attendance also maintained for the document purpose.

Academic Calendar:

The IQAC committee by considering all the committee and their plan of action, prepares academic calendar. It involves the instruction of the affiliating university and the vision of the institution. It serves as a plan for the entire academic year including academic activities and events to be conducted. It provides a comprehensive overview of the entire curriculum, ensuring that students and faculty members are well-informed and prepared for the effective implementation of it.

Flexibility of Curriculum:

The institution recognizes the importance of offering a diverse range of courses that cater to the interests and career aspirations of its students. It provides opportunities to students by offering career-oriented certificate courses.

Continuous Internal Assessment:

Through regular assessments, students are encouraged to engage with the subject matter, fostering a

culture of continuous learning. The faculty members provide constructive feedback, that facilitates the intellectual and personal growth of each student. This pedagogical approach goes beyond traditional examinations, providing a more holistic evaluation of a student's academic progress.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 72.9

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
172	136	110	98	84

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution integrates cross-cutting issues into its curriculum. The curriculum of Bachelor of Commerce (B.Com.) and Bachelor of Computer Applications (BCA) programs encompasses a range of interdisciplinary topics. These topics are covered through various courses, such as Environmental Science, the Indian Constitution, Business Ethics, Principles and Practice of Auditing, Principles of Management, Law and Practice of Banking, Professional Communication, Value Education, Cyber Crime, Cyber Law, Entrepreneurship and Ethics, and Intellectual Property Rights.

The delivery curriculum of these programs includes many methods to sensitize students, such as Group Discussion, Quiz, Classroom Seminars, Debates, and Case study discussion sessions. This initiative fosters awareness among the student community on cross-cutting issues and nurtures their sense of responsibility as members of society.

The institute also organizes seminars and Guest Lectures on topics such as Human Rights, Constitutional Duties, ethics in the profession, and stress management. These programs provide knowledge on cross-cutting issues and develop students with strong ethical foundations. The institution organizes competitions that go beyond regular lessons to teach professional thinking and encourage ethical decision-making in the business world by combining ethical ideas with business skills.

The institution recognizes that shaping individuals with a sense of justice and equality contributes not only to personal development but also to the betterment of society at large. comprehensive training programs designed to face ethical challenges in the workplace. Sessions on conflicts of interest, discrimination, and harassment emphasize creating a safe and inclusive environment.

Students are actively involved in debates and discussions on essential topics like Prevention of Sexual

Harassment (POSH), Prevention of Child Marriages, Child Labour, and Anti- Women Trafficking. These initiatives encourage students to think critically about real-world problems, transforming them into agents of positive change in society.

The fields of Environmental Science and Environmental Studies are disciplines that focus on the study of the environment and its various components. These fields encompass a wide range of topics, including the natural sciences, social sciences, and humanities, in order to understand the complex interactions. These courses not only impart scientific knowledge, but also foster a sense of responsibility towards the environment and public health. The departments organize a discussion on the issue of global warming, exploring potential solutions that are accessible to students. Student participation is involved in initiatives like seed-ball planting, raising awareness of the plastic use ban, and preserving water for a better future.

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

1.3.2

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

Response: 35.18

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

Response: 70

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 66.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	48	61	46	58

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
140	80	80	80	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	34	40	36	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	40	40	40	30

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 39.8

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution integrates student-centered approaches, including experiential learning, participative learning, and problem-solving methodologies, to enhance learning experiences across departments in order to achieve desired Program Outcomes (POs) and Course Outcomes (COs). The program and its corresponding courses offer students the opportunity to engage in experiential learning. The adopted pedagogy of the institution is oriented toward fostering holistic learning.

Experiential learning:

Industrial visits to well-known companies like ISRO, HAL, Toyota, and MPTL are made possible by the institution. These visits help students learn useful information about how businesses work. Distinguished professionals specializing in Banking, Finance, Insurance, Business, and Commerce domain have been extended invitations to deliver lectures during curriculum-focused sessions.

Participative learning:

The institution provides a diverse range of avenues for students to enhance their oral and written communication skills, as well as their aptitude for active learning. These options include engaging in **Group Discussions**, participating in **Classroom Debates**, partaking in **Role Plays**, undertaking assessments, and organizing **Student-led Seminars**. The institution facilitates student-centered learning through the integration of Information and Communication Technology (ICT) and Media in all these classroom activities.

Problem-solving methodologies:

Students are assigned collaborative projects on research, which hold significance in both academic and practical contexts. These projects serve to foster **Critical Thinking** skills, **Problem-Solving** abilities, and the rational analysis of relevant materials among students. Regular assignments serve as a valuable tool for students to discern and assess the challenges and depths of comprehension encountered in their academic pursuits. The implementation of regular quizzes, unit exams, class assessments, and tutorials fosters a competitive atmosphere among students.

ICT-enabled tools for Teaching and Learning:

The college successfully adopted the blended teaching and learning approach. The use of blended teaching and learning by teachers is increasing exponentially. Our faculties have adopted the regular use of ICT in the classroom and the creation of content for in-class presentations. All classrooms have TVs and projectors to aid students in receiving integrated learning. The presence of ICT in the institution greatly supports student seminars and enhances experiential learning in teaching.

The Department of Commerce and Computer Science makes use of ICT to impart required skills and curriculum-based knowledge through the IT-enabled Computer Lab. ICT-based teaching is used more efficiently. The utilization of platforms such as Zoom, Microsoft Teams, and Google Classroom for online sessions and assignment distribution was found to be more convenient and efficient by both teaching members and students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	05	05	05

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 72

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	04	04	04	03

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution regularly conducts **Internal Exams (IE)** twice per semester as per the university guidelines. The students will be given internal assessment marks for their performance in **Internal Exam, Assignments, Project Works, Seminars, and Classroom activities**. The internal marks awarded to the students will be uploaded to the university portal (UUCMS) and shown to the students on the institution notice board.

