



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**SRI DHARMASTHALA MANJUNATHESHWARA
COLLEGE(AUTONOMOUS), UJIRE**

UJIRE POST, BELTHANGADY TALUK, DAKSHINA KANNADA DIST.

KARNATAKA STATE PIN - 574 240

574240

www.sdmcujiire.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

This Self Study Report (SSR) of the college is the reflection of the adopted policies, sustainable measures and innovative practices evolved and practiced within the institution. The recent initiatives to fulfill the desired objectives of the institution and to meet the stakeholders' expectations have derived their strength from the institutional motto, vision and mission. Sri Dharmasthala Manjunatheshwara College (Autonomous), Ujire is managed by Sri Dharmasthala Manjunatheshwara Educational Society (R) Ujire. The Society has a rich and diverse experience of managing more than 55 professional and general education institutions. It is headed by Padmabhushan Sri D.Veerendra Heggade, Dharmadhikari of Sri Kshethra Dharmasthala, a renowned educationist and a dedicated social reformer. Under his visionary leadership and able guidance the institution has been able to create an indelible mark in the field of higher education in this region.

There exist a Governing Body, an Academic Council, an IQAC, an Academic Planning and Audit/Core Committee, and other Statutory and Functional Committees in the college to ensure appropriate planning, implementation of the formulated policies & periodical review and feedback. A multi layered administrative structure offers opportunities to all the stake holders to partake in the decision making process with regard to proper implementation of the policies concerning quality education. The college was established in 1966 under the patronage of Sri Kshetra Dharmasthala by the then Dharmadikari Sri D Ratnavarma Heggade, with the objective of providing higher educational opportunities especially to socially and economically deprived sections in such a remote place as Ujire in Belthangady Taluk.

Vision

The motto of the college is **"Samyak Dharshana, Jnana, Charitrani"**- and this means 'integration of right perception, right knowledge and right conduct'. Since its inception, the institution has focused its efforts not only on imparting relevant job oriented skills and knowledge, but also on grooming the youth in ethical values and appropriate social behavior. The college has indeed grown exponentially over a period of 56 years, from the initial strength of 165 students and 13 teachers, to the present level of 3401 students with 139 teachers apart from 95 administrative staff.

The institutional vision **Empowerment through Competency Building with Ethical Foundation** is, in fact, in pursuance and expansion of the prime motto.

Institutional Best Practices are based on the values upon which the institution is built. The 50 Best practices of the college are aligned with the inculcation of these values among the learners through various academic and administrative initiatives. Carbon-neutral campus, Energy conservation and alternative uses of energy, Green cover and botanical gardens, Water conservation, Reduction in the use of plastic products, Rain water harvesting, Organic waste management, Use of solar energy are some of the initiatives that have brought visible changes. In addition to these, the college has introduced innovations in curricular and co-curricular activities, social responsibility series, optimum utilization of the library facilities, and promotion of research culture in the campus at various stages.

Mission

The following mission statements function as the guiding principles in chalking out all the strategic plans and their implementation:

- Providing infrastructural facilities to meet the contemporary needs
- Inculcating the spirit of inquiry
- Adopting learner centered approach
- Empowering teaching, learning and evaluation through effective use of ICT
- Practicing fair and just methods of assessment and evaluation
- Enhancing growth opportunities for employability
- Sustaining transparency in institutional governance
- Fostering value practices and social responsibility
- Focusing on continuous improvement through comprehensive feedback

In recognition of the institutional efforts and achievements, the college was accredited at 'A' Grade in the First Cycle of assessment and accreditation (2004), at 'A' Grade with a CGPA of 3.59/4.00 in the Second Cycle (2010) and at 'A' Grade again with a CGPA of 3.61/4.00 in the Third Cycle (2015) by the NAAC. The college is presently recognized as a **College with Potential for Excellence** by the UGC (2nd Phase) and is under the **Extended Autonomous Status (2019)**. The college is also the recipient of the **Best College Award** by FJEL, **Bio-diversity Award** by the Govt. of Karnataka and **District Green Champion 2021-22** by Mahatma Gandhi National Council of Rural Education. The Department of Physics is recognized as **Centre for Innovative Science Education** by VGST, Dept of Science and Technology, Karnataka while Physics, Chemistry, Biology and Biotech departments are recognized under **Star College Scheme** of DST, Govt. of India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Legacy of unstinted support of Management for imparting quality education

Spacious learning facilities like class rooms, laboratories, library, sports complex, cultural and literary centers, learning resources, hostel facility and boarding lodging facility for the staff and students, and all other modern amenities

A serene and ideal learning ambience in the midst of greenery

Qualified, competent, research oriented and dedicated faculty.

Higher rates of Projects, publications, research centers, PhDs and research guides

Rich ICT facility for TLE and administration

EERPMS, an in-house developed Management Integrated System to meet all the academic and administrative needs of the institution

Institutional Weakness

Decline in Governmental Grants: Squeezed grant-in-aid to the College

Skill Experts: Non availability of skill experts in the geographical area. Rural Background as location-disadvantage: Hardships in the integration of internships due to the lack of companies and industries in the area

Limited catchment area: Difficulties to enhance admissions due to opening of many Government Institutions in the catchment area

Limited freedom: In spite of being recognized as 'autonomous', multiple restrictions are imposed by the regulatory bodies

Institutional Opportunity

Autonomy: Freedom for academic restructuring within the prescribed framework to meet the employers' expectations.

Tapping the service organizations: Utilizing the expertise available under SDM service-units for academic purpose

Expansion of educational reach: Potential to emerge as an international level quality institution

Scope for Research: Enhancing research activities on local issues.

