SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

DR.N.S.A.M. FIRST GRADE COLLEGE

SURVEY NO 21, KRISHNARAJAPURA VILLAGE, HESARAGHATTA HOBLI,
SHIVAKOTE POST
560089
www.nsam.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. N.S.A.M First Grade College, Bengaluru was established in 1999, as a unit under the Nitte Education Trust(R), Mangalore. As the college is located at the fringe of Bangalore City, the goal was to provide access to quality education to semi-urban youth at an affordable cost.

The Nitte Education Trust (NET) was started in 1979 by Justice K.S. Hegde, former Chief Justice of India. Since then the Trust has been a pioneer in the field of education for the last 40 years and is currently managing 36 institutions in 3 campuses at Mangalore, Bangalore and Nitte (Karkala Taluk). The institutions include Nitte University and institutions of higher education like Engineering, Management, Medicine, Dental, Pharmaceuticals, Paramedical, Higher Education and several other schools.

Dr. N.S.A.M First Grade College, Bengaluru was earlier affiliated to Bangalore University and later, after the trifurcation of Bangalore University, the college is currently affiliated to Bengaluru Central University. The college is recognised under 2f of the UGC Act,1956.

The college was earlier located at the Govindapura, Gollahalli, Yelahanka campus. This campus also had other institutions like the Engineering college. In the year 2019, the college was shifted to a brand-new campus at Krishnarajapura Village, Hesaraghatta Hobli, Bangalore. This move was initiated to provide an impetus to the growth of the college with an independent identity with all modern facilities.

The college started in 1999 with only B.Com programme and a student strength of just two students. Currently, **Dr. N.S.A.M. First Grade College** offers three graduation programmes - B.Com (General) / B.Com (Logistics & Supply Chain Management) & BBA with Marketing /Human Resource & Finance as electives for 369 students. All the programmes follow the choice-based credit system as per the syllabus of the Bengaluru Central University.

The institution has initiated actions to bridge the employability gap and strengthen the learning experiences of the student community, by offering several add on and certificate programmes.

The institution has a set of 21qualified and experienced faculty. Seven of them are doctoral degree holders and five of them are currently pursuing their research degrees in various Universities.

Vision

To establish excellence in academic standards and to make learners employable and responsible citizens who could contribute to the progress of the nation and the world.

Mission

To develop the institution as a centre of excellence, imparting quality education that generates competent and skilled human resources who can contribute to the economic progress of the nation with a social

conscience and high ethical standards.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Providing access to good quality education at an affordable cost to semi urban students.

- Qualified and experienced faculty with healthy student teacher ratio to support learning & mentoring.

- Well-structured teaching learning practices, with strategies for holistic development of stduents and ample skill development programmes.

- A very good architecturally designed building located in a sprawling green campus equipped with all necessary facilities.

- Proactive and supportive management

- Subsidised transport for students and free commutation facility for teachers.

- Well provided library, e-resources, sports and cultural infrastructure.

- The establishment of good connect with the local community through participation and contribution

Institutional Weakness

- Remote location and absence of good network for connectivity and accessibility.

- Absence of variety of academic rogrammes and courses.

- Students from lower socio - economic strata not equipped with confidence and skill sets.

- Disinterest among the students for placement choices over farming related roles and other family enterprises.

- Absence of proactive participation of the alumni & the industry partners due to locational disadvantages.

- Absence of well established research culture and funded projects.

Institutional Opportunity

- The campus can cater to the educational needs of new and developing areas of Bangalore.

- Identify the specific requirements of the student community and cater to their needs.

- Enhance the student admission by introducing UG programs like BA.

- Need to introduce relevant skill oriented short-term courses and certificate courses based on stakeholders' feedback.

- Providing training for students for various competitive examinations and entrepreneurship development.

- Emphasizing skill building and activities connected to agriculture and farming sectors.

- Building a robust network and partnership with industry – for placements and research.

- Strengthening the connect with alumni and utilizing their experiences to benefit students.

Institutional Challenge

- Consistently sustaining quality along with access.

- Improving student enrolment from pan India for various courses.

- Partnering with parent community (who are not highly literate) to strengthen the learning process.

- Generating of resources to self sustain.

- The scheduling of sessions beyond regular class hours as students are dependent on college transport and come from long distances.

- Enhancing the intrinsic motivation of student community.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The vision of the college is committed to providing academic excellence and building a generation of responsible global citizens. For holistic development of the students, the college emphasizes on systematic academics through structured curriculum plans. The IQAC, set up according to the NAAC mandate, envisions quality, sets directions, and monitors the same. IQAC initiates the activity at the beginning of the academic year by directing every unit to submit an Annual Perspective Plan which is collated to generate Institutional Strategic Perspective Plans.

Under the IQAC, the curriculum is built on the syllabus issued by the University and by including issues like human values, sustainability, gender sensitization etc. Programme Outcomes and Course Objectives are mapped into all activities of the college. A variety of experiential, student-centric methodologies are

incorporated with the help of technology. Learning differences are addressed through bridge courses and remedial sessions. Students are supported through the mentoring programme- 'Acharya'. Students also have access to Counselling services to promote psychological wellbeing.

The Examination Committee oversees the activities associated with the assessment. Formative assessment strategies are built into the curriculum plan and internal assessment and examinations are conducted as mandated by the University.

The several clubs/committees/forums arrange activities to ensure learning outcomes. Additionally, opportunities are available for extented learning through certificate courses, field trips etc. The institution emphasizes professional development of faculty by organising FDPs, for internal and external faculty. Feedback system prevails in the college and is obtained by all stakeholders on syllabus and the recommendations are taken into consideration.

Teaching-learning and Evaluation

Dr. N.S.A.M FGC adheres to the adheres the University guidelines with regard to the reservation policy. The college caters to local communities and admissions are largely from a 15 kilometers radius.

Learning levels of the students are evaluated and differentiated teaching strategies are adopted to facilitate learning. Based on the Pre-University marks obtained by the newly admitted students, they are classified into advanced and slow learners. Bridge Courses in select subjects (for new admissions) and remedial programme (all semesters) are conducted for the slow learners. Advanced learners are selected as representatives in the Student Council and even IQAC. They are encouraged to participate in conferences and the peer-mentoring programme.

With a student- teacher ratio 16: 1, the focus is on student centric methods of classroom engagement: a) experiential learning- through internships, business-based practice.b) participative learning- role plays, group discussions c) problem solving methodologies-quiz, open ended questions. Faculty also use ICT - LMS, YouTube, Google classroom, Zoom platform (during COVID-19) and e-resources. Activities through 'Nitte-Connect' allow students to get the feel of the 'real' world, E.g., Business Lab - promoting digital payments and awareness of GST in the local community etc. The college organizes intra and inter-college fests and competitions planned and executed by students. Students are additionally supported through the Mentoring programme for the last five years.

A detailed Curriculum Plan with clearly outlined PO's, PSO's and CO's are developed by the faculty which acts as a guideline to ensure learning. Direct and Indirect strategies are utilized to verify attainment of the objectives set. A structured Formative assessment is practiced in the college. Continuous Internal Evaluation (CIE) system is followed as per the guidelines of the University. The College adheres to the norms of the University for IA and the examination calendar. Examination grievances are addressed by the college appointed Liaison Officer.

Research, Innovations and Extension

Dr. N.S.A.M FGC has a supportive and conducive environment to conduct research and sustain the same. The Research Development Cell –Anweshana (RDC-Anweshana) was established in the year 2017.RDC submits a

budget for every academic year to conduct research and related activities according to the guidelines of the Standard Operating Procedures. Research is facilitated by the support of the college library equipped with national and international journals, magazines, membership to British Council Library, INFLIBNET N-LIST. The Institute has access to Plagiarism check tool – TURNITIN. An Intellectual Property Rights Cell also has been initiated. RDC- Anweshana conducts in-house faculty and student development programmes to encourage research skills. Over the last 5 years, 116 individuals, both external and internal, attended the FDPs. In the times of COVID, a webinar was conducted on research related theme which was attended by 1,123 participants. RDC, in association with the IQAC conducts FDPs, IPR related seminar for both faculty and students.

The RDC also motivates faculty members to attend various conferences and present papers as well as enrol for Ph.D. The college also provides incentive to faculty who cleared NET/ SLET examinations. Additionally, faculty are also encouraged to publish their research work in ISSN and ISBN journals. 37 papers have been published in reputed journals over the last 5 years. This includes the UGC listed journals. The RDC is committed towards encouraging greater research, among both students and faculty in the years to come.

Infrastructure and Learning Resources

The institution has a policy towards improving infrastructure that would facilitate enhanced teaching learning processes. The college has the area spread over 3.5 acres land that houses 11 class rooms with proper lighting, seating and ventilation, eight ICT enabled classrooms and computer lab having 30 computers with high speed internet. Additionally, the college is equipped with ICT enabled Language and Business labs, two seminar halls with a capacity of 150 each and an auditorium with a capacity of 180. There is also a Gandhi Study Centre, open-air theatre for 400, administrative and staff rooms. A fully automated library with over 9000 books and journals, and digital library with 10 computers. The library subscribes to e-resources like INFLIBNET N-LIST. The instituttion has membership of British Council Library. Additionally, Indoor sports hall, yoga hall, gymnasium and canteen facilities are provided. For the outstation students, hostel facilities has been provided at Nitte Meenakshi Institute of Technology for boys and at Nitte International School for girls with the approval from the Management.

The college has also provided safe drinking water through installation of RO systems at every floor in the campus. Transport facility is provided with the help of six 51 seated buses and one 14 seater tempo traveller.

The college has a rock garden, medicinal garden and many lush green lawns adorning its campus. The college also has 1.5 acres of land for outdoor games and athletics.

8 out of 11 classrooms have projectors and all the classrooms have internet connectivity. The campus is selectively Wi-Fi enabled connectivity with 30 mbps speed.

Uninterrupted electricity supply is ensured in the campus with the help of one 50KV Generator and many inverters and UPS systems.

Student Support and Progression

The College ensures that the SC/ST/BC/EBC students obtain scholarships from the Karnataka Government. In 2019-20 itself, 23.3% of students received more than Rs. 2,76,660 from the Government. The college has extended fee concessions of Rs. 9,77,500 for 99 meritorious and deserving students through the Nitte

Education Trust.

To develop the capacity of students, the college has conducted more than 15 programmes in Soft / Communication / Life skills and Trends in Technology. Personal and career counselling is available to students to manage their psychological needs and plan for the future. Language lab activities aim at augmenting language skills of students.

The college has a Prevention of Sexual Harassment Cell, Anti-Ragging Committee, and Grievance Redressal Cell. This triad ensures a ragging-free, safe and secure campus. The maximum time taken to address the issue is one week.

A significant component of students' get back to family business/ farming and even turn into entrepreneurs. Placement Training has been a regular activity for the final year students. While around 17.49% of students have been placed, 42.46 % have opted for higher education.

Cultural committee by facilitating more than 45 activities, in the last five years has been working towards harnessing the talents of the students. Our students have brought in accolades through inter-collegiate sports and cultural events, winning national level awards.

The alumni association – UNITTED, with an objective of networking with the former students, was registered in 2020 and has a membership of 237. The Alumni contribute financially and non-financially to the college.

Governance, Leadership and Management

The institution has a decentralized and a participative management structure. The institution focuses on the holistic development of the students through value-added courses along with University curriculum. Various committees conduct programmes to enhance the 'beyond academics' learning of students. A slew of employee welfare measures- outlined in SOP- like ESI, free transport, fee concession for the children of the employees are provided.

The Governing Council of the college meets twice a year and strategic decisions are made. The college also has an IQAC which strives to achieve quality in the areas of planning, administration, academic, placement, and student support activities. Academic and Administrative Audit (AAA) is conducted as a quality initiative measure.

Faculty are encouraged to participate in FDP, workshops and seminars. Benefits are made available for pursuing research through Ph.D allowances, support for minor research projects and to publish papers in reputed journals. In the last five years, the college has organized two national conferences and one at the international level. Budgets are prepared at the start of the academic year - based on this money is spent for the different activities.

The institution complies with the statutory requirement of audit. Financial statements are audited by an internal and external auditor. The institution has adopted e-governance in the areas of administration, finance, student support and examination. Performance appraisal system is in place for both- teaching and non-teaching staff that is considered for increments/promotions. Periodic feedbacks about teachers are collected from the students to enable continuous improvements among faculty.

Institutional Values and Best Practices

The college has organized about 27 programs to promote gender sensitivity in the campus and nearby villages. For the students there is a counselling center and common room for girls. For safety, there are CCTV cameras in college and hostels and also round-the-clock security persons are available in the campuses. The institute propagates environmental sustainability through use of LED bulbs.

The management has taken interest in waste management by installing Sewage Treatment Plant, Bio Composting unit and placing dustbins in many locations. MOU for STP for annual maintenance has been done. Local garbage pick-up is also arranged for and E-waste management is planned in the campus. Plans regarding rain water harvesting has been initiated in the new campus. For the green practice initiatives, the college has planted medicinal plants in the vicinity. Paperless transactions are increasingly emphasized.