Mechanism of Internal Assessment:

The process of internal assessment planning is often initiated at the commencement of each academic semester. The IQAC and Internal Committee of Examination (**ICoE**) have convened a conference to direct and coordinate the internal assessment process in alignment with the external examinations conducted by the university. The **Academic Calendar** incorporates timelines for examinations and assignments, which are then presented to both students and staff members. The **ICoE** manages assessments for a total of 30 marks for each course as part of **CIE**. Besides, there's a circular sent out to paper setters to help them submit question papers. The timetable for the IA unit exams has been shown on the notice board as well as shared with the class groups through WhatsApp. Also, information of room allotment, invigilation duty allocation, and attendance sheets has been provided to ensure the efficient administration of the unit tests. After the exam, the answer sheets are sent to the **ICoE** and later given to the subject faculty members for grading. Students receive their graded papers for discussions about their performance. The combined scores, comprising both formal and summative assessments, are put on file for the purpose of identifying any discrepancies. Subsequently, these scores are published on the university portal. Any grievances raised by the students with respect to Internal Assessment marks, the Internal Assessment Grievance Redressal Committee (**IA-GRC**) takes grievances at priority and takes necessary action within 3-5 days to resolve them.

Context of External Assessment:

Head of Departments (HOD) login is used for course mapping and planning. Student attendance and Internal Assessment (IA) marks are uploaded and consolidated. Once approved, student hall tickets are generated and made available to students. As per the instructions of Bangalore University, the external exams are conducted. The institution has an **IA-GRC** to address the grievances raised by the students with respect to internal assessment marks. An offline grievance redressal form is available in the administrative office. The institution receives the students' grievances related to non-declaration of results and wrong entry in the internal assessment marks related to **practical exams**, and actions will be taken as per the issues at the institutional level. If the grievance related to the university, the same will be followed up with **Bangalore University** for benefit of the students.

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The institution follows outcome-based education goals and uses the same measures when assessing students. The university sets overall program objectives as Program Outcomes, while each course instructor sets Course Outcomes. The respective HoDs review these course outcomes.

These POs and COs are communicated to students at the commencement of the academic year by the "**PRARAMBH**" - Orientation Program and published on the institutional website and in classrooms as well. The Department of Commerce and the Department of Computer Science separately educate their POs and COs for the respective students.

The instructor of each course explains the COs in the classroom at the initial session of the course. The students are enlightened with basic outcomes and futuristic and career related opportunities after completing the courses. Institution follows a mechanism to compute the Attainment Levels of COs and POs. The same is analyzed and submitted to the Head of the institution for the suggestions to improve in quality teaching.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In order to evaluate the levels of student learning attainment, the institution follows the below-mentioned measures.

The Process of Attainment of POs and Cos:

The attainment of Program Outcomes (POs) is facilitated by the curriculum outcomes. Course Outcomes (COs) are clearly determined for every course and then matched with Program Outcomes (POs).

1. Direct and Indirect methods for mapping measurement levels

Level 1: 40% - 49% of students achieve, Over 60% of the maximum score for the course.

Level 2: 50% - 59% of students achieve Over 60% of the maximum score for the course.

Level 3: 60% - 79% of students achieve Over 60% of the maximum score for the course.

Level 4: 80% - 100% of students pass Over 60% of the maximum score for the course.

As course outcomes, the same levels of attainment are defined for all courses.

Determining a target level for the attainment of program outcomes:

The determination of the desired level of PO achievement, precisely specified at Level-3, is established by the department chair jointly with the faculty members. The statement suggests that the department is striving for a minimum **level-3 (Good)** performance amongst its graduates.

2. Measurement of Course Outcome Attainment Levels:

University examination attainment level = Outcome score as per scale x 0.7..... (1)

Internal examination attainment level = Outcome score as per scale x 0.3..... (2)

CO Attainment= University examination attainment level (1) + Internal examination attainment level (2)

3. Measurement of Program Outcome Attainment Levels:

PO attainment= Direct method (0.7) + Indirect method (0.3)

Direct Method= Sum of CO's of all courses / No. of Courses

Average score as per PO scale x 0.7 (refer point 1 for PO Scales)

Indirect Method = Average score of Exit Survey of students x 0.3

The institution has very good pass percentage (**97.2**) in the university and internal exams during the last five years. The institution also collects feedback from students to measure the attainment level of COs and POs. Its attained Level-3 (Good) in the previous years and finds the quality of teaching-Learning is good.

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

2.6.3

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

Response: 97.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	47	54	43	35

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	48	56	43	37

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.69

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Research Advisory Committee: The institution has created an ecosystem for innovation initiatives for the creation and transfer of knowledge through various committees, and the Research Committee is one that promotes and shares the details of seminars, workshops, and conferences. Every faculty member and student are given equal opportunities to contribute towards research and development without any sort of discrimination. To encourage high research impact, teachers are given enough space and time to take up progressive research activities and, if required, reduce the teaching and administrative roles based on inputs provided by competent authority within the institution.

Management Policies to Encourage Research and the Transfer of Knowledge:

- To support and encourage the initial phase of in-house research ideas, the institution has a policy to provide a research support grant of Rs. 30,000 for technical faculty and Rs. 25,000 for non-technical faculty every year for encouraging young researchers.
- UGC care listed (active) and an incentive of Rs. 2,500 per paper published in that academic year.