Alumni as Strong support: Opportunity to tap the support of proud alumni in the growth of the college

Transforming into an international centre: Opportunity to channel the ambience that includes human resource and the infrastructure for rural empowerment through focused research and academic intervention

Institutional Challenge

Retention of talents: Attracting and retention of meritorious students and staff from other states

Autonomy and its true spirit : Challenge to meet the institutional vision and mission in the midst of inconsistent approach of multi regulators

Reducing skill gap: Imparting employability skills and reducing global competency gap

Quality Sustenance: In the context of fast changing technology, sustaining all the quality initiatives

Furthering research: Challenge to initiate true and intensive research

Educational Pace: Keeping pace with the urban colleges

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of all the 56 (44 UG & 12 PG) Programmes introduced under CBCS system focuses on the present day requirements of the society in terms of subject specific knowledge, gender equity, skill and competency inputs relating to local, regional, national and global developmental issues. The BVoc programmes (**Digital Media and Film Making, Retail and Supply Chain Management and Software and App. Development**) introduced in 2019-20 aim at equipping the learners with 21st century skill-sets. There are, altogether 1140 Courses across the 56 Programmes. Curriculum planning, development and implementation are strategically undertaken to meet the global standards. The emphasis on skill-based training programmes, hands-on training, self-learning components in the curriculum assure the learners ample opportunities to explore their potential.

National concerns like value enrichment, enhanced technological literacy, conservation of environment, sharpening of the employability skills incorporated in the curriculum amply indicate the efforts of the faculty in aligning academic responsibility along with flexibility, freedom and meaningful learning experiences. The BoS's of all disciplines in the college meet regularly and contribute to enrich the syllabi by integrating skills, projects, innovation and research components in the curriculum. The three B. Voc. Programmes and 30 Value Added Courses offered are a testimony to such efforts in this direction of enhancing employability, entrepreneurship and soft skills.

Serious efforts have also been made to integrate the components of Internships, Project Work, Field Visits to farms, historical places, industries, financial Institutions in the Curriculum for providing experiential learning. The system of periodic feedback on curriculum and teaching, learning and evaluation is in place for continuous improvement.

A fully automated library which functions on 365 days has a collection of 110806 books, 213717 digital resources, and a few rare volumes. It has facilities such as access to online journals and E-Book portals through N-LIST, internet browsing and **“Read Anywhere”** through **tablets facility** for the benefit of the students. The subscription to various journals and magazines, creation of reading ambience in the campus has turned the library a coveted place for the learners in search of academic excellence.

Teaching-learning and Evaluation

The college has implemented **Choice Based Credit System** in all the PG as well as UG programmes. In the UG programmes under science and humanities streams three subject combination system is followed but with a wide range of choices.

With its proactive approach to education that the institution has adopted digital mode since many years, use of ICT tools became handy during COVID 19 Pandemic period during which conduct of online/ virtual classes, delivery of content on e-modes were necessitated. The preparedness of the faculty for innovative and experimental approaches enabled the institution to implement NEP timely.

One of the reforms brought in the system of examination is extensive use of ICT which coincided with the grant of autonomy. Online examination is seen as a measure to lessen the burden on the use of paper (to the extent of

saving one Oak tree of 60 feet height per every exam) and a decisive step in the direction of Green Cover and Save Trees. Use of ICT has made it possible for the college to announce the results within 15 days from the date of completion of the examination, thus giving a distinctive edge to our students seeking employment or pursuing higher studies.

The college has witnessed successful implementation of **Mentorship Programme**. Teacher- mentors act as advisors and counselors for the academic and personal needs of the learners.

For designing special programmes for advanced as well as slow learners, the institution has devised ways of assessing the learning levels through performance in internal and semester-end exams, surveys and interactions. The institution has always maintained a healthy student-teacher ratio of 24.5:1

The college is fully equipped with ICT enabled tools for effective teaching and learning processes. 893 E lectures were recorded by the faculty and all the videos along with relevant study materials were shared among students for self learning. The individual lesson plans, departmental and institutional annual plans ensure academic orientation. Sharing of the lesson plans, question banks, other e-resources and COs through **EERPMS (Educational Enterprise for Resource Planning and Management System, in-house developed software)** and on the college website mark the distinctiveness.

Research, Innovations and Extension

The Institution envisions growth through research, innovation, consultation and collaborative studies and has developed appropriate policies in this regard. The departments are encouraged to organize national and international conferences. Two teachers have been awarded International fellowships for advanced studies from European Union and British Academy. During the assessment period the College received a total of Rs. 353 lakhs as research grants from various funding agencies. The PG Department of Biotechnology has been granted Rs. 162.5 lakhs for Biotechnology Skill Enhancement Programme (BISEP). PG Departments such as Chemistry, Bio Technology and Physics received 43 lakhs from DST under the programme FIST PG Level-0. The College received **Star College Status** by the DBT. While 8 departments have been recognized as research centers, a total of 14 faculties are recognized as research guides. 22 Research scholars are presently pursuing their PhD in various departments of college with the affiliation of the University. The faculties have published 121 research papers in UGC notified journals, 302 books and chapters in edited volume/books and research papers in National and International journals/ conference-proceedings during the last five years.

The **Soil Testing Centre, Radio Ninada** and **Tax Consultation Centre** function in the college. Total amount generated from consultancy and corporate training during the last five years is Rs. 132000/-

The College has a strong network with GO's & NGO's and service organizations. The College has two units of NSS, two units of NCC and one unit each of Rovers & Rangers, Youth Red Cross and Hobby Club. Apart from conducting regular training parades, trekking camps and social service activities, NCC units are involved in motivating cadets to join armed forces, and in participating in National level camps like Republic Day Camp, All India Nav-Sainik Camp, International events like Youth Exchange program. The Volunteers of NSS units organize Annual Special Camp, Adoption of School, Awareness Activities on themes like Water Conservation, No Food Wastage, Anti Drug Abuse, Civic Sense and Energy Efficiency, Blood Donation Camp, Planting the Saplings, COVID 19 awareness and Vaccination along with programmes notified by MHRD and Directorate of Collegiate Education such as **Digital India, Sadbhavana Fortnight, Unnath Bharath Abhiyaan**.