The college provides facilities like lift, restrooms, ramps and scribes for Divyangjan. Several initiatives have been started by various cells to contribute to local community. The college has handbooks for the code of conduct for all stakeholders and they are displayed on the college website. The institute has organized several activities to promote universal values and national integration.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR.N.S.A.M. FIRST GRADE COLLEGE
Address	Survey No 21, Krishnarajapura Village, Hesaraghatta Hobli, Shivakote Post
City	Bangalore
State	Karnataka
Pin	560089
Website	www.nsam.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R Shanti Iyer	080-22178401	9632724025	-	nsamfgcyel@gmail.com
IQAC / CIQA coordinator	Bhavya K R	080-22178409	7090854944	-	bhavya@nitte.edu.in

Status of the Institution	
Institution Status	Private

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	13-08-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Karnataka	Bengaluru Central University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	23-01-2020	View Document
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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1598710840.pdf
If yes, has the College applied for availing the autonomous status?	No

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

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Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Survey No 21, Krishnarajapura Village, Hesaraghatta Hobli, Shivakote Post	Urban	3.18	6003.4

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	BBA,Department Of Commerce And Management	36	PUC	English	60	26
UG	BCom,Department Of Commerce And Management	36	PUC	English	210	82
UG	BCom,Department Of Commerce And Management	36	PUC	English	100	16

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				3				0				18
Recruited	1	2	0	3	0	0	0	0	7	11	0	18
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				17
Recruited	11	6	0	17
Yet to Recruit				0

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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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	0	0	0	0	4	0	7
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	5	7	0	12

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Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	1	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	1	0	1

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
Certificate / Awareness	Male	39	0	0	0	39
	Female	56	0	0	0	56
	Others	0	0	0	0	0
UG	Male	192	8	0	0	200
	Female	166	3	0	0	169
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	22	22	25	22
	Female	14	12	12	11
	Others	0	0	0	0
ST	Male	8	13	14	6
	Female	4	4	8	4
	Others	0	0	0	0
OBC	Male	85	85	83	36
	Female	87	85	68	26
	Others	0	0	0	0
General	Male	66	80	123	144
	Female	74	79	123	102
	Others	0	0	0	0
Others	Male	5	5	7	6
	Female	4	4	5	3
	Others	0	0	0	0
Total		369	389	468	360

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
125	107	101	74	63

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	1	1

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
369	389	468	360	342

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
185	185	135	135	105

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
177	114	104	88	117

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	22	21	17	15

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
22	22	21	17	15

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
180.24	103.89	82.42	66.28	36

4.3

Number of Computers

Response: 74

4.4

Total number of computers in the campus for academic purpose

Response: 52

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Dr. N.S.A.M. First Grade College is affiliated to Bengaluru Central University after the trifurcation of Bangalore University in 2018 and follows the syllabus prescribed by the University. To enhance the robustness of learning, the College, under the direction of IQAC deploys a unique curriculum plan-aligned with the vision, mission -that attempts to integrate values like gender equity, environmental consciousness, social values, equity and integrity with academic excellence, that permit the college for creating skilled and responsible citizens.

The curriculum plan outlines the overall Programme Objectives, Programme Specific and also Course Objectives. For each course, a clear blue print of the methods of classroom engagement along with the strategies to assess verification of learning outcomes are identified. The academic calendar along with workload distribution and time table are prepared before the commencement of the semester. Based on the above, lesson plans for every semester, are written by the faculty which are scrutinized by the HODs and approved by the Principal. Work diaries are maintained to track the progress of execution of the plans. The Strategic Perspective Plans developed by each department support the above.

Learner centric methods of classroom engagement like discussions, collaborative methods and activities to enhance learning are emphasized. Faculty use ICT through LMS, Power Point Presentations, Google Classroom, YouTube videos and other e-resources from the college library. Learning differences are addressed through bridge courses, remedial sessions and peer mentoring programmes. Opportunities are available for learning beyond classrooms through certificate courses, field trips and extra-curricular activities. The various labs, clubs and committees like the Commerce Lab, Eco Club- 'Prakruti' and Women's Empowerment Cell- 'Udaan' with clear standard operating procedures, align their activities to the learning outcomes of the curriculum plan. The Gandhi Study Centre established in 2018, through its regular activities strives to add a sense of nationalism to the overall learning experience of the students. A key feature of the college is the idea that accelerated learning can happen only when the psychological needs of the students are addressed. The Counseling Service and an active mentoring system take care of the psychological and emotional wellbeing of the students.

The Examination Committee oversees the activities associated with the assessment of learning. Formative assessment strategies are built into the curriculum plan. Internal Assessment and University Examinations are conducted by following the procedures mandated by the University. The relevant documents are maintained by individual faculty, at the department and also at the college office.

Faculty Development Programmes are held every semester. Faculties from other institutions are invited to attend the same, enabling cross pollination of ideas. Teachers not only attend conferences and seminars but organize it in the College for continuous learning.

The College believes that growth is intrinsically linked to the feedback from the stakeholders. Feedback is obtained from students, teachers, and alumni. The suggestions provided are utilized in deciding the credit courses offered, designing the curriculum plan and learning activities for the students. Simultaneously, the suggestions and recommendations are shared with University officials.

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

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

Response:

The College is currently affiliated to Bengaluru Central University and follows the calendar of events and schedule given by BCU. Since, the final year students are still with Bangalore University (trifurcation of BU happened in 2018) for those University Examinations are held as per BU dates.

The college prepares an academic calendar and aligns it to the schedule of the University. The process is initiated prior to the commencement of the semester by considering the number of working days available as per the University regulations. The academic calendar includes dates for curricular, co-curricular, and extra-curricular activities along with schedule for CIE. CIE is undertaken in multi-pronged ways and caters to diversity in the learning competencies of students. This has been mandated in the SOP outlined and ratified by the Governing Council.

The drafting of the academic calendar is initiated in the joint meeting of the two departments convened by the Heads of Departments. The suggested calendar is then scrutinised by the HODs and approved by the Principal after making the changes required. The final calendar is shared with the faculty so that they can start working towards organizing any event/activities they are responsible for. The calendar is made available to the students in the beginning of the semester. College has now introduced a Hand Book with this information.

Schedule -Formative assessment:

The curriculum plan drafted by the faculty comprises of programme, course and course specific objectives. Individual faculty also identify the teaching methods and the formative assessment strategies in the plan in the form of tools that would be used to gauge the attainment of learning outcomes. It is generally negotiated between the teacher and learner. Every class generally provides opportunity for Q&A and discussion. In the case of class tests, oral presentations, written assignments, the faculty announce the dates and expectations well in advance- sometimes in the beginning of semester itself. In case of special activities, the announcement is made through the department. Time tables are prepared in advance by allotting time for academic and beyond academic activities. Course corrections, if required are undertaken promptly. Implementation and supervision of the same is the responsibility of the respective HODs.

Formative assessment is also facilitated through the mentoring programme in the college. This is beyond

the academic learning and the focus is on soft skill development. Mentoring sessions are budgeted into the regular timetable.

Schedule -Summative assessment:

With respect to summative assessments the calendar includes the dates for internal and preparatory examination along with dates for submission of internal assessment. Timeline for University examination issues like fee payment is also incorporated.

The time tables of regular classes and announcements of schedule of special activities, including internal tests and examination related information are displayed on notice boards.

Messages are also put up on social media groups of the college community. Attendance of students is uploaded on OPTRA every day. Special announcements and schedule of important events are also communicated to parents through OPTRA messages.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

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

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 100

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

Response: 3

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

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

Response: 11

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	1	4	2

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 23.16

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
95	122	68	139	19

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

Dr. N.S.A.M. First Grade College places paramount importance to the holistic development of every student. The syllabus provided by the University is utilised as a foundation on which faculty further weave in cross cutting issues like national goals, good citizenship and fundamental responsibilities. The vision of the college focuses on moulding citizens with values of integrity, social conscience and respect. The SOP on teaching learning practices approved by the GC that is followed by the college ratifies the same. Faculty identify modules that can sensitise students to the above issues through the curriculum plan. Clear learning outcomes with deployment strategies and tools for assessment guide the faculty to achieve the link.

The non-core subjects mandated by the University are taught across six semesters. Some of the courses are Indian Constitution & Human Rights, Environment & Public Health, Science & Society, Value Education Culture, Diversity & Society, and Personality Development. These subjects integrate cross cutting issues like gender, environmental sustainability and human values.

The classroom based learning experiences are reinforced with the practical and experiential opportunities provided by the college to attain deep learning. Core subject faculty is also involved in the extended learning sessions, so that students synergize class room leaning with real life experience. Some examples are:

Gender Issues: On a practical level, the college being co- educational provides space to develop gender awareness and sensitization among young men and women. Udaan- women's empowerment cell regularly organizes sessions on gender equality/equity and promotes it as a human issue. Placement Preparedness Training focuses on neutralizing gender in language used, in the context of training students to face interviews. The issues connected to sexuality have been addressed in the sessions facilitated for students by the counselling cell. Guest lectures/campaigns on gender have been successfully organized.

Environment and Sustainability: The semi-urban location of the campus along with the fact that a significant part of student community hailing from agricultural families makes it crucial that environment and sustainability are taken as core themes. The Eco club has taken up lake cleaning and afforestation projects. Additionally, the greenery in entire new campus has been planted and maintained by the eco club.

Human Values – Respect, Ethics, and Integrity: Practical learning is emphasized in the activities of the Commerce club and Business Lab. Students are actively engaged in teaching villagers to use net banking and Paytm through the Business Lab activities. The Gandhi Study center organises guest lectures and activities to spread the message of communal harmony and non-violence. Importance of gratitude is focused when the faculty and students are involved in felicitating the support staff in the college.

Nation Building: Students are provided opportunities to teach the concepts learnt in class from a theoretical perspective. To instill a sense of contribution to the development of the nation our students are encouraged to mentor and teach PUC students in sister institutions and other colleges in the vicinity. NCC is now promoted in the college actively

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

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

Response: 15.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	21	7	11	18

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 19.51

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

Response: 72

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

1.4 Feedback System

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

Response: B. Any 3 of the above

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

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

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

Response: E. Feedback not collected

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 49.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
124	68	222	150	122

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

2019-20	2018-19	2017-18	2016-17	2015-16
370	370	270	270	210

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

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

Response: 49.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
68	57	128	62	43

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

2.2 Catering to Student Diversity

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

Response:

The academic programme of the college ensures that diverse learning capacities of learners are addressed. The strategies are outlined in the SOP- Differentiated Teaching Learning Process. The newly admitted first year students are classified into advanced and slow learners based on their academic achievement in the Board Examinations (PUC/CBSE) and a preliminary assessment by faculty. Bridge courses are offered to students in English and Accounts, which are seen as the subjects which generally require special attention. Bridge sessions are facilitated by faculty in the first few classes before teachers start the regular classes in Second Semester onwards.

For Advanced Learners:

1. These students are selected for the Peer mentoring/ Peer Learning Programme in which they are encouraged to teach their peers and also students of Pre-University Colleges.
2. They are provided opportunities to share their learning with peers in the classroom under the supervision of the faculty. They are encouraged and guided to present seminars.
3. They are encouraged to undertake minor research projects in collaboration with the faculty. The financial support provided by the Management could be accessed by the teacher- student team.
4. They are encouraged to participate in conferences and also present papers. Faculty supervises and guides them in writing and presenting the papers.
5. The students are selected to represent the college in various forums and inter-collegiate competitions.
6. They are selected to be the student representatives in various committees e.g. Business Lab, Literary Forum, Magazine Committee, Placement Committee and IQAC.
7. In the Bridge Sessions, they are encouraged to involve actively by leading the discussions and making power point presentation.

For Slow learners:

1. Bridge Courses are offered just before the commencement of formal classes in the beginning of the academic year. Subject related concepts are discussed in such a way that students grasp it clearly.
2. Bridge courses in English also focuses on honing English speaking skills
3. Faculty members are trained to be sensitive to the needs of the slow learners and constantly motivate them to enhance their performance.
4. Teachers encourage and assist students to monitor their own learning and set goals for future learning.
5. Teachers emphasize on practice writing for better retention of the concepts learnt.
6. The remedial programme is offered by the faculty members in individual subjects. The process is outlined in the SOP.
7. Teachers guide them to manage their time judiciously during their study hours and focus more on the weaker areas.
8. For all practical subjects, work sheets are prepared and students solve the problems at home. doubts

     are cleared if any.

9. To seek the partnership with parents, regular Parents Teachers Meetings are held. Faculty members discuss the performance of students with their parents and suggest the methods in which they could be positively involved with their wards.

10. The strengths of students beyond academics are recognized. They are encouraged to participate and take responsibilities in organizing various activities.

11. Mentors encourage all students to improve their performance and set higher goals for themselves.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional Information	[View Document](#)

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

Response: 16:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The vision of the institution focuses on academic excellence and skilling which guides faculty to shift the focus of instruction from the 'teacher' to the 'learner', so as to enhance the learning experience of the student. The SOP- Teaching - Learning Practices, developed under the guidance of IQAC, provides a set of guidelines to enhance active and independent learning among the student community. In the college, learning is not limited to theoretical perspectives within the four walls of the classrooms. Co-curricular and extra-curricular activities are aligned to extend the boundaries of learning.

Experiential Learning Methodologies: To ensure the concept of learning through doing, faculty members connect the theoretical learning to real life contexts. Entrepreneurship is learnt through getting students to create a business plan, manufacture a product, sell and analyze the profits. Students are guided by the faculty to open online trading accounts. Field trips and community visits are arranged on a regular basis to bring in the real-life connect. Students are guided and encouraged to teach (Pre- University students) through Peer Mentoring Programs. Developments of communication skills are encouraged in the classroom by letting students express their opinions. Additionally, mock interviews, simulated group discussions are organized through Placement Preparedness Programs. Internships are emphasised so that they are exposed to the world of work.

Participative Learning Methodologies: Learning through collaboration promotes a deeper understanding along with the skill of working in a team. So, group discussions and group work are encouraged by faculty in the classrooms. Role plays are utilised often in language classes. Activity based learning methods are perceived to be non-threatening and therefore enhance the participation of the introvert students. Students are given ample opportunities to learn by involving themselves in activities like paper presentation and model making followed by explanation. Peer learning, is an effective teaching learning method which is practised to create interest among the students towards the subject. Guest lectures, seminars provide opportunities for students to engage in collective learning. The involvement of students in the various activities of the clubs and associations provides an opportunity to work together and also reflect on theoretical concepts from a practical perspective. The Henri Fayol Business Lab in association with Community Orientation Club conducted activities like training villagers in Paytm and the eco club activity 'clean the lake' send strong message of learning through participation.