Publication of a student's projects or dissertations will be an incentive in the annual salary increments assessed by the competent authority of the institution.

- Any two workshops, FDPs, MDPs, conferences, or certification courses attended by faculties will be reimbursed by the institution for producing a Certificate of Participation and Proof of Attendance.
- The research incentive for A-papers in the ABDC-listed journal will be Rs. 50,000 per paper per year. The research incentive for B-paper, SCOPUS, WOS, or any other high-impact journals will be Rs. 25,000 per year.
- The research incentive for D/C papers in the ABDC journal will be Rs. 15,000 per paper per year.
- The Business Club develops managerial skills and encourages young business talents by organizing events like Product Launch Competition, Design Thinking, Business Personality Presentation, Balance Sheet Analysis Competitions, Conferences, Panel Discussions, Innovative Model Presentations and Guest Lectures.
- Students and faculty are encouraged to register and complete NPTEL, MOOC courses, and MSME certificate courses.

Innovative Eco-System for Research: IQAC is a strong supporter of creating an ecosystem for innovation initiatives. It encourages the faculty members to present papers and participate in seminars and workshops. It conducted FDP workshop on "Research Methodology". The Department of Commerce has organized a "Discussion on Budget".

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

3.2.2

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	3	3

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1

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

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

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

3.3.2

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

Response: 3.4

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	3	0

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

3.4 Extension Activities**3.4.1**

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

Response:

The Students' Forum and the National Service Scheme (NSS) unit carried out activities in the neighborhood community in order to sensitize students to social issues for the purpose of the students' holistic development and positive impact throughout the year.

Extension and Outreach Programs organized by NSS other forums:

Walkathons, rallies on AIDS awareness and pulse polio awareness, Swachatha Abhiyan, COVID-19 vaccination drives, blood donation camps, celebrations of Kargil Vijaya Divas, International Yoga Day, Republic Day, Independence Day, and Mahatma Gandhi Jayanthi all have a positive impact on both students and society.

Impact: The students of the institution experienced a sense of social responsibility, which created awareness in society.

Sensitization students visit non-governmental organizations (NGOs), such as orphanages, homes for the elderly, homes for people with differing abilities, and other organizations of a similar nature.

Impact: The students of the institution experienced the value of caring and emotional management.

Inculcated civic responsibilities through extension programs for Bruhat Bengaluru Mahanagara Palike (BBMP) employees, **sapling plantation** drives, **eye checkups**, and the **Swachh Bharat Abhiyan**

Impact: The students of the institution participated in drives of environmental responsibility and contributed by planting saplings and cleaning the selected part of neighborhood society.

Camps for raising awareness on issues such as the elimination of plastic, healthy lifestyles, and digital literacy increased people's knowledge of the need to lead a healthy lifestyle and maintain a healthy environment.

Impact: The students of the institution created awareness among neighborhood shopkeepers and street vendors about digital payments and fraud.

Another organization that educates students on the significance of voting, particularly first-time voters, is called the Electoral Literacy Club. Registration of voters was done so that first-time voters could cast their ballots. Student volunteers who were going to help with registration received specialized training.

Impact: The students of the institution promote awareness among society about the importance of voting. Many of the students enrolled on the voter list.

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

3.4.2

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

Response:

The institution is actively engaged in promoting social responsibility by involving students and relevant committees in arranging awareness programs on government policies and organizational objectives. The institution has not yet obtained official recognition from the government or any recognized organization.

It organized the “Blood Donation Camp” in association with NGOs to spread the importance of donating blood to save lives.

The institution has the ELC, through which the extension program has been conducted to create awareness among the student community and neighborhood society to incorporate impact voting.

Institutions strive to conduct programs such as planting saplings, the impact of using plastic, cleanliness, and individual responsibility to incorporate change among society and students on environmental issues.

3.4.3

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	5	2	3

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

3.5 Collaboration**3.5.1**

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

Response: 5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution was established in 2015 under the aegis of the GDA Foundation. The Trust is constituted under Section 53(5) of the Karnataka State Universities Act 1976, and the institution is affiliated with Bangalore University. Academic infrastructure facilities are being developed on 2108.421 square meters, with a total built-up area of 5192.33 square meters.

Academic Infrastructure:

There are 9 class rooms on campus, out of which 9 are ICT-enabled, all of which are available for the teaching and learning process. It has a computer lab facility with 120 computers and LAN/WI-FI. The Library and Information Center is equipped with Easy-Lib software, facilitating automation. Its collection comprises 2,850 books, encompassing 400 unique titles. Additionally, the center offers access to 22 periodicals, 18 magazines, and 6 newspapers. The institution has subscribed to the NLIST/INFLIBNET e-consortium and DELNET. The library has a reading room, an area for finding information, and wi-fi.

The campus also has an ICT-enabled multipurpose auditorium, - **GC Surana Auditorium, seminar halls** with internet facilities (can accommodate 150 and 300 people, respectively), **Board Rooms**, and **Examination Cell**.

Administrative Infrastructure and Co-curriculum facilities:

The administrative block has a principal's office and an administrative staff office. The various committees and staff are provided with furnished cabins. It has facilities for indoor sports such as **shuttle badminton, table tennis, chess, and carom**.

The Divyangana students are provided with various facilities, including **ramps, wheelchairs, lifts, and a dedicated waiting room** for women. Adequate canteen facilities are readily accessible within the college premises. Regularly scheduled yoga and health-oriented events are frequently arranged on the campus. Parking facilities are available for faculty members.