Infrastructure and Learning Resources

The college is spread over two separate campuses for UG and PG programmes. There are 67 classrooms out of which 50 are ICT enabled, 4 seminar halls out of which 2 are air-conditioned enabled with ICT facilities. Besides these, there are 25 laboratories, a language lab, a language booth, an audio-video editing unit, and a multi-facility centre. College has separate offices for HAMANA Research Centre, SDM Research Centre, HRD Cell, NSS and NCC units. In addition to the above, the college has an Indoor auditorium-IndraPrastha and an open air theatre-Vanaranga.

The central library has a built-in area of 11,860 sq. ft with all modern amenities. 483 computers connected with Wi-Fi/LAN are available in the campus. The College has an E-content development centre, 3 dedicated servers with a high-speed internet connectivity 250 mbps (Airtel). Radio Ninada (90.4 FM) and Multimedia Studio cater to the needs of training the students in electronic media production. A total of 893 recorded videos in arts, science, and commerce and language subjects have been uploaded to college official YouTube channel named SDM-E Resource for the use of students.

The college has developed and maintained a separate *exquisite* Arboretum and Herbal Garden for the study and conservation of medicinal plants. The college campus has separate space for Soil Testing Centre, Community Radio Station, and Tax Consulting Centre. Besides these, campus has a beautiful Cafeteria, Bank Branch and ATM, Post Office, Cooperative Store, Reprographic centre, and Sewage Treatment Plant.

College has a full-fledged cultural centre for training the students in the art of *Yakshagana*, theatre, dance & music. Under the banner of Kalavaibhava, students perform various cultural programmes in and around the state. College has a separate Yoga Training Centre.

College has well-established Sports complex comprising of various facilities for sports and games- 400 mtrs standard mud tracks, 2 Kabaddi courts, 1 Football field, 3 Volleyball courts, 1 Ball badminton court, 1 Throw ball court, 2 Tennis courts, 1 Tennis Wall court, 1 Hand ball court, 1 Net ball court, 1 Kho –Kho court, 1 Basketball court, and a Cricket Ground. College has a two-floor separate building for Multi-gym and weight-lifting facilities. College has a sophisticated Swimming pool facility to train students and outsiders.

Student Support and Progression

The institution has developed a student-friendly ecosystem relating to their academic, financial and emotional needs. Students are supported with scholarships, free-ships from the Government and non Government agencies. During the assessment period, 10197 students have availed Government and non government scholarships under 21 different schemes. Every year 150 students are benefited by the faculty supported **mid-day-meal scheme** and 100 sports talents are provided with scholarships, fee concessions, free boarding and lodging facilities. Programs on personality development, soft skill development, language and communication skills, yoga and meditation, physical fitness are regularly organized by HRD cell, language lab, yoga centre and multi gym centers.

Other Highlights:

- Statutory committees for the redressal of student grievances
- Student progression to higher education is as high as 13.44%
- Recruitment through campus placement is around 15%

- 194 awards in sports and cultural activities at the university/ state/national levels
- 218 events and competitions were organized
- 26 different committees and 11 different Fora in the college coordinated by the students under the guidance of the staff
- **Our Alumni Our Pride, Alumni Mentorship, Alumni as Faculty**
- Alumni meet on 1st of May of every year.

Governance, Leadership and Management

The institution strives to provide learner-centered quality education blended with values and ethics in a healthy academic atmosphere. The Governing Council, IQAC and the Core Committee collaboratively prepare the Strategic and Perspective plans based on the SWOC analysis and monitor their implementation through proactive statutory and functional committees. The relentless march of the institution towards achieving excellence is ensured through planning, review and action.

The institution has an effective and efficient administrative set up as per the norms of UGC, KSEC and the Parent University. It has adopted proper governance and administrative strategies as well as a well defined appointment and service rules, procedures and policies for a smooth functioning.

The institution has developed software system for e governance in planning & management, administration, finance, student support and evaluation.

Ample welfare measures for teaching & non teaching staff initiated by the Management alongside the various government schemes are the distinctiveness of the institution. Financial assistance to participate in various academic enrichment programs, recognition for professional achievements, extension of health care facilities, fee concession for the children of the employees studying in sister institutions, staff quarters at subsidized rates are some of staff welfare measures. A well defined financial management mechanism ensures transparency and accountability. The institution arranges for internal and external statutory audits on a regular basis for all financial dealings including funded projects and programs - and promptly undertakes necessary rectifications whenever needed.

The institution has a proactive IQAC which initiates many innovative practices and reviews teaching – learning processes at regular intervals. The IQAC has been continuously monitoring and designing effective policy strategies for the quality improvement in terms of Academic Planning and Execution, use of ICT in Education, adoption of e- Governance, Campus Audit, Performance Based Appraisal, participation in NIRF, Academic and Administrative Audit, Infrastructure Augmentation, Development of Learning Resources, Social Responsibility Initiatives, Recognition under UGC PARAMARSH and DBT-STAR schemes.

The effective functioning and quality initiatives of the IQAC have resulted in a vertical growth of the institution. 46 seminars/workshops/conferences on quality for staff have been organized under the leadership of IQAC.

Institutional Values and Best Practices

The college considers safety and security to all the students in the campus as its primary objective. It has given equal importance to offer the comfort of finding a student friendly learning atmosphere as much as providing succor to the distressed through such facilities as counseling and guidance. Through its various organizations and activities efforts are made to involve each and every student to provide an opportunity for the overall development of his/ her personality.

The NCC, NSS wings, R&R, of the college accommodates more than 33% female volunteers.

The College Magazine provides a platform to articulate their views and exhibit their writing skills.

72 programmes on issues related to culture, region, language, religion, constitution, environment, socio-economic and other diverse topics have been organized.

186 Commemorative days observed through book exhibitions and thematic programmes.

Conservation of energy through replacement of incandescent bulbs by CFL bulbs and **LEDs**.

Installation of Biogas unit as an alternative energy source.

Use of **recycled water** and sensors to save water to the extent of 2,88,00,000 liters

Launching of new schemes such as audits on water, waste and biodiversity

Plant diversity in the campus in the direction of green culture and carbon neutral campus.

Seed ball campaigns, plantation programmes and promotion of cloth bags are eco-friendly initiatives.