Problem Solving Methodologies: Learning is effective when students solve problems independently or through guidance. In this context, ample opportunities are provided in class to learn through problem solving methods. Quiz, worksheets and practice problems are given regularly. Open ended questions are asked to challenge students to seek solutions. In select subjects, case studies are utilised as an important tool to enable deeper level of learning. Brainstorming is used to find solutions to problems linked to campus life. An example for this is the use of Google classroom to overcome the limitation of classroom teaching. When discussing Management subjects, faculty organise events which have inbuilt challenges and require solutions to be arrived at.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The institution emphasizes using ICT enabled tools in the following ways:

- Providing supportive infrastructure is crucial to ensure that teachers use technology in the teaching learning process. For this around 72% of classrooms have projectors attached and all the rooms have internet connectivity. The current internet speed in the campus is 30mbps. The campus is also selectively Wi-Fi enabled.
- Faculty use PowerPoint presentations prepared by them. They offer source materials available on the internet from authentic websites with due acknowledgement. Screening of video clippings are facilitated to ensure that learning becomes interesting.
- Faculty use LMS especially video recorded lectures of faculty are made available to students so that they can learn at their own pace.
- Google classroom are currently being used by some teachers to attract the student community.
- Faculties circulate interesting information available online like TEDx lectures, resources from CII to students through social media.

- The library has a digital section with 10 PC's with multimedia facility, so that faculty and students have quick access to e-resources. E resources in the digital section of the library enables students to learn beyond classroom situations. They can access free e-books, YouTube videos, documentaries and other e-resources linked to their subjects. In this section users can also access N-LIST subscribed resources.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)

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

Response: 18:1

2.3.3.1 **Number of mentors**

Response: 20

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 18.74

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	2	2	2

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.32

2.4.3.1 **Total experience of full-time teachers**

Response: 73

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The internal assessment strategies are aligned formally as per the university regulations. Strategies to arrive at the IA marks are arrived at ensuring transparency and objectivity. Flexibility is provided for improvement in student learning. Generic guidelines are outlined in the SOP document.

The learning outcomes and the assessment tools deployed for the course taught by teachers are broadly outlined in the curriculum plan. This constitutes the formative assessment component. However, it is mandated that the faculty and learners collectively negotiate on the assessment techniques based on the specific needs of the students. Within the classroom, Q&A, group discussions, peer learning sessions, quiz, worksheets, MCQ's, debriefing of activities provide opportunities for informal assessments. The goal of the above is not to evaluate but provide windows to enhance learning.

Teachers give assignments to students-written/oral presentation/ team presentations- to showcase their learning. In the context of such assignments, the criteria of assessment are announced well in advance, so that students are able to prepare accordingly. In the case of oral and group presentations, verbal feedback is given almost immediately. The faculty invites colleagues as a subject expert to enhance objectivity. With respect to written assignments, faculties are expected to provide written feedback on the sheets. The focus of all feedback is to improve the level of learning. If a student seeks to resubmit to improve the quality, he/she must be provided an opportunity within a stipulated time. Marks allotted are announced along with descriptive feedback.

In formal tests are given by faculty to help students check their progress. This could include chapter end test, concept related tests, surprise tests etc. Feedback is provided through discussing the answers in the class.

The college conducts internal tests and a preparatory examination as per University rules. Of the three IA tests, best two of the three performances are considered. The dates for internal tests are fixed in the semester plan based on the schedule of the academic calendar circulated by the University. The dates are once again announced 10 days before the commencement- in class and on the notice boards. Optra messages are sent to parents. Portions for the tests are announced. Question paper patterns are discussed. Before the commencement of examinations revision classes are conducted by the faculty. Prior to the Preparatory examinations, syllabus is completed. Remedial classes are announced for slow learners and underachievers.

After the conduct of the test/examination, feedback is provided-timely and objectively. All feedback provided are to be empathetic, humane and focus on improvement of learning. Marks are announced and tabulated by the teacher.

Assessment and progress of students beyond academics, especially on soft skills is monitored through the mentoring program Every mentor maintains a progress record of the mentee's progress. Appropriate recommendations are provided.

PTM's are held on a regular basis to share the performances of students. Such meetings are held with the objective of partnering with parents to motivate students to perform better.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The institution emphasizes the need to address grievances effectively and with utmost care. At the institutional level, the Examination Committee is responsible for the smooth conduct of the evaluation

processes including the redressal of all grievances. The process is designed to be student centric and outlined in the standard operational procedures document.

Grievance redressal procedures in case of all types of assessments are shared with the students in the beginning of the academic year. The strategies are announced on the notice board too.

Grievances in Formative Assessments:

In the context of student having any grievances about formative assessments in specific subjects, the faculty is responsible for addressing it immediately. It is mandated that the faculty and learner negotiate and resolve it. In case the student has challenges with the specific faculty, the Principal or HOD depending on the comfort of the student, steps in to resolve the concern. Mentoring program provides a safe and confidential outlet for the same.

If a student wants to re-submit/ re-present assignments, it is allowed within a reasonable amount of time. In case of all college level examinations, opportunities for re-examination are given to students. The date of re-examination is announced in the classroom and displayed on the notice board.

The corrected answer scripts are given to students in the respective classes by the faculty. The answers are discussed. In case of any student reporting discrepancies or doubts, the teacher addresses it almost immediately.

Grievances in Summative Assessments:

The college office maintains the record of all marks obtained by the students in IA, which is based on the University norms. The final internal marks are displayed on the notice board before uploading it in the University portal. Student's grievances if any are reported to the respective Heads of Departments, who in turn address it. Institutional level grievances are addressed in 2-3 working days.

The University level grievances are addressed by the Liaison Officer appointed by the Principal for this specific purpose. The hall tickets for the University examinations are issued well in advance. Any grievances like errors in the names or ID number or delay in issuing are addressed by the examination grievance redressal committee and takes necessary actions without delay. All University linked challenges like results withheld, no announcement of results, errors in marks entry are reported to the Liaison Officer through a formal written letter. Additionally, students seeking revaluation/ re-totaling or any other issue also contact the Liaison Officer, who consolidates all the complaints and then initiates the process of resolving by writing a formal letter to the Controller of Examination of Bengaluru Central University or Bangalore University. The Officer would pursue the cases till the necessary action is taken. University also provides an opportunity for revaluation, re-totaling and personal seeing of the paper with a specific fee within a stipulated period of time. University related grievances generally take 10-30 working days based on the nature of grievances.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

Teachers and students are aware of the stated Program and course outcomes of the Programs offered by the institution. The Program Outcomes, Program Specific Outcomes and Course Outcomes are developed based on the following:

- The learning outcomes in terms of knowledge, attitude and skills required in this millennium
- The vision, mission and values outlined by the institution
- The feedback received from the stakeholders- students, parents, teachers and so on

A detailed Curriculum Plan with clearly outlined PO's, PSO's and CO's are developed by the faculty. The outcomes are collectively brainstormed in the departmental meetings in the beginning of the academic year. This happens under the active guidance of the HOD's and is approved by the Principal. It acts as a guideline to every faculty when designing the teaching learning activities for the specific academic year. The Curriculum Plan also presents clearly the outcome attainment verification strategies which provide clarity on the assessing strategies.

Additionally, strategic perspective plans prepared by the Department, highlights the specific targets set that needs to be achieved every academic year. This approved by the Principal and the Governing Council.

Every department shares the outcomes with the student community in the orientation programs and also in their classes. The PO's, PSO's and CO's that are identified are presented to the parent community during the Orientation Programs for parents and also PTM's.

Additionally, the outcomes set for every year are presented at the meeting of the Governing Council and suggestions are considered.

The Program Outcomes are published at:

Institution Website: This enables the different stakeholders to access and monitor the progress towards achieving the same.

Departmental files: All the departments maintain a file containing the signed copy of the curriculum plan which presents PO's, PSO's and CO's of all courses offered by the program.

Library: The college library keeps a file containing Program Outcomes (PO), Program Specific Outcomes (PSO) and course outcomes (CO) for easy access to students and faculty.

Lesson plans: Each faculty also prepares a lesson plan document for each course in each semester that lists the course outcomes

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

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

Response:

The PO's, PSO's and CO's are outlined and approved in the beginning of every academic year. The curriculum plan also includes the strategies to assess the attainment verification of the outcomes set.

The attainment verification of the outcomes set can be brought under two heads- Direct and Indirect strategies and the weightage attached to each is differentiated. The weightage of marks given to Direct method is 70%, and Indirect method is 30%.

Direct Strategies:

- The semester end examinations held for each course becomes the tool of direct assessment. These examinations are conducted by the University provides a descriptive method of assessment.
- The performance of the students in each of these courses is considered to be the indicators of the attainments outlined. The questions that are set in the respective question papers are aligned to the PO's and CO's in each of course. This alignment is meticulously undertaken by the individual faculty and evaluated and maintained by the HOD's in every department.

Indirect Strategies:

The Continuous Internal Evaluation can be brought under the indirect set of strategies. Collectively, these assess the remaining one third of the course outcomes set.

- At the classroom level, the individual faculty is responsible for the student learning. Through tools like Q&A, Quiz, worksheets, class tests, they gauge the progress of attainment of outcomes set.
- The opportunities provided to the students by the faculty in the classroom to participate aims at developing the soft skills of the students. The teacher informally ensures that all students are provided opportunity to improve in some activities, faculty takes qualitative descriptions from students.
- The marks obtained by students in formative assessment tools-oral presentations, written assignments, class tests-used by the faculty are indicative of outcome attainment.
- The marks obtained by students in internal tests, preparatory also measure the attainment of course outcomes. The progress of students is monitored by the faculty, HOD's at the department level. Reasons for drop in student performance is analyzed and suitable corrective actions are taken on a regularly basis.
- The mentoring program provides individualized monitoring of the students' progress in outcomes connected to life/ soft skills of students. Mentors constantly review the progress of the students.

- The feedback system utilized by the institution ensures that all stakeholders provide a systematic feedback through a questionnaire to check the attainment outcomes set. The analysis of the responses provides a measure of the attainment. Suggestions are considered in planning for the new academic year.

- The performance of students in extracurricular activities, placements and student progression into higher education/entrepreneurship is a crucial indicator too.

At the end of every academic year a review of the progress is undertaken to evaluate the attainment of the targeted outcomes provided in the strategic perspective plans. The progress is presented at the Governing Council Meeting. Suggestions for improvement are incorporated in the plan for the new academic year.

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

2.6.3 Average pass percentage of Students during last five years

Response: 82.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
156	99	89	73	78

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

2019-20	2018-19	2017-18	2016-17	2015-16
177	114	104	88	117

File Description	Document
Upload any additional information	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Paste link for the annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

File Description	Document
Upload database of all currently enrolled students (Data Template)	<u>View Document</u>

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)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]()

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.2.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	[View Document]()

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

Response: 40

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	7	5	6	5

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

3.2 Research Publications and Awards

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 0

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

national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.3 Extension Activities

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

Response:

The extension activities are considered important by the college as it connects the students and faculty to the larger society. The college has over the years actively involved in community engagement through the various committees and club activities.

Career guidance sessions are regularly organized by the faculty and students of schools and Pre-University colleges in local communities. Talks in this regard are delivered by the college counsellor. Networking with educators is crucial to share best practices. In this context, Principal's Conclave is being facilitated every year for academic heads of various colleges to discuss the issues connected to higher education.

Prakruthi, Eco Club of the college has in the last few years strived make our students take responsibility for protecting the environment. In this regard our students are involved in organizing camps and building awareness on water conservation, waste segregation, saving birds, pollution from crackers and plastics. Our students have been involved in Allalsandralake cleaning activity at Yelahanka, Bangalore. The college faculty have been involved in extension activities linked to organic farming.

Udaan, Women's Empowerment Cell works relentlessly with women of local communities. The awareness building activities are linked to issues of education for women, menstrual hygiene and even the Government saving schemes in Banks.

The Commerce and Business Lab extends it expertise through faculty and students, who were trained by the experts from banking sector, to build awareness and enable local villagers to use digital marketing and cashless transactions. Students through a door to door campaign in villages encouraged locals to utilize Government schemes like Atal Pension Yojana and Sukanya Insurance Yojana. Using local language, they provided information with respect to investment schemes that could be beneficial for their children.

Student volunteers from Health Club/ Community Orientation Club- Sahabalve regularly organize camps and programmes in neighbourhood communities about health and hygiene. One of the successful

awareness campaigns was educating villagers at their door steps about dengue- its prevention and control.

The NSS wing of the college has facilitated blood donation camps, health and eye check-up camps is the local communities.

All the activities are aligned to execute the vision and social values that the college aspires to build into the personality of students enrolled at the college.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 42

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	11	7	5	2

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 47.95

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
355	139	223	144	69

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 8

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	1	1	0

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

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

Response: 13

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	2	2	1	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Dr. N.S.A.M. First Grade College places top priority in providing facilities that are conducive to the teaching learning process.

PARTICULARS	TOTAL
Class Rooms	11
Classrooms with ICT Facility	08
Seminar Hall with ICT Facility	02
Computer Lab	01
Language Lab	01
Business Lab	01
Library	01
Gandhi Study Centre	01

All the classrooms are spacious and well ventilated and adhere to the requirements of the statutory bodies. To facilitate ICT enabled learning 8 classrooms are fitted with projectors and all classrooms have access to internet connection.