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

4.1.2

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

Response: 55.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
21.95	15.48	8.56	3.72	22.65

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The SEC Library is an automated, networked, integrated library system with functions like acquisition, circulation, cataloging, reference, and serial control. It has automated its in-house activities and services using “Easy-Lib” integrated software using cloud technology; all books are catalogued in a machine-

readable format accessible from the Web; OPAC is connected to the Internet.

The library operates within a space of 632 square meters and is equipped with seating arrangements for up to 120 visitors simultaneously. The library has implemented an open access system. The library serves as the central hub for information resources, housing a wide range of materials such as books, journals, periodicals, newspapers, and electronic resources. These resources are made available to support the academic interests of both faculty and students at the college. In addition to textbooks, the library contains an expanding range of reference materials, including novels, periodicals, dictionaries, and encyclopedias.

The library facilitates access to several e-journals and e-books through the NLIST/INFLIBNET and DELNET e-consortiums. Digitized (pdf) versions of previous year's question papers are made available to users; users can access them anywhere and anytime. The library has over 140 students, with 10 faculty members and non-teaching staff getting library services.

At present, 2815 books, 22 journals, 18 magazines, and 6 newspapers are available in the library. Apart from these, many e-books and e-journals are available through the NLIST/INFLIBNET e-consortium and DELNET. The library is open from 4pm to 9 p.m. during working days and is closed on Sundays and public holidays. During working hours, facilities available include borrowing, returning, and renewing books; reprographic services; press clippings; and reference services. Average 10 books per day issued and returned.

VISION

"To support the institution by catering to the information needs of its library users."

MISSION

To allow and promote the optimum scientific utility of the library resources among the user community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

As a result of well-supportive management, Surana Evening College is well-equipped with adequate ICT infrastructure to facilitate teaching and learning activities for its stakeholders.

To effectively engage today's digitally inherent students, the campus needs to be digitally advanced to support classroom delivery, focused information sharing, and knowledge assimilation. To ensure this, a significant number of classrooms are equipped with ICT facilities on campus. Out of the 9 classrooms, all 9 have been made ICT-enabled with Wi-Fi and LAN connectivity.

The seminar halls are fully equipped with internet facilities to provide an enriching learning experience for stakeholders during special lectures, seminars, and student club/forum activities. An IT-furnished auditorium fulfills the academic requirements of students during conferences, workshops, and experiential learning sessions.

The library features a student information center where students can access the internet for academic requirements. The IT facility has 100 Mbps (2 connections) for day-to-day use, facilitated by Easy-Lib software.

Departments have been provided with a sufficient number of laptops for faculty to use in classrooms as needed for content delivery, along with LCDs and associated facilities. All departments are connected to an intranet and the internet, complete with scanning and printing facilities and accessories like pen drives and external hard disks to create and store their digital teaching content (subject presentations in PPT, Word, or PDF format). Each department maintains an ample amount of digital content for repetitive use by students and faculty, such as lesson plans, teaching modules, question banks, question papers, case studies, project reports, and paper publications.

Wi-Fi-enabled intranet and internet facilities are provided, with a 200 Mbps (2 connections, 100 Mbps of each) broadband connection from ACT Fibernet. Additionally, there is an NME ICT broadband facility from BSNL serving as a backup. The institution benefits from an online UPS and an auto-start generator. All computers come with certified antivirus software from K7 as well as a firewall feature that serves to limit unnecessary content and monitor student activity.

Plagiarism software is instrumental in assisting both students and faculty in validating the authenticity of documents and reports prepared to meet academic requirements. The college holds an annual license agreement with Microsoft to use Microsoft software for academic discussions.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 1.66**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 120

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 44.35**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
15.20	10.67	7.52	16.10	8.18

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 31.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	69	16	55	35

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 43.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	76	72	67	60

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 45.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	21	37	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	48	56	43	37

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 2.21

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	0	0	1

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

5.3.2

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

Response: 30.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	16	38	42

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

5.4 Alumni Engagement**5.4.1**

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

Response:

It is important to acknowledge that the resources, abilities, and contributions of its alumni are of immense value for the advancement, growth, and success of the institution. The annual alumni gathering, "**PUNARMILANA**," serves as a platform for the alumni to engage in thoughtful discussions and implement a range of initiatives.

The primary function of the alumni is to augment the institution's ability to facilitate, consolidate, and coordinate a wide variety of academic, co-curricular, and extracurricular activities. Alumni actively participate in relationships with current students, fostering trust and building a sense of harmony.

The institution extends an invitation to its alumni students to deliver experiences to the present student. The individuals provide assistance to students in the process of career counseling. The alumni students offer experiential training programs in computer skills and soft skills to the present students. In addition, they engage in welfare initiatives pertaining to health, fitness, and yoga. The educational institution prioritizes the welfare of its students and provides guidance regarding the potential risks associated with substance abuse, specifically drugs and alcohol.

Alumni provide feedback on the curriculum to enhance the teaching-learning process. Regularly feedback is collected, analyzed and actions are taken as per the requirements

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution is governed by the **GDA Foundation** and is focused on providing **skill-based, quality education** to its students. The management is vision-oriented in its leadership by providing valuable support to the practices of the formal and informal structures of the institution.

Governance and leadership show a strong commitment to the institution's vision and mission. The institution adapts to changing industrial requirements, such as NEP implementation, adopting new pedagogical methods, decentralization, and a perspective plan.

The management strives for the active involvement of stakeholders in the institution's direction, promoting transparency and inclusivity.

NEP implementation:

The institution supports the multidisciplinary approach to curriculum delivery and integration, which links several fields of study to illustrate a topic, subject, or issue. In the years 2020–21, the successful implementation of NEP in the curriculum. The institution offers Indian languages such as Kannada, Hindi, English, and Sanskrit for students to pick from in order to study the language that best suits them. The institution adheres to the concepts of outcome-based education, and in order to personalize instruction, efforts have been made to increase student interaction and center courses around learning objectives.