The social responsibility themes such as civic sense, anti-drug abuse, no food wastage, save-water campaigns.

The college has **solid waste segregation unit** and a **sewage treatment plant** with a Capacity of recycling **1,70,000** liters per day.

Implementation of E-waste management system.

Rainwater harvesting system for recharging water resources in the campus.

For the benefit of the differently-abled students providing facilities like lifts, wheel-chair, and scribes, & software.

Minimal-wood use in college buildings- saving to tune of 370 trees.

50 best practices enrich the quality of value based learning.

E-lecture series, digital literacy and student faculty are distinct

Neutral Carbon Campus has been hailed as unique and scientific- **32,600 kg of Co2** is getting sequestered within campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE(AUTONOMOUS), UJIRE
Address	Ujire Post, Belthangady Taluk, Dakshina Kannada Dist. Karnataka State PIN - 574 240
City	Ujire
State	Karnataka
Pin	574240
Website	www.sdmcujiire.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P N Udayachandra	08256-236101	9480158889	-	principal@sdmcuji re.in
IQAC / CIQA coordinator	K Shankarana rayana	08256-236221	9448815400	-	iqac@sdmcujiire.in

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

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

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority College.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	04-06-1966
Date of grant of 'Autonomy' to the College by UGC	27-01-2004

University to which the college is affiliated

State	University name	Document
Karnataka	Mangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-06-1966	View Document
12B of UGC	04-06-1966	View Document

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

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	17-09-2004
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Science and Technology, DBT(STAR COLLEGE Scheme)
Date of recognition	25-11-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ujire Post, Belthangady Taluk, Dakshina Kannada Dist. Karnataka State PIN - 574 240	Rural	47.1	40332.96

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	PUC	English	1	1
UG	BA,Economics	36	PUC	English	15	15
UG	BA,Economics	36	PUC	English	1	1
UG	BA,Economics	36	PUC	English	5	5
UG	BA,Economics	36	PUC	English	1	1
UG	BA,Economics	36	PUC	English	6	6
UG	BA,Economics	36	PUC	English	18	18
UG	BA,Economics	36	PUC	English	14	14
UG	BA,Economics	36	PUC	English	1	1
UG	BA,Economics	36	PUC	English	1	1
UG	BA,Economics	36	PUC	English	1	1
UG	BA,Psychology	36	PUC	English	1	1
UG	BA,Psychology	36	PUC	English	12	12
UG	BSc,Psychology	36	PUC	English	8	8
UG	BA,Psychology	36	PUC	English	2	2
UG	BSc,Psychology	36	PUC	English	16	16

UG	BA,Psychology	36	PUC	English	6	6
UG	BA,Psychology	36	PUC	English	4	4
UG	BA,Psychology	36	PUC	English	3	3
UG	BA,Kannada	36	PUC	English	1	1
UG	BA,Kannada	36	PUC	English	5	5
UG	BA,Kannada	36	PUC	English	5	5
UG	BA,Kannada	36	PUC	English	1	1
UG	BA,Kannada	36	PUC	English	2	2
UG	BA,Kannada	36	PUC	English	1	1
UG	BA,Kannada	36	PUC	English	9	9
UG	BA,Kannada	36	PUC	English	2	2
UG	BA,Political Science	36	PUC	English	15	15
UG	BA,Political Science	36	PUC	English	2	2
UG	BA,Political Science	36	PUC	English	3	3
UG	BA,Political Science	36	PUC	English	3	3
UG	BA,Political Science	36	PUC	English	3	3
UG	BA,Political Science	36	PUC	English	1	1
UG	BA,History	36	PUC	English	4	4
UG	BA,History	36	PUC	English	14	14
UG	BA,History	36	PUC	English	5	5
UG	BA,History	36	PUC	English	8	8
UG	BA,History	36	PUC	English	1	1
UG	BA,History	36	PUC	English	17	17

UG	BA,English	36	PUC	English	6	6
UG	BA,English	36	PUC	English	3	3
UG	BA,English	36	PUC	English	4	4
UG	BA,English	36	PUC	English	2	2
UG	BA,English	36	PUC	English	3	3
UG	BA,English	36	PUC	English	7	7
UG	BA,English	36	PUC	English	1	1
UG	BA,Journalism	36	PUC	English	6	6
UG	BA,Journalism	36	PUC	English	1	1
UG	BA,Journalism	36	PUC	English	13	13
UG	BA,Journalism	36	PUC	English	4	4
UG	BA,Journalism	36	PUC	English	5	5
UG	BA,Journalism	36	PUC	English	2	2
UG	BA,Journalism	36	PUC	English	4	4
UG	BSc,Biotechnology	36	PUC	English	23	23
UG	BSc,Chemistry	36	PUC	English	24	24
UG	BSc,Chemistry	36	PUC	English	54	54
UG	BSc,Botany	36	PUC	English	8	8
UG	BSc,Botany	36	PUC	English	29	29
UG	BSc,Mathematics	36	PUC	English	20	20
UG	BSc,Mathematics	36	PUC	English	24	24
UG	BSc,Mathematics	36	PUC	English	26	26

	atics					
UG	BSc,Physics	36	PUC	English	20	20
UG	BSc,Physics	36	PUC	English	19	19
UG	BSc,Physics	36	PUC	English	69	69
UG	BSc,Physics	36	PUC	English	13	13
UG	BSc,Physics	36	PUC	English	17	17
UG	BSc,Statistics	36	PUC	English	12	12
UG	BSc,Statistics	36	PUC	English	9	9
UG	BSc,Statistics	36	PUC	English	28	28
UG	BCom,Commerce	36	PUC	English	90	90
UG	BCom,Commerce	36	PUC	English	178	178
UG	BCom,Commerce	36	PUC	English	346	346
UG	BCom,Commerce	36	PUC	English	80	80
UG	BA,Home Science	36	PUC	English	1	1
UG	BA,Home Science	36	PUC	English	1	1
UG	BA,Sanskrit	36	PUC	English	3	3
UG	BA,Ncc	36	PUC	English	6	6
UG	BA,Ncc	36	PUC	English	1	1
UG	BBA,Business Administration	36	PUC	English	80	78
UG	BBA,Business Administration	36	PUC	English	85	81
UG	BVoc,Software And App	36	PUC	English	50	48