Two seminar halls with a seating capacity of 150 are in the 2nd & 3rd floor respectively. LCD projector, computer with internet connection, projection screen and sound system are available in these halls. These are utilized for guest lectures, clubbed sessions, student or faculty workshops, seminars, and movie screening.

The Computer Lab is equipped with 30 systems with high speed internet connection (30 mbps) and other necessary equipment (UPS). Students and faculty utilize the technology support to optimize their online teaching-learning process.

The Language Lab is equipped with 9 systems with necessary English language improvement software and other supportive equipment. The Language Lab has been set up to help students improve their English communication skills and thereby their employability.

The Business Lab is intended to provide the students necessary skills with regard to the practical orientation to the subjects they study. To ensure the same, the Business Lab has facilities like computer with internet connection, projection screen, printer and has a collection of good books.The Business newspaper 'Mint' is regularly discussed with the students by various commerce faculty members in business lab.

The library and Information Centre occupies a space of 1530sq. feet and has a digital section too. It provides access to a wide range of informative resources like books, e-books, journals, e-journals,

magazines and newspapers. The library has automated its collections using "KOHA" integrated library management system. To facilitate smooth search of library collections, "WEB OPAC" (WEB Online Public Access Catalogue) facility is made available to users. DSpace Institutional repository software is used to archive institutes digital material.

The staff rooms are equipped with adequate seating and have computers with internet connectivity along with printers to support the teaching learning activities.

The Gandhi Study Centre aims to disseminate the Gandhian philosophy and values of peace, truth and non-violence that are relevant in the present scenario. The Centre is equipped with facilities to conduct discussion on Gandhi's ideas and ideologies. It has collection of a books; they are accessed to the college library and the books are kept in the Centre for the readers.

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

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

Response:

Dr. N.S.A.M. First Grade College had to shift its campus to a new location in February, 2019. While the old campus had all the required facilities, the Management took a decision that N.S.A.M should have an independent campus of its own. The current campus is situated amidst lush greenery and has ample space allotted for sports, cultural and all other extra-curricular activities for the convenience of the student community, besides the right ambience and facilities for teaching-learning. The details presented below are all of the new campus and established in 2019:

- **Outdoor Sports Facilities**: The College has a large space of 4800 Sq. mt. allotted for outdoor sports activities. There is a multi-purpose playground which has arrangements for playing Football, Cricket, Volleyball, Throw Ball and Kabaddi. The institution also has the access to the swimming pools and Basketball court situated in the sister institution (Nitte International School) which is located less than one kilometer away.

The second floor of the adjacent block in the campus is exclusively demarcated for the following, so that students have an distraction free environment:

- **Indoor Sports Room**: This is located exclusively in the second floor of the building and is 1450 sq. ft. in size. It is well ventilated and provides a conducive environment for playing indoor games. The room is equipped with the necessary infrastructure- like table tennis, carom boards, chess and other board games. The equipment like racket, balls and chessboards are in the custody of the Physical Education Director.
- **Yoga Hall** is spacious, well ventilated (850 sq. ft.) and equipped with yoga mats and an elevated

space for yoga demonstration.

- **Gymnasium:** A room of the size 625 sq.ft. is designated as the gymnasium. The gymnasium is spacious, well ventilated and equipped with weight section.

Additionally, the following facilities are available

- **Open Air Theatre**: The central space in the building area has been identified as an outdoor open-air theatre and has a seating capacity of more than 400 people. The space is utilized by students for inter and intra college cultural/literary/social events. Audio-video facility can be made available in the open-air theatre.
- **Auditorium**: The third floor of the building has an auditorium. It is acoustically designed, air-conditioned with a seating capacity of 180 people. Audio-video facility with internet connectivity is available in the auditorium. This facility is used for intra & inter-college cultural/literary activities.
- **Canteen**: A canteen is provided in the campus for the convenience of students in the eastern corner of the campus. The canteen occupies an area of 800 sq. ft. An external service provider operates the canteen providing nutritious food in a hygienic ambience.
- Effort is being made to provide a positive ambience and campus experience for students to relax and engage in the teaching learning process.
- An initiative has been taken to enhance the greenery in the campus. A rock garden and medicinal garden with ample outdoor seating arrangement is set up.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 76.92

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 10

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 394.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
572.83	1271.91	349.48	1.85	1.40

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

4.2 Library as a Learning Resource

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

Response:

Dr. N.S.AM. First Grade College was located in the larger campus of Nitte Meenakshi Institute of Technology until January 2019. The college was then shifted to the current campus. In the old campus, the library although located in the second floor of the college building was dependent on the Information Centre of the Engineering College. Currently the library is undergoing a rapid up gradation and therefore improving its working process.

Library has a rich collection of 9000+ books including Reference & SC/ST Book bank books. It subscribes to both national & international print journals and also to the INFLIBNET N-LIST e-resources. Library also has an Institutional membership with British council library, Bengaluru.The Library has books linked to preparation for competitive examinations, personality development and general knowledge.

The Library was using ILMS KOHA software-version 19.11.00.000-and it was fully automated with bar-coding technology in the year 2019. KOHA is widely using free open source ILMS software. Library provides WEB OPAC (Web Online Public Access Catalogue) facility to the users for smooth search of available materials in it. Apart from KOHA software, D-space, a free open source, Institutional Repository Software is being implemented to archive the institute's digital materials.

Library provides open access to its collections in circulation section to provide easy access to the documents. The Library follows DDC Classification system to classify its collections in a well-organized manner. Along with the regular sections like circulation, reference sections- the library currently (2018-19) has added a digital section- reflecting the use of technology for sharing knowledge and accessing e-resources. Ten computers are available for the users with multimedia facility. 'MENDELEY' reference

manager and academic social network desktop interface has been installed in digital library computers that can help researchers to organize research work, cite sources, collaborate with others online, and discover the latest research. The Library staff provide guidance in using this tool. Library users also encouraged to access N-LIST subscribed resources and free e-books in digital library. N-List has been available to students and faculty since the academic year 2018-19.

The Library uses "Social Media Tools" (WhatsApp, Google groups, etc.) for providing information about academics to the faculty members and students for enriching their knowledge. The Library also displays and sends email alerts of new arrivals of books, journals and other reading materials in library and conducts Library orientation programmes for new comers.

"Book kit scheme" has been introduced to academic achievers. The set of books for one semester will be issued to the eligible students under this scheme. Main objective of this scheme is to promote reading & encourage students to use our library resources.

Other facilities:

Turnitin: Library provides a platform for checking plagiarism. This facility is extended to outsiders also with nominal charges.

Reprography: Photocopying facility for copying and reproducing documents and graphic material is available to the users at nominal charges.

Power backup: The Library has its own power backup with 15 KW Inverter.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

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

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

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

Response: 1.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
2.48	1.60	1.54	0.74	1

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

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

Response: 13.01

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

Response: 51

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT facilities in Dr. N.S.A.M First Grade College began in the year 2009. The journey has steadily progressed especially in the last few years. This has ensured that all the stakeholders are benefitted. The growth has been accelerated after the college has moved to the new campus in February 2019.

For Teaching Learning process: To ensure that learners have access to technology to enhance learning, the following facilities are incorporated.

- The old campus had some classrooms with projectors and internet connections, Students were largely dependent on the AV room which was the room that had internet connections. Currently in the new campus 8 out of 11 classrooms have projectors attached and all the rooms have internet connectivity.
- When the campus was shifted, the internet speed was of 10mbps. This was upgraded to 30mbps from 1.11.2019.
- The campus is selectively Wi-Fi enabled with connectivity available in the ground and first floor.
- The library was digitalized in the year 2019 once the college was shifted to the new campus. KOHA was utilized with the support from the information centre of Nitte Meenakshi Institute of Technology. This was because both the institutions shared the same campus till February 2019. Currently, "WEBOPAC" (Web Online public Access Catalogue) facility is made available to users (since 2019). DSpace Institutional repository software is also used since 2019. The digital section was initiated in the year 2019. Ten computers are available for the users with multimedia facility. Students and teachers have access to e-resources including online journals and eBooks.
- The Computer Lab today has 30 computers with high-speed internet connection (30mbps).
- The Business Lab also has IT support this was made available since 2017-18.
- The Language Lab was set up in the academic year 2017-18. It became fully functional with adequate technology support in the academic year 2018-19. Today, the Lab has 9 desktops and the software (eWrightRight) was acquired in 2019.

General IT support:

- Accounts department was using a software called 'Foxpro' till 2014. After 2014, this was shifted to 'Praptha' which is a software developed by the Nitte Education Trust. This software is being used exclusively for accounting connected to fee collection and salary dispensation.
- The use of technology for communicating with parents and students through messages was initiated through OPTRA messaging system. Later in 2015, a new system called Gurukul was being used. However, in 2017 OPTRA was reintroduced as it was found to be more efficient and user friendly.
- For the safety and security management in the campus CCTV facility is available.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 7:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 7.41

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)**

2019-20	2018-19	2017-18	2016-17	2015-16
13.52	8.99	1.36	8.99	2.05

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

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

Response:

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

The institution prioritizes safety and regular maintenance of all its infrastructure, facilities and resources. For optimal use of all resources, the institution has set up processes by adopting standard operating procedures (SOP). The SOP for facilities is outlined under the following heads:

- Facilities Management -Teaching and Learning
- Facilities Management -Student Utilities
- Facilities Management -General Infrastructure
- Facilities Management – Transport

The classrooms, labs (business/computer/language), Gandhi Study Centre, seminar halls and library are located in the three floors of the building. All the resources present in each room is registered in the Stock Book. The stock book is verified annually and counter signed by the Principal.

A housekeeping staff is allocated in each floor with an attendant. They are jointly responsible for the supervision of resources in the said floor. They are expected to report immediately to the Facility In-charge if any resource is out of order and requires servicing. The Facility In-charge is the person who is appointed by the institution exclusively for the maintaining the infrastructure. The major responsibility is to note the issues from the respective floor attendants (by writing in the Infrastructure Complaint Register) and rolling the process of corrective action. The action may involve taking up minor repair work or contacting the external service providers (ESP). Any major damage involving repair work will be brought to the notice of the higher authorities and the Principal. The amount is sanctioned by the Finance section after the approval of the Principal. At the completion of the repair work, the status has to be updated in the Infrastructure Complaint Register.

Additionally, the respective class teachers are also responsible for supervising and reporting of the working condition of the resources in the classrooms. Students are bound by the code of conduct and be responsible for the safety of the environment

Lab in Charge is responsible for the optimal utilization and maintenance of the resources provided in the lab. A log book of the resources are maintained by the Faculty in charge. Any complaint is registered with the 'Facility in Charge' or the 'IT in charge'.

The Librarian is responsible for the maintenance of all resources in the Library. Annually, HODs submit their requirements of the books & journals based on the indent given by the respective faculty members. Quotations are called from minimum three vendors. Comparative statement is prepared and sent for the approval of the Principal. Once the Principal approves the list, it is submitted to the accounts department to check the sanctioned library budget for the year. Books & journals are procured and accessioned in the Accession Register and Periodical Register respectively. Books are borrowed by students as per the guidelines in the library SOP. In case of damaged and lost books action is taken as per the library rules. Every year Annual Stock Verification is done on the instructions from the Principal at the end of the academic year or in beginning of the new academic year.

Computer and IT related resources (LCD projectors, Close Circuit Cameras) present in the digital section of library/computer labs/ Language labs/ Departments/office/campus are supervised and maintained by 'IT in charge' stationed at the office. Their responsibility is to attend to all IT related complaints. The action may involve taking up minor repair work, contacting local repair services or contacting the external service providers (ESP) according to the individual case.

The Physical Education Director is responsible for the outdoor and indoor sports facilities, yoga room and the gymnasium. All the resources are under Director's custody. Equipment are handed over only after the students enter their names in the register. All the documents connected with facilities are maintained by the Director who submits annually, the requirements with a budget for upgrading the facilities. New equipment are acquired following the SOP - Procurement. Every year Annual Stock Verification is done on the instructions from the Principal at the end of the academic year.

Health Centre in charge is the faculty coordinator of the Health Club. Basic medications, first aid box, sanitary napkins are replenished and made available when required. A comprehensive Health Issue Register (HIR) is maintained for students using the girls' common room or any medical assistance. The maintenance of the sanitary napkin dispenser/ insinuator is undertaken by the ESP. The housekeeping staff identified for the said floor along with the attendant are responsible for the maintenance of the resources in the girl's common room and also all the restrooms.

For other infrastructure like STP, generators, fire extinguishers, Annual Maintenance Contracts are signed by the institution for the maintenance with the respective companies. In case of any complaint, the facility in charge will contact the ESP after bringing it to the notice of the Principal. If any resource does not have any AMC or is not under any ESP, local vendors will be identified to undertake the repair work.

The College provides transport facility to the students and faculty. It has been outsourced to an external service provider. The day to day operations and regular maintenance is undertaken by the ESP as per the agreement signed. Additionally, the one bus that has been acquired by the college is maintained by the college authorities.

To register any issue with respect to the infrastructure the 'Facility in Charge' or the 'IT in charge' has to be contacted.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 17.67

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
86	97	78	36	46

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 23.77

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
99	59	120	98	82

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 13.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
69	58	64	40	38

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)

5.2 Student Progression

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

Response: 14.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	10	16	12	40

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 67.23

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 119

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response:

Dr. N.S.AM. First Grade college emphasizes the presence of an active Student Council as an important arm of the institution which provides an opportunity to students to develop their leadership skills by engaging in college activities and service projects. The other objective is to promote harmony in the college campus. Senior students mentoring junior students also create a positive environment in the campus.