Sustained Institutional growth:

The institution was established in 2015 with less than 40 students and 03 full-time faculty members. Presently, it provides quality education to nearly 200 students with 07 faculty members. The results of the institution are steadily increasing, reaching more than 90%. The community of SEC is increasing, and it has introduced the BCA program recently.

Decentralization:

The conduct of examinations in the institution is completely reflective of the adaptation of decentralized decision-making powers. The principal successfully implemented a decentralized environment by creating the Examination Committee. This committee is further divided into an internal committee of examination and an external committee of examination. The internal assessment mechanism was completely handled by the department under the guidance of IQAC. It has transparent mechanisms and

committees, including faculty and students' short-term participatory decision-making at the college.

Participative governance:

The formal structure of the institution is focused on participatory governance. The Head of the Institution (HoI) serves as chairman, and faculty members serve as convenors of various committees in the Internal Quality Assurance Cell (IQAC). Faculty members have been granted independence in proposing a range of activities, including the development of the Academic Calendar (AC). The implementation of the plan of action of AC depends on the participation of faculty members, such as the identification and delivery of certificate courses and the facilitation of life skills programs. This approach nurtures participatory engagement in the decision-making process. The primary objective of every faculty member at the college is to attain academic excellence.

Perspective plan of the institution:

1. To introduce more industry-related certificate courses.
2. To enhance the prominence of National Service Scheme (NSS) initiatives.
3. To empower faculty members and non-teaching faculty with more FDPs and MDPs.
4. To effectively promote women's empowerment initiatives.
5. To have a registered Alumni association.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Deployment of a Perspective Plan:

The head of the institution and IQAC planned to organize a one-day workshop on the Revised Accreditation Framework (RAF) of NAAC in offline mode. The program was arranged during institutional working hours. The participants showed innumerable interest in the workshop and requested the conduct of the program during the day. The reason for the requisition is travel concerns. The IQAC and organizing committee decided to reach out to all participants. The committee decides to conduct the program in Hybrid Mode (online and offline). The program was successfully conducted in the auditorium (off-line) and a live session was conducted through zoom cloud of the institution (online). The committee effectively implements the perspective plan.

Functioning of the institutional body:

The institution holds an organizational framework that is managed by the GDA Foundation. The Managing Director and Managing Trustee undertake an inclusive assessment of the institution's academic progression, administrative procedures, and co-curricular and extension initiatives.

The Governing Council conducts an evaluation of the institution's academic and administrative operations. The Finance Committee grants approval to initiatives pertaining to the augmentation of infrastructure, as well as scholarships and prizes based on the suggestions of the Academic Council.

The Governing Council issued the service manual, which contains all of the guidelines for employee service.

The principal supervises the institution's administrative, academic, co-curricular, extra-curricular, and extension programs. The IQAC is building a quality system for cognizant, planned action to improve academic and administrative performance. The institution's department heads coordinate all academic programs. Faculty direct students' academic and curricular growth.

Service rules:

All staff are oriented about the administrative and service manuals available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentives for attending FDP, incentives for achieving academic excellence, and others.

Recruitment:

The Head of Institution forwards a letter outlining the consolidated staff requirement to the management team. The hiring process is centralized. A personal interview and demonstration are carried out. The issuance of a letter of appointment is extended to candidates who have been selected. Performance appraisal is a methodical process that is carried out on an annual basis. The appraisal is conducted using the following methodology: The Head of Institution (HoI) submits confidentiality reports to the management, encompassing both teaching and non-teaching staff.

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

6.2.2***Institution implements e-governance in its operations*****1. Administration**

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

It is well known that Surana Evening College is committed to high standards of academic performance and overall personal development. The college has successfully implemented a number of programs aimed at improving the general well-being and career advancement of its faculty and administrative staff. These activities encompass a comprehensive performance appraisal system, efficient welfare measures, and diverse opportunities for career development and advancement.

Performance Appraisal System:

The institution acknowledges the significance of recognizing and incentivizing the diligent efforts and commitment demonstrated by its teaching and staff members. In order to achieve this objective, the organization has implemented a stringent performance evaluation system. The purpose of this approach is to evaluate the job performance of employees by considering multiple key performance indicators, including teaching efficacy, research accomplishments, administrative duties, and overall dedication to the institution's goals and values. The input acquired through this method functions as a helpful instrument for ongoing enhancement and aids in finding areas where staff members can achieve greater excellence.

Effective Welfare Measures:

The institution prioritizes the well-being of its staff, recognizing that a fulfilled and contented workforce is essential for fostering a flourishing educational setting. Surana Evening College provides a variety of

welfare initiatives, encompassing attractive remuneration packages, health and wellness initiatives, and avenues for professional growth and advancement. These methods are implemented to guarantee that both the teaching and non-teaching staff members have a sense of appreciation and support, which in turn cultivates a feeling of inclusion and dedication.

Avenues for Career Development and Progression

The institution believes in nurturing the potential of its staff and encourages them to aspire for continuous growth in their careers. To this end, the institution offers various avenues for career development and progression. This includes opportunities for further education and skill enhancement, mentorship programs, and access to research grants and resources. Staff members are also encouraged to take on leadership roles within the institution, providing a platform for professional growth and the chance to contribute to the college's strategic direction.