	Development					
UG	BVoc,Digital Media And Film Making	36	PUC	English	50	11
UG	BVoc,Retail And Supply Chain Management	36	PUC	English	50	45
UG	BCA,Computer Science	36	PUC	English	90	89
UG	BCA,Computer Science	36	PUC	English	90	89
PG	MSc,Department Of Pg Studies In Psychology	24	BA OR BSC PSYCHOLOGY	English	40	40
PG	MSW,Department Of Pg Studies In Social Work	24	ANY DEGREE	English	60	57
PG	MSc,Department Of Pg Studies In Biotechnology	24	BSC BIOTECHNOLOGY	English	30	30
PG	MSc,Department Of Pg Studies In Chemistry	24	BSC CHEMISTRY	English	45	45
PG	MSc,Department Of Pg Studies In Chemistry	24	BSC CHEMISTRY	English	30	30
PG	MCom,Department Of Pg Studies In Commerce	24	BCOM	English	30	16
PG	MCom,Department Of Pg Studies In Commerce	24	BCOM	English	40	30

PG	MA,Department Of Pg Studies In Journalism	24	ANY DEGREE	English	30	18
PG	MSc,Department Of Pg Studies In Physics	24	BSC PHYSICS	English	40	22
PG	MA,Department Of Pg Studies In Economics	24	BA ECONO MICS	English	30	11
PG	MA,Department Of Pg Studies In English	24	BA ENGLISH	English	30	11
PG	MSc,Department Of Pg Studies In Statistics	24	BSC STATISTIC S	English	30	19
Doctoral (Ph.D)	PhD or DPhil,Department Of Pg Studies In Chemistry	48	MSC CHEMISTR Y	English	8	3
Doctoral (Ph.D)	PhD or DPhil,Department Of Pg Studies In Chemistry	48	MSC CHEMISTR Y	English	4	2
Doctoral (Ph.D)	PhD or DPhil,Department Of Pg Studies In Commerce	48	MCOM	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Department Of Pg Studies In Commerce	48	MCOM	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Department	48	MA JOURN ALISM	English	4	0

	Of Pg Studies In Journalism					
Doctoral (Ph.D)	PhD or DPhil, Department Of Pg Studies In Physics	48	MSC PHYSICS	English	2	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Pg Studies In Economics	48	MA ECONO MICS	English	2	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Pg Studies In English	48	MA ENGLISH	English	4	2
Doctoral (Ph.D)	PhD or DPhil, Department Of Pg Studies In Statistics	48	MSC STATISTIC S	English	4	0

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	2				15				122			
Recruited	1	1	0	2	13	2	0	15	66	56	0	122
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				93
Recruited	57	36	0	93
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	9	1	0	37	18	0	67
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	4	1	0	29	33	0	67
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1176	22	0	2	1200
	Female	1480	53	0	5	1538
	Others	0	0	0	0	0
PG	Male	130	27	0	0	157
	Female	393	113	0	0	506
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	72	57	58	43
	Female	61	66	65	56
	Others	0	0	0	0
ST	Male	26	24	30	33
	Female	52	46	45	58
	Others	0	0	0	0
OBC	Male	966	895	856	830
	Female	1495	1458	1488	1425
	Others	0	2	0	0
General	Male	231	211	193	178
	Female	432	383	366	326
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3335	3142	3101	2949

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Department Of Pg Studies In Biotechnology	View Document

Department Of Pg Studies In Chemistry	View Document
Department Of Pg Studies In Commerce	View Document
Department Of Pg Studies In Economics	View Document
Department Of Pg Studies In English	View Document
Department Of Pg Studies In Journalism	View Document
Department Of Pg Studies In Physics	View Document
Department Of Pg Studies In Psychology	View Document
Department Of Pg Studies In Social Work	View Document
Department Of Pg Studies In Statistics	View Document
Digital Media And Film Making	View Document
Economics	View Document
English	View Document
History	View Document
Home Science	View Document
Journalism	View Document
Kannada	View Document
Mathematics	View Document
Ncc	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Retail And Supply Chain Management	View Document
Sanskrit	View Document
Software And App Development	View Document
Statistics	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution has implemented NEP from 2021-22. Earlier to the implementation the faculty, the management and all other stakeholders deliberated on
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	<p>the NEP vision and modalities at conferences, seminars, and meetings organized in the college. In fact, the vision of the NEP and all the proposed schemes and inclusion of skill components in the curriculum are reflected in all the programmes offered by the college and therefore implementation of NEP has been smooth. The courses offered are multidisciplinary in nature. In the first four semesters students are given the freedom to choose open electives course from the pool of courses. Sports and Games, NSS, & R&R, Periodic community-oriented programmes, integrated internship and projects ensure higher level of preparedness among learners. Yoga & Wellness are included as mandatory courses in the curriculum. Research projects, Dissertations and PhD programmes are aligned in the curriculum Good Practice Technology enabled application for choosing core papers & Open Electives as a green initiative & faster data collection.</p>
2. Academic bank of credits (ABC):	<p>Institution has registered in 'NAD Digi locker' which is first initiative step for the ABC. The Programme credits and curriculum are aligned with state curriculum & credit which ensures hassle free credit transfer to the ABC Institution is utilizing the software (UUCMS). Faculties are engaged as course coordinators and teaching assistants in SWYAM MOOC for UG & PG level program. Students are encouraged to register in maximum number Teachers are given orientation about NEP – 2020, Online dissemination of study materials and continuous evaluation methodologies. Good Practice Adhere to the UUCMS regulation Utilization of NAD Digi locker</p>
3. Skill development:	<p>Skill components are aligned with NSQF Presentation of value thoughts and current affairs in the 1st and 2nd hour in everyday ensures the presentation skills, competency development and professional ethics Good Practice: Compulsory internship. More emphasis is given to design the employability skill enhancement curriculum</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Students are given freedom to study any two languages of their choice In open Elective, languages are offered to enhance the ability of understanding in the regional languages Indian languages such as Hindi, Sanskrit, Kannada are offered as Optional and Elective courses Students are encouraged to</p>