The Student Council is mentored by a faculty coordinator who hand holds the functioning across the academic year and facilitates the execution of the ideas of the students. The Student Council in the College is instituted through a combination of nomination and selection process. The respective class teachers recommend the names of students to represent the classes with the designation of 'Class Representatives'. The recognition of students is based on the following criteria:

- Advanced learners or students who demonstrate excellence in academic performance (as per SOP on differentiated learning)
- Students who demonstrate exemplary behavior.
- Students who have specific talents (visual and performing arts, sports etc.).
- Students with special qualities and skills (organizing skills).

The recommended students are spoken to by the faculty coordinator to check their readiness to take on the responsibilities. Once they accept, two representatives – a boy and a girl- are nominated ensuring equal opportunities to both. They are nominated as representatives for the entire class and are not associated with the specific gender.

The Student Council initiates its activities after the oath taking ceremony. The council meets on a regular basis to plan and execute the activities scheduled. Several activities are facilitated exclusively by the council or in collaboration with other forums. Celebration of National festivals, *Rajyothsava* is organized by the student council with the support of the management. Inter collegiate fests like the Lit Fest or Nitte Utsav is also organized by the Student Council. The fresher's day and farewell programmes are also organized by the student council. Two of the exclusive and successful programmes are the 'Meet an Achiever' and 'Peer Mentoring Programme (PMP)'. In the former one the council invites achievers from various fields who share their journey with the students and inspire them. In PMP, high achieving students with the guidance of the faculty members prepare for presentations on specific topics from their subjects. Later they visit PUC colleges in the local community and teach these concepts to the PU students.

The college has ensured that every committee / club / forum has representations from the student

community. The members of the student council are nominated as members for the same. The SOP on differentiated learning outlines the process of selecting high achievers and absorbing them into various bodies. Students, who are not in the Council are also inducted into the committees (eg. Cultural Committee, Magazine Committee, Prakruthi etc) based on their interests and willingness. Student members are also involved in IQAC. This has strengthened the democratic culture that the college aspires to inculcate.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 8.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	7	6	7

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Alumni Committee of Dr. N.S.A.M. First Grade College was established in the year 2014. This committee was actively involved in the conducting of all events connected to Alumni activities formally and informally. Earlier the committee used to convene an Annual Alumni Meet. Now, effort is being made to go beyond the same and ensure that there is a continuous engagement with the college. Fresh attempt is being made to contact the alumni so that they can register as a part of the association. To enhance the

connect with the old students; the following steps have been undertaken.

1. The college has registered under the website Alma Shine - end to end alumni management software to boost alumni database and alumni engagement. As a result, 700+ students have registered in this portal.

The Alumni Association – UNITTED has been registered. The members of the association are the representatives of diverse walks of life.The members of the association are the representatives of diverse walks of life.

The objectives of the Association are as follows:

- To utilize the rich experiences of old students of the college for the benefit and progress of the present students (skills training, mentoring, placements and so on)
- To get the valuable advices from Alumni in the overall development of the college
- To conduct socially responsible activities through the association

Currently, students who complete their course are encouraged to register before they collect their marks card. This is done to make the process of registration more efficient and not to miss out any individual.

Alumni of the college have generously contributed, largely through non-financial means to improve the student learning in the college. They have taken active interest in the activities in the college and involved themselves in the significant ways. Some of their contributions are outlined below:

- Guest lectures by Alumni: Shared their knowledge and professional expertise for the benefit of students.
- 'Meet an Achiever': The student council in association with the Alumni committee has welcomed the old students. They have inspired and motivated students by sharing their journey of life.
- Alumni have facilitated placement skills development sessions for the students.
- Alumni who are entrepreneurs are involved in the placement activities and have provided placement for students in their firms.
- Alumni have facilitated internships for the current batch of students in their organization.
- Indirectly, our alumni have provided recommendations and assisted the current batch of students in placements.

Alumni have actively provided their feedback – formally and informally. These suggestions have been highly beneficial to the improvements in the college activities.

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

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

Response: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Dr. N.S.A.M. First Grade College is managed by the Nitte Education Trust(R), which is a leading educational organization in Karnataka with more than 40 educational institutions including the Nitte University and several colleges in the domain of Engineering, Management, Medicine, Dentistry Pure Science, Commerce and the like. Nitte Education Trust was founded in 1979 by the committed philanthropist and legal luminary, Justice K S Hegde, who believed that education, was pivotal to the progress of a community. Currently, the Chairman of the Trust is industrialist and philanthropist, Mr. N V Hegde. Other members are educationists like Dr. B. R. Hegde and Mr. G.P. Adyanthaya, who share the commitment to the cause of education and community development.

The vision and mission of the institution aims at creating responsible citizens who are equipped with skills and competencies to contribute to National goals and progress. In this direction, the Management is committed to provide governance and leadership to the institution to realize these goals and objectives.

The College has an active Governing Council (GC) that advices and monitors the functioning so as to meet the goals set as per the vision and mission. The GC consists of three members from the Nitte Education Trust who are Educationists and philanthropists; the administrator appointed by the Management; the Representative from the University; the Principal and a Faculty representative.

The Principal is the head of both the academic and administrative domains, is empowered by the Management and GC, to plan, execute and review the operational aspects of running the college. IQAC of the College plays a key role in the preparation of the Strategic Perspective Plan (SPP) of the College by consolidating the SPP of each Department /Cell/Club and Forums. All the above-mentioned units of the college have faculty coordinators and student representatives. The activities are planned for the academic year after a dialogue between the faculty and student representatives. New initiatives are identified after reviewing the experiences of the previous academic year, feedback from students, teachers, alumni and parents and are also incorporated. All the initiatives are driven by the ultimate vision of the institution which includes academic excellence and creating skilled and socially responsible citizens. The GC approves the SPP and then IQAC implements the plan with the help of various committees set up in the institution.

Assisting the Principal in the smooth functioning of the college are the administration and finance sections. The other functional bodies like Examination Committee, Admission & Placement Cell, Research & Development Cell including Physical Education Department facilitate in the smooth functioning of the college. Standard Operating Procedures are developed in several areas to enhance the efficiency.

Thus, the college attempts to fulfil its vision and mission by enabling the involvement of all stakeholders - faculty, the non-teaching staff, students, parents & the alumni. There is systemic empowerment at every level and participation is encouraged in planning, execution and review for further learning thus ensuring a sense of ownership and belongingness.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The leadership of Dr. N.S.A.M. College adopts a decentralized and participative management approach. The institution believes in the participation of all the stake holders in the process of governance resulting in transparency and accountability. Right from planning, execution and review all the stake holders participate at different levels, the management makes space for select members of the Nitte Education Trust to be on the Governing Council (GC) and further the GC makes space for the participation of the Principal and the faculty.

Participative management is also reflected in the composition of the IQAC. It includes faculty, parents, student representatives and a community representative. IQAC oversees the preparation of Strategic Perspective Plans (SPP), which reflects two-way mechanism by interacting with all the stakeholders. The process is as follows:

- The Heads of Department after active consultation with the respective faculty submit an SPP which provides a blueprint for the departmental activities and initiatives for the new academic year.
- Simultaneously, every club/committee (with faculty coordinators and student representatives) of the college submits a perspective plan to the IQAC.
- Feedback from the stakeholders- alumni, parents, employers, teachers and students are also considered when drafting the SPP.

The SPP's are collated by the IQAC and approved by the Principal. It is then forwarded to the GC for ratification. Post approval, the IQAC as well as Departments, clubs/committees effectively deploy the SPP for quality achievement.

The Heads are encouraged to plan and execute (in consultation with faculty and students) their activities such as subject allotment, purchase of equipment, maintenance, organizing guest lectures, conferences, workshops, value-added courses, placement training and the like. They are empowered to recommend internships, MOUs with various organizations and industrial visits. The financial and administrative heads along with their respective teams assist and oversee the accounts processes, the procurement of resources and the maintenance of the same. In short, all stakeholders participate in all the functioning of the institution. Thus, participative management is ensured and all the stakeholders mutually complement each other and provide for effective leadership and governance practices.

Case study: This has been demonstrated in the National Conference organized by the college, on the theme "Convergence of Demographic Dividend and Cultural Diversity through Effective Management Practices for Sustainable Inclusive Growth" in the AY 2017-18. The conceptualization, planning and execution of

the program is a beautiful example of the concept of Participative Management.

The organizing committee was set up with faculty and student representatives who ensured the planning and execution with the assistance of the non-teaching staff. Different committees like reception and registration, stage decoration, food, hospitality, certificate writing, discipline, marketing and transportation were set up with both faculty and student coordinators. The non-teaching staff took the responsibility of arranging the accommodation of the delegates. The initiative of organizing such conferences was embedded in the SPP suggested by the IQAC, approved and financially supported by the GC. The details are presented in the link document.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution has clear goals embodied in the vision and mission statements which provide a road map for growth. The broad goals set is incrementally achieved by adopting systems and processes that facilitate reaching the said destination. The Institutional Strategic Plans (ISP) assist in converting the above roadmap into concrete steps. Based on the ISP, IQAC sets annually specific, achievable targets through the annual SPP to attain the said goals. In doing so, the feedback of the stakeholders along with the directions of the Principal and supervision of the Governing Council and Management are considered. A case in point is the attempt to build a research culture and enhance the research related outcomes.

One of the targets outlined in the ISP was to "To develop the research culture in the college, with faculty and students engaging in meaningful research activities". To achieve the same, the annual SPP in 2015-16 began with a simple target of recruiting faculty with research degree or encourage faculty to register for research programmes in their respective subjects. In the later years, several other steps were undertaken. They are outlined below:

- To promote and oversee any type of research activity first required the institution of Research and Development Cell (RDC). The cell was set up in the AY 2017-18. The objectives, role and responsibilities of the Cell was outlined in the standard operating procedures drafted. The faculty coordinator along with faculty and student members were identified.

- A research policy with ethical practices was drafted by senior faculty in consultation with external experts. This was whetted by the Governing Council meeting. It is hoped that this policy would provide broad guidelines to faculty and students when undertaking any research activities.
- Workshops are the surest way to disseminate information and knowledge among the faculty. Every year, renowned academicians are invited to conduct FDP's on research related themes which

- included research ethics, use of SPSS etc.
- It is important to involve students and build a research mindset in them. So, the management has sanctioned an annual budget to encourage faculty to undertake minor research projects by co-opting student volunteers. Faculty are expected to draft a research proposal, identify their team of student volunteers and provide a budget. The management would sanction the amount as per the policy.
- Paper publications and conference presentations are being encouraged systematically The SOP on welfare measures outlines the financial support provided for faculty who are presenting papers in National and International conferences or publishing papers in reputed journals. Non-financial support is also offered to faculty pursuing their Ph.D. This is ensured by granting of leave as OD/facilitating class adjustments when they have to meet their research commitments.
- In the last five years, faculty have published 37 papers in reputed journals.
- To support research work undertaken, the college library has upgraded the facility and it now subscribes to national & international print journals and also to the INFLIBNET, N-LIST e-resources.
- 'Turnitin' has been purchased, as a platform to promote academic integrity.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

At the helm of the administrative structure is the Governing Council which is the governing body monitoring all the administrative, financial and policy decisions. The President of NET is the Chairperson of the GC. The GC has other members representing the Management. One of them is designated as the Administrator who monitors the administrative processes in the college. The Principal as the Head of the institution is also the member Secretary of the GC. Principal is responsible for the efficient administration, academic progress and discipline and reports to the Administrator. A senior faculty is also inducted as a member of the GC.

The IQAC is the nodal arm for undertaking all quality initiatives. The IQAC includes:

- Faculty coordinator
- Faculty -3
- Parent-1
- Student -1
- Community Representative -1
- Alumni

All the bodies set up for the academic, beyond academic and administrative supports are directly under the supervision of the Principal, and are grouped under the following four heads:

- Academic section has two departments -Commerce & Management and Languages. The faculty is attached to one of these departments.
- The student support section has all bodies that are set up to enhance the campus experience and provide opportunities for their holistic development. This includes
  - Library with a qualified Librarian
  - Sports Department managed by a Physical Education Director
  - Counseling Cell with a qualified visiting counselor that addresses the mental health needs of the students.
- The administration section has two sub-sections- General Administration and Accounts
  - General Administration is involved in day to day administrative work /networking with the University/ maintenance of documents and is headed by the Office Superintendent. He is also responsible for the facilities management and housekeeping activities. The college bus drivers, attenders, gardener, junior programmer and all office staff report to him.
  - All the financial and accounts maintenance is undertaken by the Accounts Superintendent. All processes linked to this subsection are carried forward under the direction of the Principal with the approval of the Administrator.
- There is a separate wing for Admission and Placements. The Marketing Assistant seeks the support from the faculty for admission activities as and when required.

The organogram indicates the student community as the base and fundamental part of the institution. There are 23 clubs/committees/forums/unit/cell set up for ensuring that the students have ample opportunity to develop skills and showcase their talents by being a part of these bodies. Student council, NCC, NSS, YRCS are some of the crucial forums. The details are presented in SOP of each of these. All these forums are supported by faculty members by taking the designations of faculty coordinators/ members.