In summary, the institution's commitment to its teaching and non-teaching staff extends beyond the conventional boundaries of academia. The institution's performance appraisal system, welfare measures, and career development opportunities underscore its dedication to nurturing a positive, supportive, and dynamic work environment. By investing in its employees, the college not only ensures their personal and professional growth but also strengthens its own capacity to provide quality education and services to its students and the community at large.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	5	6	5

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

6.3.3

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

Response: 54.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	5	6	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	03	03	03

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Procedure :

The GDA Foundation provided funds for the establishment of Surana Evening College. Since its inception, Surana Evening College has been financially viable by self-generating funds through student fee collection. Institutions charge various fee structures for different programs. The entire financial needs of the institution are met through these funds. Surplus revenue over the expenditure is invested in the bank as per the institution's policy. The institution will make use of interest payments on investments. Funds will be kept in fixed deposits on a monthly basis and utilized when required. The institution is located in a prime location with easy-commutable services. Many organizations and exam agencies request college infrastructure to conduct their classes and examinations.

Optimal Utilization of resources

The institution is self-sufficient for recurring expenses like maintenance and operations. The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure. The Board of Management frames resource and expenditure policy. Board of Management also implements budgetary policy like funds allocation to departments, laboratory, sports, infrastructure, maintenance, and others. The budget is prepared by the accounts department and submitted to the board of management for approval. For most of the institutional financial needs and requirements, funds generated from fee collection are used.

For major expansions or activities, funds from the GDA Foundation are sanctioned. Utilization of resources is primarily for:

- Staff Salary
- Research and project activities
- Professional development and administrative training programmes
- Sports and cultural activities

- Training and Placement
- Student and staff support measures
- Software and Internet charges
- Library resources
- ICT infrastructure

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Surana Evening College has played a vital role in elevating the institution's commitment to quality assurance in education. Its consistent efforts have resulted in the institutionalization of effective quality assurance strategies and processes that have positively impacted various facets of the college's functioning. Every so often, the IQAC looks closely at the teaching-learning process, operational structures and methodologies, and learning outcomes in order to push for continuous improvement. These reviews are meticulously documented to track and celebrate the incremental improvements in various academic and administrative activities.

1. Teaching-Learning Process Enhancement and Continuous Training and Development:

The IQAC conducts thorough evaluations to determine the level of quality in the teaching and learning process. It is responsible for carrying out in-depth assessments of the curriculum design, instructional approaches, and evaluation practices. A thorough evaluation of this kind ensures that students will have the most beneficial learning experience possible. In order to keep up with developing tendencies and the most effective procedures for quality assurance in education, the IQAC itself participates in training and continuing professional growth.

2. Periodic Reviews, Feedback Integration, and Evaluations:

IQAC conducts regular and systematic reviews, ensuring that all aspects of the college's functioning are consistently monitored. These evaluations are conducted at fixed intervals, allowing for a structured and data-driven approach to improvement. The IQAC actively seeks input from students, faculty, and staff, taking their perspectives into account during the decision-making process. This inclusive approach fosters a sense of ownership and collaboration within the institution.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In an effort to create a more inclusive and equitable academic environment, we have continuously strived to ensure that all members of our college community have equal access to opportunities and resources.

Gender equity measurement findings:

- **Representation:** We have analyzed the gender representation across faculty, staff, and student bodies. Our findings have shown significant progress in achieving a balanced gender ratio among both students and faculty members, with a year-on-year increase in female representation.
- **Curriculum:** We have reviewed our curriculum to ensure that it is gender-sensitive and inclusive. We have introduced courses that address gender-related issues and promote gender equity.
- **Campus Facilities:** Our gender audit revealed that there was a need for improved facilities to cater to the specific needs of all genders. We have made strides in creating inclusive restrooms, nursing rooms, and prayer spaces.
- **Harassment Prevention:** We have established a robust anti-sexual harassment policy and a dedicated committee to address any complaints promptly and fairly. Regular awareness campaigns have been conducted to educate the college community about their rights and responsibilities.
- **Support Services:** To support students facing gender-based challenges, we have expanded counseling services and created support groups. We have also introduced scholarships and financial aid programs to empower students of marginalized genders.

Measures Taken:

- **Gender Sensitization Programs:** Regular workshops, seminars, and awareness campaigns have been organized to educate students and staff about gender issues, stereotypes, and biases.
- **Diverse Faculty Recruitment:** The institution has actively worked on recruiting and retaining faculty members of diverse genders to ensure a more inclusive academic environment.
- **Student Representation:** We have encouraged the formation of student-led gender equity committees to voice concerns and initiate gender-inclusive initiatives within the college.
- **Inclusive Language and Materials:** We have updated our communication materials to use inclusive language and imagery that represents all genders.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

Institutions play a crucial role in fostering an inclusive environment that promotes tolerance, harmony, and a deep understanding of cultural, regional, linguistic, communal, and socioeconomic diversity. Institutions foster sensitization of students and employees to constitutional obligations, values, rights, duties, and responsibilities for nurturing responsible citizens.

Inclusive Curriculum and Programming:

The university curriculum has been framed to incorporate diversity and multiculturalism. Offering courses and programs on cultural studies, diversity and inclusion, and intercultural communication helps students gain a better understanding of different cultures, languages, and backgrounds.

Cultural and Diversity Clubs:

The institution has various clubs that foster cultural awareness, tolerance, and inclusivity. They organize events, workshops, and cultural celebrations to engage students and staff in meaningful dialogues about diversity.

Sensitization Workshops and Training:

The institution conducts various workshops and training sessions for both students and staff. These programs aim to raise awareness about unconscious bias, stereotypes, and prejudice while also highlighting the importance of respecting others' rights and beliefs. Many workshops and seminars are conducted by various clubs to help students understand human rights and responsibilities.