	<p>participate in cultural activities to nurture their cultural & traditional knowledge such as Yakshagana, Mohiniattam and Bharatanatyam Kalavaibhava is special platform for the students creative expression Good Practice: Bilingual based communication A separate fullfledged Cultural Centre with an Open air theatre 'Vanaranga' Ten acre arboretum to maintain traditional medicinal plants</p>
5. Focus on Outcome based education (OBE):	<p>Research projects to the students at UG as well as PG level to address the local issues Encouraging students to participate in knowledge sharing events at state & national level Good Practice: Student Research Projects Student Faculty Programme Provided lab & infrastructural facilities to execute the research projects Paper presentation & publication</p>
6. Distance education/online education:	<p>Students are encouraged to register and take Online courses E content and E lectures are recorded Developed of an inventory of E resources Good practice: E-Content creation. Wifi enabled campus/class rooms</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
53	62	55	55	55
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 23

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3401	3335	3142	3101	2949
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1162	1168	1023	1129	968
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3431	3167	3045	2908	2796
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
68	150	135	156	115

3 Teachers**3.1**

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1022	901	670	661	669
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
135	138	131	130	125
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
139	142	135	134	129
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1407	1534	1426	1409	1317
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
774	784	701	695	684
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 67****4.4****Total number of computers in the campus for academic purpose****Response: 296**

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

2020-21	2019-20	2018-19	2017-18	2016-17
212.61	337.71	279.77	239.91	238.94

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The institution has been constantly revisiting and updating the curriculum with a view to fulfill the declared objectives related to national and regional development as also to meet the compulsions arising out of liberalization & globalization and by taking appropriate initiatives to synchronize the student potential and local needs with competent learning.

While the emphasis has been on skill development and employability of the students, the focus has also been on sensitizing them to various issues ranging from historical and cultural reorientation (through the study of such subjects as Indology, Cultural Studies), study of diverse languages and ethnicities (through Value-Added courses on ancient Indian languages, production of documentaries etc), study of cultivation patterns, ecological shifts, traditional medicinal knowledge, conventional food and nutrition habits (through Environmental Studies, field survey and action research), experiential and active learning (through internships, study visits and student projects) to such concepts as Social Justice, Equity, Harmony, Art of Happy Living, Ethical and Spiritual Values as also integrating the latest modes such as use of ICT, self-learning and participatory learning into the system. These Teaching, Learning and Evaluation exercises are carried out as part of our commitment to Pursuit of Excellence.

Sufficient care has been taken in designing all the academic Programmes and Courses keeping in view the specified Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Constant efforts are made to ensure that the learning curve always moves vertically. Further, 360 degree assessment and evaluation is undertaken to check the attainment of the outcomes.

The institution offers 56 Programmes in all catering to wide ranging contemporary needs such as-

- Acquiring domain knowledge through academic programmes in science, humanities, commerce, management, literature, social work, computer science and mass media.
- Developing skills through Vocational Programmes such as Digital media & Film making, Software & App development, Retail & Supply Chain Management and short term courses in Entrepreneurial Skill, Retail Management, Practical Banking & Adobe Photoshop, Rural Entrepreneurship & Self Employment, Rural Development, Business and Industrial laws, Intellectual Property Rights, Computerized Accounting and Business, Soft-skills and Use of ICT.
- Inculcating social values and concerns by incorporating into the Programmes such subjects as Constitution of India, Women and Human Rights, Environmental Studies, Rural Health, Yoga & Fitness.

- Expanding the learning space by offering Value-added courses in Gardening, Nursery & Floriculture, Prakrit Language, Tulu language & literature. Yakshagana, Dramatics and other Performing Arts.
- Organizing outreach programmes such as visits to social service organizations and government schools, and awareness on health & hygiene, literacy, AIDS, Pandemic diseases, drug abuse, alcoholism and environment conservation.
- Initiating Beyond curriculum moves such as Green Soldiers, Green Energy, Sewage Treatment Plant, No-plastic-use, Water Recycling, Save Water, No-Food-Wastage, Conservation of rare species of plants and maintenance of Arboretum in the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 88.89

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 63

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 56

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 91.58

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
997	845	613	598	566

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 45.35

1.2.1.1 How many new courses are introduced within the last five years

Response: 517

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1140

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 53	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The emblem of the institution is inscribed with the motto “Samyak Darshan Jnana Charithryani”, proclaiming the celebrated values- ‘Right Perspective, Right Knowledge and Right Character’. The institution has progressed and prospered due to the strict adherence of the cherished values and aspirations of the founders.

The vision of the college being ‘Empowerment through Competency Building with Ethical Foundation’, the professional and personal code of conduct have always centered on strict moral values coupled with acquisition of competencies for both the teacher and the taught. A system of multi-layered evaluation and assessment is practiced to make sure that the institution is abreast with the contemporary developments and modern technology to carry out one’s functions responsibly and competently.