Functions of Various Bodies:

1. Various committees like the examination committee, attendance committee have been set up to execute the academic goals. They work under the guidance of the Principal and ensure the execution of day to day activities.
2. Service rule book provided by Nitte Education Trust outlines code of conduct, recruitment, promotion and leave policies. They are made known to all newly recruited staff members through an induction program.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Nitte Education Trust is highly committed to provide a supportive environment for all the employees. The following are the welfare measures:

1. All the employees of Dr. N.S.A.M. First Grade College are eligible to avail the loan facility through the Nitte Educational Co-operative Society. The rules and procedures are applicable as per the bylaws of the Co-operative Society. The employees can take a loan based on their salary slab.
2. All the employees are eligible for subsidized medical treatment at the Justice K.S. Hegde Charitable Hospital, Mangalore.
3. The non-teaching staff is provided with the ESI facility. Employees' state Insurance Corporation of India is a multidimensional social system tailored to provide socio-economic protection to worker population and immediate dependent or family covered under the scheme. The rules and procedures are applicable as per the policy of the organization.
4. To encourage and motivate employees to aim for professional development and qualification up gradation, the Nitte Trust has set up a scheme wherein, any teaching or non-teaching staff, if have successfully upgraded their qualification, they are given a fixed and one-time monetary reward, as per the policy. This can be availed by employees for completing their M.Phil, Ph.D, M.B.A, or even a Bachelor's degree. This is also applicable to employees who have cleared their UGC NET/ SLET examinations. The employee needs to submit an authentic degree certificate. Special examination leave is also available as per the policy to attend examinations connected to the courses they are attending.
5. All employees of Nitte Group of Institutions (currently employed) are eligible for a 50% reduction in the tuition fees if they admit their children to study in any institution run by the Nitte Education Trust.
6. Maternity leave is made available to women employees as outlined in Service Rule Book.
7. All the employees- teaching and non-teaching staff can utilize the gymnasium and the yoga room facility provided in the college, free of cost. They need to follow the necessary protocols.
8. All the employees- teaching and non-teaching staff are provided with the facility of free transport from and to college. They are only expected to adhere to the timings of the college bus.

9. Support for research output: This support is available for faculty who are undertaking research activities as per the policy. This includes

- Sanction OD instead of CL, if they have to attend to their research commitment or for attending conferences
- Reimburse the conference registration fee (up to 50% in International conferences) for faculty who are presenting papers in the conference.
- Reimburse the travel allowance (II Tier AC train fare and up to 50% in International conferences) for faculty who are presenting papers in the conference.
- To encourage and motivate faculty to publish research papers in reputed journals, the Nitte Trust gives a fixed and one-time monetary reward, as per the policy.

10. Details are provided in the SOP welfare schemes, rewards and incentives for employees

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 27.84

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**

2019-20	2018-19	2017-18	2016-17	2015-16
09	06	01	09	02

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

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

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

Response: 15.45

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	0	0	0	0

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Dr. N.S.A.M. First Grade College, separate performance appraisals formats are developed for both teaching and non-teaching staff to enhance productivity. The details are outlined in the SOP- appraisal of Teaching Staff and Non-teaching Staff. It also provides guidelines to the assessor to maintain objectivity and curtail personal biases.

The process of appraisal in both the context is scheduled between end of every academic year to enable the employees reflect on their performance across the two semesters of the academic year.

Performance appraisal for teaching staff:

A fairly rigorous and systematic process has been utilized to facilitate development of effectiveness of the teaching-learning process in the institution. The analysis provides a pathway for the institution to take necessary measures to incentivize or bring in supportive processes to improve the performance of the faculty. The process of appraisal comprises three parts:

1.Self-appraisal format - Criteria assessed are- Self-reflections on abilities, strengths and areas of improvement (descriptive), Professional Skills and Duties and Personal Competencies and Abilities (both rating scales). The unique feature is the availability of grade descriptors to guide them to be objective.

2.Student Appraisal of teachers- This is done on 7 item scale each assessing a specific professional skill that the teacher uses in the classroom

3.Appraisal by Principal: This would also involve a review of the self-appraisal documents submitted by the faculty and the student appraisal of the faculty.

The reports and scores from all the three formats are consolidated and a detailed analysis is undertaken on the performance of each faculty during the said academic year. The strengths, responsibilities undertaken, achievements are identified. Additionally, the areas of improvement are listed along with the challenges in professional skills/interpersonal fronts. The progress based on the previous year's feedback is also reviewed.

Performance appraisal for non-teaching staff:

1. Self-Appraisal: There is a document for appraisal with both quantitative (rating scale) and qualitative (descriptive) sections. The criteria of appraisal include- Professional Competence, Quality of work and Personal Characteristics.

2.Appraisal by Principal: Exactly as the same as the self-appraisal, this is filled by the Principal after consulting relevant person.

Both are considered for the final report generation.

Action on appraisal in both contexts:

The faculty/ non-teaching staff would be invited by the Principal for an individualized meeting to discuss the report, to reflect on the findings of the report and arrive at a consensus with the Principal on future course of action. The Principal shall make an unbiased and fact-based report of the appraisal highlighting the progress or decline of performance (with appropriate documents as evidence). This report is sent to the HR Department which would finally would take necessary action as per the policy of the institution based on the report submitted. The process would thus provide a pathway to take necessary measures to incentivize or bring in supportive processes to enhance the performance of the staff.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Dr. N.S.A.M. First Grade College follows all the statutory requirements for the audit and accounting practices. The accounts of the institution are subject to internal and external audit.

Internal Audits:

Nitte Education Trust (NET) has set up an independent internal audit team that visits all the institutions run by the Trust. This team visits the college bi-annually to conduct internal audit. The team consists of qualified Chartered Accountants. The Accounts Superintendent presents all the details including salary and increment dispensation, fees collected, staff leaves records etc. The process of procuring materials /outsourcing maintenance is also put under scrutiny. The team then submits the report to the Finance Department, NET. Any objections or observations are also part of this report. The Administrator also inspects the report. Based on the report, appropriate steps for remedial action are taken as per the advice from the Head Office.

External Audits:

The institution also has external audit mechanism carried out by M. R. Kamath & Co. The Finance section at the Head Office of NET which maintains all the documents facilitates the same. Audited financial statements including Income and Expenditure details under for scheduled sections are scrutinized:

1. Fixed Assets and additions to it
2. Employee Remunerations and Benefits
3. Operating and Administrative Costs
4. Repairs and Maintenance.

Reports are prepared by them following the due process and then the same is filed with the required Governmental Agencies. The external audit is conducted once in a year.

Dates of Internal/External audits

Financial Year	Internal Audit	External Audit
2015-16	29th August 2016	15th September 2016
2016-17	28th April 2017	21st August 2017
2017-18	7th May 2018	22nd August 2018
2018-19	19th June 2019	19th August 2019
2019-20	28th July 2020	31st August 2010

To promote greater transparency and prevent financial mismanagement:

1. No-Cash transaction is encouraged.
2. If there are cash transactions (e.g. Fines), receipts are issued immediately.
3. Fee payment through online method is made mandatory.
4. Material procuring / Purchase Committee processes:

- The requirements of the Departments/Institution are raised by the respective HODs and staff concerned.
- The quotations for the requirements are called for from a minimum of three vendors.
- The comparative statement of the quoted prices of the vendors is placed before the committee for the necessary action.
- The best quotation is chosen with the approval of the Principal.
- The purchase orders are placed with the vendor
- Once the materials are received by the Institution, they are subject to physical verification and the same will be made a note of in the stock register.

The requirements of the departments will be issued on the basis of the indents from the Heads of the Departments and the staff.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

Mobilization of funds:

The College mobilizes funds in the following ways.

1. Fee collected from students: Student fees are the main source of funds at the college. A comparatively affordable fee is collected (through cheques, demand drafts, NEFT OR cash) from students without violating any of the standard norms. No capitation fee is collected. The collected fee is used to meet the expenditure to run the institution.

2. Management Contribution: After a scrutiny of the budget submitted by the college at the beginning of Financial year, the trust decides on the additional contribution.

3. Provision for Renting of Spaces in the College Campus: The college auditorium-indoor and outdoor, the sports facilities- indoor and outdoor, gym could be rented out for activities of the local community for a fixed remuneration. However, discretion of the management is applicable. The college premises could be rented out as examination centres for the conduct of government / bank or any other credible examinations.

4. Utilizing of Computer Lab: The computer lab would be made available for any activity for external agencies or corporate houses for their CSR activities or training programmes.

5. Use of 'Turnit-in' software: The college provides access to external researchers for a nominal fee to support research and promote a research culture.

6. Sponsorship: The college is open to receiving of sponsorship- financial and also in kind for the organization of any academic/cultural/sports activities. For transparency and accountability, the processes outlined in the SOP must be followed.

All these funds are utilized only for administering/running the College.

Optimal utilization of resources: is achieved by proper planning and budgeting. Need based priorities and areas of common utility are identified while budgeting.

The college submits an annual budget, outlining the estimated income through fees along with the projected expenditures for the upcoming year. The list of expenditures is arrived at, after collating the budgets submitted by every forum/cell/department functioning in the college keeping in mind the annual

strategic perspective plans. This budget is scrutinized by the Administrator and presented and approved at the meeting of the Governing Council.

The purchases and services are overseen by the Purchase committee. The procedures to be followed are outlined in the SOP for the same. Any payment above Rs.10000/- will be done directly to the service provider or vendor by the Finance section of Nitte Education Trust. The college can pay for the purchase only if the amount is lesser than Rs.10000/- or in case of an emergency requirement, as approved by the Principal.

Nitte group of institutions believes in sharing of resources among the sister institutions in Bangalore, wherever possible.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

IQAC was constituted in the year 2013, with an aim to enhance quality initiatives in the institution. Since then, it has been systematically and steadily bringing in changes to strengthen the academic and non-academic processes.   The institutional goals have been set up as a long-term plan; while a short term (annual) strategic perspective plans are generated for structured and incremental steps towards fulfilling the vision and mission of the institution.

The two activities of the IQAC that are achieved satisfactorily are the following:

1. **Strengthening of the Academic Processes**

Academic excellence has been the primary goal of the college and is spelt out in its vision statement. To achieve the same, IQAC has set up incremental and manageable goals which helped in setting up the following processes-

- Developing a curriculum plan with a uniform format across all subjects with Program and Course Objectives, teaching methods and assessment strategies outlined clearly.
- Initiating a Differentiated Learning Program with
    - Structured academic support/ remedial programmes for academic underachievers.
    - Enriched learning experiences for the academically high achieving students.This has not just enhanced the results in the University Examination but also helped them in deeper learning.

- Student engagement in the classroom has improved by utilizing activity-based teaching strategies. Faculty is encouraged to document the same as institutional assets.
- Enhance the use of technology in the teaching learning process. Best lectures are being captured as videos, Google classrooms and e-resources are being used.
  - The guidelines for internal assessment have been developed to enhance objectivity and uniformity across subjects.
  - Faculty learning is emphasized. FDP'S are now being conducted on a regular basis in the beginning and end of the academic year.
- **Enhancing student campus experiences through Infrastructural Up gradation**
  - The shifting to a new campus has encouraged IQAC to set higher targets to provide an improved campus experience and facilities for the student community.
  - A language lab has been set up for students to improve their English-speaking skills.
  - Starting a digital section in the library in the new campus and improving library facilities linked to research by providing e-learning resources including online journal access.
  - A gym and a yoga hall for students have been set up.
  - Indoor and outdoor sports facilities have been improvised and made accessible.
  - A rock garden and herbal plants garden enhances the ambience of the campus.
  - A canteen facility based on student requirements has been provided.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The institution has a highly active Internal Quality Assurance Cell constituted as per NAAC regulations comprising of faculty, non-teaching staff, industry representative, student representative, alumni and one community representative. The IQAC is concerned with quality achievement, sustenance and enhancement of quality in all the domains of the institution ensuring incremental improvement in all the domains of the institution. As per its Long-term Strategic Perspective Plan, the IQAC puts forward proposals to the GC based on the consultation with the stakeholders.

The IQAC ensures periodic review of all the process of teaching-learning, evaluation, holistic development of students, Counseling and Mentoring, Training and Development and Placements, Community Orientation and the like..Given below are two such reforms undertaken as IQAC initiatives which led to a significant change in the classroom interactions:

Differentiated learning: In 2017-18 this idea was introduced through the Strategic Perspective Plan. Initially it was taken up on an experimental basis by a few select faculty. The experiences across the two semesters were reviewed and the processes were improvised in 2018-19. The SOP was framed in the second year to bring in greater synergy.

The differing abilities and competencies of students to learn was recognized and several approaches to support the learning capacities of students in the two ends of the spectrum- advanced and slow learners were brainstormed.

For the slow learners a structured learning opportunity throughout the semester was made available in the classrooms so that they are appropriately engaged and constantly motivated. Additionally, faculty designed classroom activities to meet students' learning needs, and make it experiential in nature. A more intense remedial coaching at the end of the semester was provided.

Currently, there is an attempt to integrate the scope of mentoring program also into the concept. The scope of mentoring program goes beyond academic performance. The soft skills and emotional capacities of students are monitored by teachers who are mentors. They are also involved in monitoring the performances of both high and low achievers mentored by them.

The most successful outcome was in the case of advanced learners with the Peer Mentoring Program (PMP). It enhanced their confidence and added to their learning experiences as they were actively involved with the PUC students The performance of underachieving students had improved and the overall results of college improved in select areas.

Activities based learning: The need to engage the students better in classroom and to enhance their involvement was identified by most of the faculty. In this context, the SPP drafted by IQAC in 2017-18 also mandated "Strengthen the Curriculum Plan Activity based learning". Faculty had to design and embed appropriated activities in the curriculum plan. Slowly but steadily activity-based learning concept is being strengthened. Faculty initiated a few to begin with. The feedback from students was encouraging. They reported deeper engagement and learning. The success experienced lead to the need that these activities need to be documented and converted as institutional asset. Teachers are now demonstrating greater willingness to initiate activity-based learning in their classrooms.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Certification, NBA)

Response: C. 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Building a sense of social responsibility in the student community is an important goal that is embedded in the vision of the college. In this context, promoting gender equity and being sensitive to gender related issues is an important component of social responsibility. Efforts have been made to promote it through various curricular and co-curricular activities.