Celebrating Cultural Events:

Institutions celebrate cultural, religious, and regional events to create an inclusive atmosphere.

Sankranthi, Saraswathi pooja, Ayudha pooja, Independence Day, Republic Day, Gandhi Jayanthi, and other festivals are celebrated on campus to promote unity and appreciation of different cultures.

Education of Constitutional Values:

To sensitize students and employees to their constitutional obligations, institutions integrate the “Indian Constitution” course into their curricula. This course covers civic education, political science, and law that emphasize the rights, duties, and responsibilities of citizens.

Community Engagement Initiatives:

The institution encourages students and staff to participate in community service and outreach programs. These initiatives promote a sense of responsibility towards a broader society and reinforce the importance of citizenship.

In summary, institutions hold a central position in fostering an inclusive atmosphere marked by tolerance, unity, and a dedication to upholding constitutional duties. Through the implementation of these diverse initiatives, institutions play a crucial role in molding individuals into responsible and socially aware citizens who cherish diversity, uphold human rights, and actively engage in constructing a fair and inclusive society.

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7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Academic Inclusiveness

1. Title of the Practice

"Achievers' Celebrations Forum": Recognizing Academic, Innovative, and Scholarly Achievements

2. Objectives of the Practice

"Achievers' Celebrations Forum," dedicated to a progressive drive to nurture and promote academic achievements of students and 'Research Culture' among its faculty members, through the Seed Grant

Scheme, Research Promotion Policy, and Student Research Fellowship Scheme.

It has the following objectives:

- To provide **affordable education.**
- **To enrich skills for students.**
- **To create awareness on scholarships.**
- To provide a **supportive academic environment.**
- To recognise academic, innovative and scholarly achievements
- To encourage the faculty members to participate in research activities.

3. The Context

Creating a conducive context for promoting students' academic achievement and teacher research achievements in a college involves fostering a culture of innovation and continuous learning. By providing resources, mentorship, and recognition, the college empowers educators to engage in research, enhancing both student learning and faculty expertise.

To encourage high research impact, teachers are given enough space and time to take up progressive research activities and, if required, reduce the teaching and administrative roles based on inputs provided by competent authority within the institution.

4.The Practice

Recognition:

Students are recognised on

- Their academic score in the university examination
- Achievement in sports and cultural activities at the institutional, University, State and National Levels.

Awards and Honors:

- On **ATHISARGAM**, the institutional farewell and graduation program students are honored with momentum.
- Prizes will be distributed for achievement in sports and cultural activities at the Institutional, University, State and National Levels.

Research Grants and Incentives:

For Teachers,

- Research incentive for A-papers in the ABDC-listed/Q1 journal will be Rs. 50,000/- per paper per year; Research Incentive for B-paper in ABDC or SCOPUS or WOS or Q2 journals will be Rs. 25,000/- paper per year; Research Incentive for D/C- paper on ABDC or Q3 & Q4 journal will be Rs. 15,000/- paper; and UGC Care listed (active) journal publication incentive of Rs. 2,500/- per paper published in that academic year. (Note: The incentive amount will be divided by the

number of co-authors in each publication.)

- Publication of Book Chapter/Case Studies/Case Let: Rs. 3000/- (with Standard Publication House)
- Book publications will be incentivized with Rs. 20,000/-, up to a maximum of 2 books in a year (with Standard Publication House).

For Students,

- Student Research Fellowships will be awarded to five students from two programs twice a year to nurture research among our eligible students. A stipend of Rs. 1,500 per month for six months will be granted to selected students.

Publication Support:

The institution constantly encourages and assists teachers in publishing their research findings in reputable journals and conferences. It provides support for manuscript preparation and submission.

5. Evidence of Success

267 students are financially supported to pursue their education through Management, Government and Non-governmental **scholarships**.

In addition to participating in a variety of conferences, all the faculty members have contributed to the publication of **5 research papers** in UGC-notified journals and **17 books** that have an ISSN or ISBN. This resulted in a total of **3.4 books** or papers being published for each teacher in the past five years.

6. Problems encountered and Resources required

- Student Involvement: The level of participation in research activities among students is not consistent with the importance placed on research values.

Best Practice 2: Social Inclusiveness

1. Title of the Practice

"ONE Step: Toward Social Responsibility"

2. Objectives of the Practice

It is a transformative initiative that embodies the spirit of cleanliness and community service. Under this program, our students and staff unite with a shared vision of contributing to the betterment of our society by focusing on underdeveloped schools, colleges, and orphanages.

- Sensitizing the students towards social values.
- Imparting essential knowledge about maintaining cleanliness
- Contributing to the betterment of our society.

3. The Context

The industries of the twenty-first century have expectations for customized talent and skill sets with a social conscience. Changes in industry expectations regarding disciplinary knowledge, social skills, and the alignment of altruism and life expectations have been the institution's primary concern. One of the solutions to this problem was to encourage students to volunteer for the betterment of society.