Steps undertaken to promote Professional and Personal Ethics:

- 83 courses on Professional and Personal ethics (like IPR/patent laws for original research products) incorporated into the Programmes
- Workshops on capacity building for the staff
- Topics such as Human Rights, Environment Ethics, Plagiarism, Media Management and Professional Ethics are included
- Display of posters and articles on the cherished ethical values and institutional practices in prominent places
- Activities like student presentations on values, guest lectures, student- lecture series on Azadi Ka Amruth Mahotsav

Factors promoting Gender Equity:

- 59 courses on themes like Gender issues, Women empowerment, Gender-specific welfare measures and laws, Right to equality, Professional challenges and Corporate Social Responsibility
- Women Grievance Cell, Grievance Redressal Cell and 'Swacch-Gelathi' Forum for gender sensitization
- Workshops and talks on self protection, health and hygiene & human/women rights and effective mentorship

Human Values as guiding principles:

5 core values guiding the institution reflect the importance given to the human person:

- Not to take success for granted and not to be complacent
- Not to rest on the past laurels
- Not to slow down or give up
- To add values to the work and try to be creative
- To keep the learning curve moving vertically

Besides these, the following initiatives are also taken-

- 100 courses in the approved curricula deal with universal human values
- Orientations on human values, social responsibility, women and child rights, etiquettes and ethical behavior to maintain a strict level of discipline and decorum
- Code of conduct with roles and responsibilities incumbent upon each employee for smooth functioning of the daily activities

Measures taken by the institution relating to Environment and Sustainability:

- 121 courses in the approved curricula specifically dealing with environmental issues, medicinal plants, gardening & horticulture constituting nearly 20 percent of syllabus
- Inclusion of Environment Science in the curricula highlighting issues of biodiversity, solid waste management techniques for pollution management introduced as a mandatory course

- Sustainable environment education in the campus through rainwater harvesting, water conservation, energy conservation
- Campaigns on no-food-wastage, scientific management of organic and non bio-degradable wastes, waste water treatment (STP), etc
- Activities such as tree planting, 'green soldiers' scheme, plastic-free zone, carbon foot print testing and observance of days of national importance on environment

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

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 82

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	04	34	38

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 55.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
1094	1214	1645	1464	3231

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 86.09

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 2928

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
URL for stakeholder feedback report	View Document
Link for Additional Information	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: 86.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
1346	1301	1279	1212	1145

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1550	1570	1404	1390	1370

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for 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: 74.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
572	586	523	536	507

File Description	Document
Institutional data in prescribed format	View Document
Link for 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:

Admission of the students is done on the basis of their choice and availability of seats based on merit and reservation policy. Entry level orientation/induction programme is conducted by the committee constituted under the guidance of principal. After the commencement of classes the faculty of the institution conduct bridge courses. Subsequently they undertake sustained efforts subject wise/paper wise to monitor the progress periodically with a view to identify slow learners needing special attention and support to raise their academic performance, as also to offer activities and guidance to the advanced learners with higher potential.

To help the development of the students, each department conducts a Diagnostic Survey in each paper with a view to empower and enable them academically to reach a level required for the programmes that they are admitted to. After identifying the students with a deficit in their knowledge base and exam performance base, teachers handling these groups are expected to create separate modules on concept clarification, correction, reinforcement, exercise and assignments depending upon the intellectual abilities of such students. This has also helped the teachers in finding a level playing ground in all classes during their classroom transactions.

Based on the scores/grades obtained in the First Internal tests, the learners are identified and grouped as slow learners (scoring below 45%) to form groups for remedial courses in which students are offered additional help and guidance to understand concepts and contents related to their programmes/ subjects over a few weeks. Separate register is maintained to record their attendance and progress on a regular basis. Subsequently a diagnostic survey is undertaken to compare the performance levels between First Internal Test and Second Internal test. Further the comparison of the performance between II internal test and semester end examination of the Paper is undertaken with a view to form groups for remedial courses. This survey is undertaken to check the improvement of such learners from the First and Second Internal performance as well as Second internal and Semester- end exam through scores obtained in .Two diagnostic surveys are being conducted in each semester.

The following supportive measures are initiated for the slow learners:

- Interaction with the students to understand reasons for low performance
- Additional classes on the difficult topics
- Counseling and discussion in small groups by the mentors and teachers concerned
- Arranging discussions among the peer group consisting of both high and low achievers to motivate slow learners
- Discussing performance of the wards with the parents

- Discussing on the basis of question banks and solving previous exams question papers students are identified as advanced learners through Diagnostic survey (scoring above 85%)

The following encouragement measures are initiated for the advanced learners:

- Seminar, assignments and group discussions on advanced topics
- Guidance for competitive/entrance exams through academic counseling
- Encouragement to participate in conferences, symposia, and webinars
- Guidance to prepare research papers for presentation and publication
- Motivation to enroll themselves for Massive Open Online Courses
- Conduct of quiz by the advanced learners
- Discussion on TED Talks pertaining to the subject
- Participation in Student Lecture Series
- Selection as Student Faculty
- Golden Card facility and special privileges in the library
- Link with Alumni mentors

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 25.19

File Description	Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

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

Response:

The institution has adopted several measures to promote the concept of active learning by converting the conventional classrooms into a liberated/democratic/discussion rooms, providing more space for the learners, transforming classroom lectures into resource centers, thus bringing about a paradigm shift from teacher-centric instruction to student-centric learning.

Experiential Learning:

The philosophy of ‘learning by doing’ - ‘seeing is believing’ is best exemplified in sessions and exercises

involving hands-on experience which has become the mantra of active learning. Many initiatives have been introduced to offer platforms to the learners to gain knowledge and skill through experiential learning. Effective implementation of the following inside and outside the classroom has been ardently carried out:

- Learning experience in laboratory.
- Student Faculty- an opportunity to advanced learners to teach subject.
- Internship programmes during vacation time.
- Field visits and surveys by the group of students.
- Study visits to monuments, places of worship and heritage centre to experience the historical back ground& importance.
- Documentation of flora & fauna and creation of registry
- Student research projects.- It is an institutionalized practice that All the students of the college(Group wise) engaged in research project and submit the SRP to the Dept.
- Experiencing about Conservation and preservation of heritage
- Study of plant species and cultivation patterns
- Scientific study of conventional practices associated with local crops and farming
- Short plays/ role plays,
- community oriented programmes
- Training in photography, video and editing
- Model making & exhibitions
- Visit to industries, workshops, trade centers and cottage industries
- Book / film reviews
- Poster presentation and wall magazines
- Presentation by students using ICT

Participative learning.

The need of the hour is to convert passive learning into participatory learning and this is achieved by motivating the learners to involve actively in the learning process.