The curricular plan developed by the faculty for their respective subjects, enables them to scrutinize the topics and identify the ones that can be connected to gender related issues. Languages, non-core subjects lend themselves easily to the topics. However, faculty have also successfully embedded it in core subjects. These have been documented in cross cutting issues in curriculum. These segments provide windows of opportunity to engage the students through activities or discussions with respect to gender issues. Movies and documentaries on gender related topics including rights of transgender community have been screened by faculty to build awareness and sensitize students. Classroom discussions are used as tools to engagement. Guest lectures by experts like advocates/doctors/psychologists are also arranged.

The Women's Empowerment Cell (Udaan), Human Rights Cell, Prevention of Sexual Harassment Cell(POSH) and Ayush -Health Care Cell are actively engaging and collaborating to conduct activities(internal, outreach and extension) to promote gender related issues. Although there are sessions exclusively for girl students, the college strongly believes in including the boys in this dialogue of gender.

- Some of the themes of talks (by our own faculty and by external resource persons) are- Women's health and hygiene; Women's rights; menstrual hygiene; Yoga and Arogya; sex education and sexuality gender, gender sensitivity, breaking gender barriers, sharing success stories on gender etc.
- Documentaries on women empowerment and how to prevent sexual harassment have been screened for both boys and girl students. These are generally followed by a discussion for deeper engagement.
- JAM sessions on themes related to gender have been conducted.
- Campaigns and appeal to girl students to download the 'suraksha app' have been very successful.
- Self Defence Training for girls has been popular and is conducted every year by experts.

Our students and faculty have been actively engaged in conducting rallies and campaigns in local communities and nearby villages. The themes are

- Curbing Domestic Violence
- Beti Padao, Beti Bachao
- Saving the Girl Child
- Women Protection Laws

MOU has been signed with the Mahila Dakshitha Samithi through which our faculty have been trained on issues connected to women's rights and Prevention of Child abuse. In turn, our teachers have shared this

information with teachers of local schools.

The internal complaint committee attend to the complaints from the girl students/women faculty in solving issues related to harassment and strives to create a cordial environment.

Some of the facilities that are provided for the girl students and women faculty are:

- Common room for students and faculty with a Sanitary Pad dispenser and a separate incinerator
- Sanitary napkins are also available in the Health care room
- Separate girls' restrooms with disposable bins

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

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

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

Response: D. 1 of the above

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

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

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

Response:

For solid waste:

- Segregated waste baskets are placed in different locations in the campus. They are in two colours- green and blue.
- All are expected to segregate the waste in two categories: degradable and non-degradable and use the appropriate bin to dispose waste. Green bin is used to dispose food waste, while blue bins are to be used to dispose non-food waste like paper, metallic items and plastic.
- Local Garbage vendor picks the garbage regularly.

For liquid waste:

- All the liquid waste generated in the college is recycled through the STP provided in the campus.
- The STP facility is provided by an external service provider (ESP) namely Enviro Engineering Services. Reg.Office: Thrupthi Nilaya, 11th Cross, Lelavathi Extension, Maddur- 571428. Tel No. 9742081818. GST No. 29BREPP7458P1ZP
- The facility is run according to the agreement signed with the ESP.
- The ESP has placed a person from the company who will be in the college campus everyday and is in charge of the everyday maintenance.

For E- waste:

- All discarded electrical or electronic devices are considered to be Electronic waste or e-waste. These could include old computers/other hardware/pen drives/ CD's/ wires/ batteries/ tube lights/ light bulbs and other similar things.
- The E waste collection is provided by an external service provider (ESP).
- The institution accumulates all E waste and hands it over to the collection team on a regular basis.

The collection procedure/frequency is according to the agreement signed with the ESP.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: E. None of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**

5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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

Response:

The vision, mission and values of the college are aligned to building a sense of social concern and responsibility towards the community. This envisions belief in inclusivity and respect for diversity. Activities conducted in the college are associated with the promotion of love, peace, communal and social harmony. Students are provided multiple opportunities to experience, appreciate and rejoice these values. The institution strongly believes that these opportunities will shape their attitudes towards fellow beings in a positive manner and reinforce their commitment to human values. The experiences are layered from local, national and global perspectives so that students derive a holistic view of issues.

The students of the college are largely from local communities with a few from outside Bangalore. In this regard, the emphasis is on appreciating and valuing the local culture and traditions and also understanding the associated challenges. A large number of activities of the college are embedded in the local community. Students are involved in sharing information with villagers about government schemes, campaigning for hygiene, prevention of dengue and even energy conservation. With such connect, develops a respect for local communities and a need to be involved in solving local problems.

Rajyothsava is celebrated with grandeur to value the rich traditions of Karnataka and its importance as one of the states of our country. The national perspective including a sense of national integration and communal harmony are recognized to be crucial requirements. Promoting the same is an important agenda for the institution. Celebrating all the festivals of India- cutting across all religions is a hallmark activity in college. Expressive art in collages are used to help students verbalize and showcase their ideas about communal harmony. This enables students to appreciate the multiple identities coexisting harmoniously in the belief system of a citizen of India.

Sensitivity to differences that exist among us as people, and not merely tolerating it but empathizing with people who are different is another value that the college is attempting to stand for. Our student volunteers are involved with teaching children with special needs of Jnanavahini Svasahaya Kendra. Their effort to not just provide financial contributions but to develop low cost teaching aids like flash cards are geared towards creating future citizens who believe in inclusivity. Activities on gender sensitization includes the sensitivity and acceptance of the transgender community too.

Care and concern for fellow beings is reinforced. Staff and students are quick to take proactive measures on national disasters like Kodagu and Kerala floods. Involving students in such activities instils a sense of responsibility in the young minds.

Being a global citizen is also a value that the college inspires to build in the students. Exposure to global issues and value systems through various programmes infuses an idea of appreciating the larger picture while valuing the local roots.

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

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

Response:

Dr. N.S.A.M. First Grade College pays importance to sensitise students to the constitutional obligations and promoting consciousness of National Identities. This is mandated in the vision of college which highlights the need to create responsible citizens of this country. Issues connected to fundamental duties and responsibilities are also addressed directly or indirectly when designing the activities that shape the experiences of student community in the college.

The themes connected to National goals and citizen responsibilities are embedded in the curriculum plan by every faculty. This enables the teachers engaging various core and non-core subjects to connect some topics to the larger interest of the nation. This is mapped in the cross-cutting issues of the curriculum plan. This ensures that national goals, issues connected to our responsibilities are brought to the centre of classroom discussions.

The faculty members hold talks or have special discussions on Fundamental duties, and responsibilities. External resource persons are also invited to facilitate such talks so that students get a multiple perspectives on the themes. Another activity that is popular is the presentation by students on national symbols and its representations. Students enthusiastically research with the guidance of faculty on the various symbolic representations of National flag/emblem/anthem, the historical milestones connected to it, the protocols to be followed. By doing so students take ownership and develop a sense of pride in being Indian. Conduct of such activities are not only during the national festivals, but across the year. The college has made it mandatory that an assembly is held every day before the commencement of classes. The national anthem is sung with diligence at the closure of the assembly.

The institution strongly believes that responsibility of citizenship should not be confined to classroom activities. Taking action and going beyond classrooms to the larger community have to be part of the student experiences in college life. At Dr. N.S.A.M First Grade College, students work with the

community and take responsibilities to bring in changes there through their initiatives. For example, the NSS activities involve arranging blood donation camps and health/eye check ups for villagers by partnering with organizations. Students who are a part of Health club actively go to local communities campaigning about prevention of dengue/coronavirus. On the other hand, students are also involved with engaging villagers about human rights, prevention of domestic violence and government programmes. Through such activities, students learn to become proactive, responsible and involved citizens of this country. They understand the bottom line- that while the constitution gives us fundamental rights as citizens, we are equally obliged to execute our fundamental responsibilities towards the nation.

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

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

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

Response: C. 2 of the above

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

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

Response:

The institution utilizes every opportunity to celebrate the greatness of our nation and honour the

contributions of great people to this country. This is done to instil a sense of patriotism and pride in the history of our nation in the new generation.

All National days-Independence Day and Republic Day are celebrated with grandeur. The day commences with the hoisting of National flag in the presence of staff and students. Additionally, a well-known person from the locality is invited as a chief guest who along with the Principal address the gathering by sharing messages from the life stories of freedom fighters. This is generally followed by a cultural show put up by the students.

Gandhi Jayanthi is celebrated with great fervour. The Gandhi Studies Centre ensures the conduct of events to commemorate the message of the Mahatma. On 5th September, Teacher's day, the birth anniversary of Dr. Sarvepalli Radha Krishnan, the second President of India is celebrated. Students take this opportunity to express gratitude towards their teachers and organize cultural events for them. Ambedkar Jayanthi is celebrated to honour the man who drafted or constitution.

Fitness is considered crucial. Yoga day is generally celebrated by inviting experts from the field who inspire students through their talk on benefits of yoga and this is generally followed by a practice session. Yoga is given importance for the holistic development of students and the college has initiated a add on course on yoga which has been popular with the students. This has led to the set of the B.K.S Iyengar Yoga Hall in the new campus where students and faculty have sessions. Messages on heart care has been shared on World Heart Day.

National Defence day is another day that the college observes to pay respect to the contributions of the armed forces in keeping our country safe. Documentaries on our Army, Navy and Airforce are screened followed by a discussion or talk by the faculty. On the other hand, Farmer's day is also celebrated so that honour the person who provides our daily food.

The college strives to instil a sense of responsibility towards the environment by enhancing the awareness of the flora and fauna and also taking steps to protect the environments. Prakriti- The Eco Club, of the college celebrates days like World Environment Day, World Wildlife Day. Students use these opportunities to offer their services in cleaning the local lakes and also join hands with the forest Department to plant trees. More than 500 trees have been planted by our students in nearby areas.

On Women's Day the institution, pays its respect to the women achievers or even women housekeeping staff by felicitating them and acknowledging the gratitude for their contributions.

The celebrations of all these events are enriched by student presentations/performances, quiz, competitions and even thematic decoration of the bulletin boards. The reason being that key messages are reaching the students through multiple mediums.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Title of the Practice

Acharya"-The Practice of Mentoring: is one of the best practices of the institution. Acharya believes in providing the support to the students to excel not only academically but also develop their personality holistically.

Objectives

"Acharya" provides support to every student by:

- establishing a bond based on empathy
- accepting performance at their individual pace
- assisting to overcome anxieties
- Identifying strengths, weaknesses - providing the necessary support to excel through academics, sports / cultural activities
- Networking with the parents to profile each student through the Mentoring Manual
- Guiding to choose a career and develop a bond with the family/peers that is free from pressure and coercion.
- Creating a conducive environment in the campus free from oppression, bullying, discrimination and any kind of threat.

The Context

Our college is located on the fringes of Bangalore city-our students hail from middle/low socio-economic groups. At this stage of education, students feel that they neither belong to teen age group nor are adults. They are vulnerable to habits and behaviours that may harm them, their family and society as a whole. Additionally, they take on tremendous pressure to excel and equip themselves with skill sets necessary to 'fit' in the job market. At this juncture, to have a friend, philosopher and guide who is well informed and empathizes with them would be meaningful. Presence of mentor teachers with whom they share a bond, who can support and guide them would be helpful.

The Practice

Dr. N.S.A.M First Grade College has developed an SoP for the practice. Acharya in Sanskrit means "a preceptor or instructor in spiritual matters, a teacher, a learned person who acts as the guide to people". Similarly, teachers are expected to guide and handhold students. To ensure this, Mentoring Cell allocates Mentees to the Mentors each year. The cell issues all Circulars and monitors the implementation as per the SOP. The IQAC reviews the implementation of the best practice in its periodic meetings. The Mentoring Cell has developed a comprehensive manual which prepares the profile of each mentee - academic performances, hobbies, strengths, weaknesses, parental background, SES etc. Once Mentees are allotted to the Mentors, they prepare the Manual to understand each mentee, and periodically meet to monitor the progress of the student, their participation in curricular, co-curricular and extra-curricular activities, their attendance, their financial requirements and psychological wellbeing etc. The Mentors suggest the necessary Cells and Committees to make positive interventions in the growth of a student. They also interact with the Principal for financial support and scholarship. Based on their strengths, they are motivated to take part in sports /cultural activities. Thus, through this practice, the Mentors keep an eye on the performance and psychological wellbeing of each student. If psychological support erquired, the Mentors would suggest the Counseling Cell to make interventions. The Counseling Cell would not only provide the support through counseling and in case of advanced level of intervention, the assistance of the 'Visiting Counselor" is taken.

The constraints are the effort to be invested by teachers to build rapport with the group allotted to them.

Evidence of Success

"Acharya" and its interventions has metamorphosized students:

- There is increased participation of students in sports, curricular and co-curricular activities. The College has started conducting events like Nitte Utsav which are being organized by students themselves.
- Community outreach activities have seen positive impact. Students have initiated programmes on multiple themes- health, environment, legal support etc. The number of students participating in community activities has increased significantly
- Academic performance of the students has also improved. Remedial programmes are incorporated for underachievers, while the high achievers involve in Peer Mentoring Programme or are inducted to various committees based on their capacities.
- Discipline issues have reduced and chances of escalation have minimised.
- Parents participation has been positive with assurance of the welfare of their wards.

Problems Encountered and Resources Required

The Mentors need to be oriented again and again to make the practice successful and reap the benefits in favour of the stakeholders. Periodic Sessions are conducted by the Mentoring Cell by inviting resource persons to interact with the Mentors. Mentors are being provided training in counting skills by inviting experts. The "Visiting Counselor" also conducts periodic training and orientation sessions to mentors for effective deployment of the practice. Parent orientations especially in the beginning of the academic year are utilized to obtain a 'buy in' for the best practice from the parent community.

Title of the Practice

"SAHA BALVE- Nitte Social Connect" :The Practice of Community Service

The Vision of the College envisages development of students in to 'responsible citizens' and the Mission aims at developing students capable of contributing " to the economic progress of the nation with a social conscience and high ethical standards". "Nitte Social Connect" was conceptualized to execute the same.