4.The Practice

Key Components of the "One Step Towards Social Responsibility" Initiative:

- **Community Engagement:** Our students and staff actively engage with underprivileged schools, colleges, and orphanages, forging bonds with the community and understanding their unique needs.
- **Clean-Up Drives:** Participants in the initiative roll up their sleeves and engage in rigorous clean-up drives. They clear littered areas, remove debris, and make the surroundings tidy and habitable.
- **Painting and Beautification:** To uplift the aesthetic appeal of the educational institutions and orphanages, our volunteers paint the walls of the buildings. This not only adds color but also brings a sense of pride to these spaces.
- **Awareness Campaigns:** Spreading information about hygiene and cleanliness is a cornerstone of our program. Our volunteers conduct awareness campaigns, educating the residents and students about the importance of cleanliness, sanitation, and personal hygiene.
- **Skill Building:** In addition to cleaning and painting, our teams may also engage in skill-building activities, such as organizing workshops on waste management, water conservation, and eco-friendly practices.
- **Donations and Contributions:** As part of our commitment to the underprivileged, we also make donations or contributions in the form of educational materials, clothing, or other necessities, as identified through community needs assessments.
- **Sustainable Impact:** We don't view our involvement as a one-time event but as a sustained commitment. Regular follow-ups and continued support ensure that the positive changes persist over time.
- **Encouraging Volunteerism:** "One Step: Toward Social Responsibility" promotes volunteerism among our students, cultivating a sense of empathy, social consciousness, and leadership.

5. Evidence of Success

The incorporation of social values has prepared students for their moral and intellectual dynamism. The learning experience has helped students effectively manage their social responsibility. Social knowledge, professional ethics, inclusive dynamics, and interpersonal skills have helped students recognize themselves as contributors to the cleanliness of society.

Through this practice, the institution has contributed to the following locations as creators of awareness and agents of change:

1. MANCHANABELE DAM
2. GOVERNMENT FIRST GRADE COLLEGE, KENGERI
3. GOVERNMENT PRIMARY SCHOOL, RAMOHALLI

4. ORPHANGES nearby KENGERI

6. Problems encountered and Resources required

- Time Constraint: The working life and the institution's working hours are the constraints on the students ability to participate actively.
- Public Involvement: The human tendency towards social values is still not obtaining its fair share of participation.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

“The performance of the Institution in one area is distinctive to its priority and thrust.”

One distinctive area of the institution:

"Samsiddhi": Promoting, nurturing, and developing the students in their preferred career goals.

Objectives of "Samsiddhi":

An area in which our institution is striving is **"Samsiddhi,"** a holistic strategy for empowering and nurturing our students to realize their professional aspirations. This initiative focuses on facilitating the successful progression of students pursuing first-level professional courses such as CA (Chartered Accountancy), CMA (Cost and Management Accountancy), and CS (Company Secretary) coaching on our campus. "Samsiddhi" not only equips them with the necessary knowledge but also provides the crucial support and opportunities needed to excel in their chosen fields.

Key Components of the "Samsiddhi" Initiative:

1. Comprehensive coaching:

"Samsiddhi" begins with high-quality coaching for first-level professional courses. Our expert faculty members provide rigorous training and guidance to ensure that students have a strong foundation in their respective fields.

2. Identifying Talent:

We identify promising students who excel in their first-level examinations. Recognizing talent and potential is a fundamental aspect of "Samsiddhi."

3. Encouragement and motivation:

Encouragement plays a pivotal role in "Samsiddhi." We motivate and inspire our students to continue their journey towards the second level of their professional courses.

4. Access to Resources:

Our institution offers a conducive learning environment equipped with state-of-the-art facilities, libraries, and study materials to support the academic pursuits of our students.

5. Mentorship and Counselling:

We provide mentorship and counselling services to guide students in making informed decisions regarding their career paths.

6. Facilitating Internships:

One of the hallmark features of "Samsiddhi" is the provision of internship opportunities. We collaborate with Big 4 accounting firms, mid-sized companies, and small firms to place our students in internships related to their fields of study.

7. Ongoing Support:

Our commitment to our students doesn't end with the completion of their internships. We continue to offer support, guidance, and resources as they progress towards accomplishing their professional goals.

8. Networking Opportunities:

We organize networking events, seminars, and workshops that provide students with exposure to industry professionals and experts, helping them build valuable connections in their respective fields.

9. Performance Assessment:

Regular performance assessments and feedback sessions are conducted to ensure that students are on the right track and receiving the necessary support to succeed.

10. Celebrating Achievements:

We celebrate the achievements of our students at every milestone, instilling a sense of pride and motivation to excel further.

11. Alumni Involvement:

Our alumni, who have successfully completed their professional courses, often return to mentor and guide current students, serving as a source of inspiration and valuable insights.

Evidence of the efforts:

45.6%, or 59 students, have progressed to higher education. The Placement Cell educated students about career options, provided career counseling, conducted coaching classes for competitive examinations, and conducted a Job Mela to help students get placed. **03 Students** have cleared the **competitive exams**.

The institution is associated with a few competitive exam training centers. Kayaka Academy, Proedge Consultant, SAPE, and J. K Shah are delivering coaching classes for competitive examinations for the students of the institution and other students. Nearly **55 students are employed in Government and Private sectors. 13 students have become Chartered Accountants.**

Through "Samsiddhi," we aspire to empower our students not only with academic excellence but also with the skills, confidence, and real-world experience needed to excel in their chosen professions. This initiative aligns with the National Assessment and Accreditation Council's goal of promoting holistic education and nurturing the holistic development of students.

As we move forward, "Samsiddhi" will continue to evolve and adapt to the changing needs of our students, ensuring that they are well-prepared and supported on their journey to accomplish their professional goals. Our institution remains committed to providing the best possible education and support to our students, helping them shape successful and fulfilling careers in their chosen fields.

5. CONCLUSION

Additional Information :

The institution is striving to achieve the vision through the decentralised administrative set up and support from the GDA Foundation. the admission for the programs offered are gradually increasing year on year.

Concluding Remarks :

As we look toward the future, Surana Evening College remains steadfast in its commitment to serving the working student community, continually evolving and adapting to meet their evolving needs. Our institution stands as a shining example of how education can truly be a force for positive change, empowering individuals to break barriers and reach their full potential, regardless of their circumstances.