Objectives

"Nitte Social Connect" aims to:

- Network with the community and respond to its needs
- Achieve holistic development of students through participation in community activities
- Develop compatibility with and empathy for the community
- Feel responsible for the wellbeing of the fellow human beings and rural brethren
- Create a sense of ownership for the community concerns
- Develop proactiveness and solution oriented in approach

The Context

Academic institutions have grown into ivory towers bogged down by the day-to-day activities, requirements imposed by the statutory bodies, submission of different reports to affiliating university/ accreditation agencies. Students are more inclined to complete the mandatory requirements and walk out of the campus with a degree in their hand and find a suitable employment. However, the institutions are obliged to give back to the community. There is a need for academic institutions to network with the society and respond to its requirements. "Nitte Social Connect" hopes to bring this connect and create a generation involved in community issues.

The Practice

The College has set up a host of Cells and Clubs viz, 'Nitte Social Connect"- Community Orientation Club- Prakruthi- Eco Club, 'Ayush'- The Health Club, Business Lab, Human Rights Cell, ED Cell, NSS, YRCS, 'Udaan- the Women Empowerment Cell, POSH- the Prevention of Sexual Harassment Cell and Anti Ragging Cell. Through these, the College not only aims to help students to imbibe the necessary skills as responsible citizens, but also respond to the needs of the society and develop empathy, leadership skills, inter and intra-personal skills.

- The Community Orientation Club -'Nitte Social Connect" prepares the Strategic Perspective Plan every year to conduct different community activities on its own and in coordination with different Clubs.

- This Club constitutes of Principal as the chair, faculty and student coordinators, student and faculty members. Student representatives are selected based on the recommendations of the class teachers -academic achievers or based on their special talents and skills.
- The bandwidth of activities includes Village/School/Lake Adoption, Social Economic Survey, Awareness programs (covid, digital payment) Literacy, Rights of Women and Children, Ecological sustenance, educate community women on government schemes, need to overcome sexual harassment, providing equal space for girl children. The Clubs and Cells also interact with the community for blood donation, health/dental check-up/awareness camps, digital literacy.
- The necessary preparations for the execution of the programs/ activities are made in consultation with the Principal. The local government agencies/ NGO's will be networked if necessary.

- Prior to the participation in programmes students are sensitized to respond to community members with empathy and care. Debriefing sessions are facilitated after the programmes.
- The learning outcomes from these programmes are also linked to the cross-cutting issues identified -National Integration, environmental sustainability - to be addressed as a part of the education process.

Evidence of Success

- The number of activities anchored in local communities have increased in the last few years. Students are themselves identifying the issues and taking initiatives.
- The number of students participating in activities is improving.
- There is a visible change in the attitude of students. They are responding with greater empathy.
- The academically high achieving and talented students are getting more opportunities to fulfil their potential.
- There is an improvement in the self-esteem and confidence of students
- The incidents of major disciplinary issues have reduced.
- There is an improvement in attendance/results of students
- There is an enhanced visibility for the institution and its stakeholders in the society and local community for their social commitment.

Problems Encountered and Resources Required

Organizing Community activity is not an easy task as it raises the following constraints:

- Usually the efforts to network with the Community is seen with cynicism by locals that the stakeholders have some selfish motive.
- The community participation is not unconditional and not on full scale
- Difficulty in coordinating the events in convenient time slots for both the community and the students.
- Semester schedules make it stressful to balance mandatory requirements and social commitment
- Students need to be trained to demonstrate empathy and sensitivity to people in the larger community.

The following resources are required:

- Motivated students and the faculty
- Support from the Management - logistics and finances

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

"N.S.A.M. for a Green Earth and Clean Earth" Initiative

Dr. N.S.A.M. First Grade College managed by the Nitte Education Trust believes in providing a green and clean campus to its stakeholders. Additionally, the institution has taken upon itself the onus of creating a green and clean orientation to community among its stakeholders and the members of the local community. In tune with the its mission and vision, the college believes and strives for the development of students not only academically but also in terms of their skill sets, employability, responsible and responsive citizenry skills and responding to the community needs. The institution also believes in providing a safe and clean environment to its students and the nearby community through its commitment to ecological sustenance and nurturing.

Green Campus:

- Sitting on a sprawling campus of 3.3 acres, the College building is designed architecturally to be more dependent on natural light and ventilation. There is minimum strain on the manmade power resources but autonomy is achieved through natural sun light and wind currents thus reducing the use of electric bulbs, fans and ACs.
- A proposal for erecting solar panels is made with a view to completely depend on renewable and alternative sources of energy.
- An area of 2,440 sq.mts is only used for erecting buildings and an area of 5,440 sq.mts is open space, thus providing ample space for playground, landscaping and the development of a herbarium.
- With great concern for the ecology of the campus, the natural huge rock is retained in the campus to develop a Rock Garden with minimum carbon footprint.
- A garden comprising 'endangered species' of plants and medicinal plants is put up in the campus to create awareness among the students for the need to sustain the ecology and the much needed flora and fauna. To familiarize students with the names and benefits, an information placard is placed with all details.
- The green campus is a safe haven for many Peacocks, rare birds and butterflies which are attracted by the safe campus and green campus.
- Rain Water Harvesting structures have been erected in the campus at a cost of 55,000 adopting ground technology and whopping 20,000 liters of rain water is collected annually to use the natural resource for the benefit of the stakeholders.
- Waste management is undertaken meticulously. Waste is segregated into bio-degradable, non-degradable and E-waste. Separate procedures are followed in each of the case. Sanitary napkin incinerator is also available in the campus. Special rules were developed during the Covid pandemic.
- STP is erected in the campus which has a capacity to recycle a total of 10,000 – 15,000 liters per day so that the most precious natural resource is recycled for optimal usage and less polluted water to let out to the natural settings.

- The Bio compost unit in the college is called Shishira. All organic wastes except plastic will be converted into humus which is highly nutritious for the plant growth.
- The canteen in the college uses steel plates and tumblers thus removing the burden of plastic or paper decomposition or management for both the institution and the Mother Nature.
- A garden staff is appointed to take care of the landscaping and the green campus in association with the Green Ambassadors of the Eco Club called Prakruthi. Students also volunteer and be a part of the garden maintenance activity organized through the same.

Green Surroundings and Healthy Community:

- The College has a dedicated Club called "Saha Balve-Nitte Social Connect" which networks with the community for various social concerns including creating awareness among the community people for green surroundings, ecological concerns, the need to recycle and the concern for prohibiting the use of plastic, pesticides and adopt organic farming.
- The NSAM Social Connect Club, NSS, YRCC, Prakruti-The Eco Club and Ayush- The Health Club are continuously interacting with the community on ecological issues and thus activities like Lake Cleaning, Village Cleaning, Temple Cleaning etc were conducted. Number of activities have been organised in the last five years.
- More than 25 awareness programs with messages connected to environmental sustainability-Reduce, Reuse, Recycle have been conducted in the community were conducted. These were programmes on avoiding the use of plastic, need to adopt organic farming etc.
- Planting trees activity
- Activities to instil the message in students (card making competition)

Thus, NSAM Degree College has stood as a model stakeholder by formulating policies and SOP for green and clean campus but also works in the community to create awareness among the stakeholders in ensuring a green and clean community in the vicinity of the campus.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The institution has identified two best practices:

1. **"ACHARYA": The Practice of Mentoring:** The programme is based on the ancient Indian philosophy where the 'Acharya' - a senior learned person who acts as the guide the 'Shishya' in matters connected to life itself. Faculty are expected to guide and handhold students in their current juncture of their life, thereby ensuring that students excel not only academically but also to develop their personality holistically.

2. **"SAHA BALVE- Nitte Social Connect": The Practice of Community Service** - The Vision of the College envisages development of students in to 'responsible citizens'. To enable students take responsibility for needs of the immediate community, the college has set up a host of Cells and Clubs, which organize a host of activities in the local community. Students participate based on their interests and skills. The learning outcomes from these programmes are also linked to the cross-cutting issues identified (eg. National Integration, environmental sustainability etc) to be addressed in the education process.

The distinctive practice adopted by the institution is the following:

- "N.S.A.M. for a Green Earth and Clean Earth" Initiative:

The college is now shifted to a lush green locale in the fringe of Bangalore city. The institution believes in providing a safe, green and clean environment to its students and stakeholders. Environmental sustainability is addressed by providing infrastructure supporting the same – Bio composting &STP units, rain water harvesting units, use of LED bulbs and other facilities. The green cover is further protected by maintaining medicinal plant garden, rock garden and endangered plant species garden. This green message and commitment to ecological sustenance is also promoted in the local community through club/cell based activities and Nitte Community connect programmes.

Concluding Remarks :

Teaching has been the primary focus of the college for last two decades with focus on enhancing the learning experiences for the students through various strategies summarized below:

1. Aligning the academic calendar of the college to the schedule of the University,with ample scope for curricular, co-curricular, and extra-curricular activities along with opportunities for CIE.

2. Faculty utilizing multi-pronged strategies for formative assessment in the classroom to cater to diversity in the learning styles of students.

3. Formative assessment also being facilitated through the 'Acharya' – The Mentoring Programme (a best

practice adopted by the college).

4. Undertaking Internal assessment strategies and Summative assessments as per the rules and guidelines of the University.

5. Bridging the employability gap by offering several add on and certificate programmes.

6. The feedback provided by the stakeholders (students, alumni, employers, faculty, parents) on university curriculum has guided the initiation of courses and other actions of improvement. The institution offers coaching for CA/CS, Career Edge Program - Campus to Corporate and a Certification Programme in Aviation Management as the Add on Programmes along with B.Com & BBA.

7. The institution has emphasised on having a blend of senior, experienced faculty along with young and dynamic teachers.

8. Currently, there is an emerging need to promote a research culture in the teaching-learning process. In the absence of any externally funded research grant, the Management has initiated an annual budget for research activities that includes financial support for minor research projects that could be taken up by faculty along with students.

The college is now positioned at a cusp of positive change, especially after the shifting to the new campus in 2019. Rejuvenating and strengthening the teaching learning processes is at the core. Currently, there are plans of expanding the bandwidth of the programmes offered -BBA- Aviation Management and BA with various combinations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Provided letter of teachers participating in other than affiliated college has not considered.
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 76 Answer after DVV Verification: 72 Remark : Provided internship certificate for the year 2020-21 has not considered.
1.4.2	**Feedback process of the Institution may be classified as follows:** **Options:** 1. **Feedback collected, analysed and action taken and feedback available on website** 2. **Feedback collected, analysed and action has been taken** 3. **Feedback collected and analysed** 4. **Feedback collected** 5. **Feedback not collected** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: E. Feedback not collected Remark : DVV has select Feedback not collected because HEI has not provided filled feedback form in 1.4.1 for the year 2019-20.
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
124	68	214	144	118

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
124	68	222	150	122

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
71	57	128	62	43 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
68	57	128	62	43	
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2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 75 Answer after DVV Verification: 73 Remark : DVV has made the changes as per experience of full time permanent teachers excluding Librarian and Physical Education Director shared by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
---------|---------|---------|---------|---------|

| 1 | 4 | 0 | 0 | 0 |

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	12	9	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has not considered Journals on this metric.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	1	1	1	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.3.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	11	10	5	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	11	7	5	2

3.3.4	**Average percentage of students participating in extension activities at 3.3.3. above during last five years**

3.3.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
432	139	242	179	69

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
355	139	223	144	69

3.4.1	**The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	1	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	1	1	0

Remark : Provided Requesting Letter for Visit has not considered. DVV has made the changes as per shared linkage documents in first level by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	2	4	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	2	2	1	0

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
624.13	1271.91	349.87	2.10	1.67

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
572.83	1271.91	349.48	1.85	1.40

Remark : DVV has made the changes as per addition of fixed assets excluding Vehicle and Sundry assets in schedule duly signed by CA.

4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared bill and screenshot of INFLIBNET N-LIST(e-journals, e-books and Databases) by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.68	1.08	1.13	0.64	0.69

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.48	1.60	1.54	0.74	1

Remark : DVV has made the changes as per expenditure of Library and Journals in Schedule of Income and expenditure account duly signed by CA.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
179.11	103.82	82.37	66.25	35.96

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13.52	8.99	1.36	8.99	2.05

Remark : DVV has made the changes as per expenditure of Repair and Maintenance and Computer Maintenance in Schedule of Income and expenditure account duly signed by CA.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69	50	59	40	39

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69	58	64	40	38

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	14	17	12	45

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	10	16	12	40

Remark : Provided mail copy has not considered. DVV has made the changes as per offer letter of students shared by HEI in first level.

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

5.2.2.1. Number of outgoing student progressing to higher education.
Answer before DVV Verification : 76
Answer after DVV Verification: 119

Remark : DVV has made the changes as per evidences for outgoing student shared by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	2	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	9	11	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	7	6	7

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
05	07	04	05	04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	20	20	17	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

| 17 | 0 | 0 | 0 | 0 |

Remark : DVV has made the changes as per provided certificate of teachers by HEI. Programs less than one week not to be considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0.40

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Shared Letter for grants/funds has given in own college letter head which has not considered. |

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

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: E. None of the above
Remark : Audit report for the year 2020-21 shared by HEI has not considered. |

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	2	2	1

Answer After DVV Verification: |

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	1	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
62	34	107	72	59

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
185	185	135	135	105

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
179	118	107	88	104

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
177	114	104	88	117

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	23	22	16	18

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	22	21	17	15

3.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	23	22	16	18

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	22	21	17	15

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
850.29	1408.96	447.07	77.32	46.45

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
180.24	103.89	82.42	66.28	36