Activities undertaken to promote this are:

- Quizzes
- Presentations by students
- Group Discussions
- Seminars
- Debates
- Brainstorming
- Alumni interactions
- Map study,
- Assignments
- Open class Room
- Mock interviews and simulation
- Preparation of News & News reading & anchoring in community radio / Studio
- Talent Corner- A platform provided to students to exhibit talents regularly.
- Recitation of Sanskrit Shlokas & Kannada Old Poetry.

Problem Solving Methodologies:

As problem solving approach encourages the learners in defining a problem, determining the cause, identifying, prioritizing, selecting and implementing from a set of alternatives, the faculty present matters as ‘challenges’ to meet and problems to solve rather than merely passing ‘information’. This is being done with the view that problems solving skills are inculcated in the students- thus orienting them in approaching every situation from a practical point of view along with critical thinking and innovativeness.

Some of the mechanism used to test problem solving skills are :

- Case Studies
- Brainstorming to generate ideas
- Software programming
- Crossword Puzzle
- Mind mapping, Data mining, and Logic approximation.
- Mind skill exercises
- Coding and Decoding
- Lab Practical
- Derivations and probabilities

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**Response:**

The enrichment of teaching and learning has been achieved with full scale use of ICT, various teaching tools, internet sources, social media, audio and video materials, digital learning resources and modules available from other sources’. A vigorous and concerted effort has been made by the institution to shift from ‘chalk and talk’ and lecture forms to IT integrated learning environment so as to offer an interactive and a more wide learning space for the learner across all the programmes.

Highlights:

- Wi-Fi Enabled Campus
- Use of ICT tools by all faculty
- 90% of the class rooms have LCD projectors .
- All departments are equipped with Laptops and PCs
- Technologically equipped seminar and conference rooms.
- Smart Board in seminar hall
- Google Meet and Google Classroom for online teaching.
- Availability of E book readers and tabs in library
- Pen drive facility for needy students

- Multipurpose, multi-disciplinary Computer labs for practical
- ‘Text to speech’ software for visually challenged students (Natural Reader software)
- Use of audio books, and more than 2000 recorded E-Lectures
- Digital Library facility- INFLIBNET, E books NPTEL, TED, e-PG Pathshala,
- Lecture Capturing facility
- Virtual Guest lectures, interactions, seminars/workshops and contests
- LATEX with animations and simulations.
- Flipped classrooms
- Use of digital slates.
- Lesson Plans in EERPMS (Educational Enterprises Resource Planning & Management System)
- Soft Lab Manuals get before experiment.
- Google Forms to create online quizzes
- E Question bank for generation of question papers
- Social Media- Podcasts, Ted Talks, YouTube Content
- Simulation experiments in Science Labs.
- Links to show live videos
- Video conferencing for teaching
- Coursera, (SDM Add-on’ offers -20,000 free Coursera Programmes)
- Educational Enterprises Resource Planning and Management System (EERPMS- Software developed by the institution)
- Google Classroom with provisions for study materials, links, and learning videos, attendance, management, examinations etc.
- Language Learning Booth and Language Lab (with a seating capacity of 40)

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 27:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 128

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Annual Calendar- IQAC, Calendar committee

The institution has been for long following a tradition of preparing the annual calendar before the commencement of the academic year on the basis of the inputs received from the Department of Collegiate Education and the affiliating University. Academic Planning and Calendar committee is entrusted with the task of drawing up the annual calendar for the academic year accommodating for the two semesters that fall in this duration. The draft prepared is presented before the IQAC meeting for approval which specifies the dates of commencement and closure of the term/semester, internal tests, semester-end exams (theory and practical), evaluation and announcement of results.

A printed handbook is prepared for distribution to students carrying the above details along with information on admission procedure, programmes/courses/subjects offered, mode of assessment, payment of fees, staff profile, examination procedures, code of conduct, hostel rules and regulations, campus avenues, list of holidays, students and mentors diary etc. The final calendar is uploaded in EERPMS & College Website to make it accessible in the public domain

Curricular Planning by the Departments

Based on the institutional calendar, each department prepares a detailed academic calendar for the delivery of the contents of the syllabus and teaching- learning exercises pertaining to the respective semester. The same is recorded in the work diary of every individual staff as well as department calendar

Unitization of the syllabus

Every faculty is required to unitize the syllabus for the semester/term so as to help/her to plan for classroom teaching, practical, internships, visits, projects, presentations and assessment & evaluation keeping in view of the number of hours available for the courses. Monthly meetings are held to review the coverage of the syllabus / activities listed for the duration. Corrective measures are taken to complete the tasks within specified period.

Lesson Plan:

It is mandatory for every faculty member to prepare a lesson plan pertaining to every unit on the following format:

- Topics
- Details of the topic
- Teaching Methodology
- Skill/Learning Outcome
- Real Life Examples
- Resources/E-Books /MOOC

Further following steps are also taken :

- Faculty enter the lesson plans in their respective work diary
- This is uploaded in EERPMS and is shared in students' space
- The topics to be covered over the next 15 days are displayed on the notice board
- Completion of syllabus based on lesson plan is recorded in work diary and same is attested by the HoD
- Classes scheduled and the classes held are reviewed in the monthly HOD meeting

File Description	Document
Upload Academic Calendar and Teaching plans for five years	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: 97.05

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Link for Additional Information	View Document

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

Response: 39.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	63	52	47	35

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Link for Additional Information	View Document

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

Response: 10.58

2.4.3.1 Total experience of full-time teachers

Response: 1427.93

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 17.75

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28.75	14.5	14.5	14.5	16.5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.61

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	51	56	66	46

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The Examination Management System has been overhauled and made transparent in terms of self governed procedures and processes. The IT integration in the assessment and evaluation process has given an upper edge to monitor the conduct of examinations and declare results in time. Integrating Continuous Internal Assessments with semester-end exams has made students' assessment more comprehensive.

Information Technology integration and other positive reforms have converted traditional mode of exam into a robust and effective evaluation system. The Examination Section of the college plans end-to-end monitoring of such exercises as preparation and display of the time table, generation of question papers, appointment of the custodians/ chief examiners, duty allotment to faculty, central evaluation, compilation of marks, announcement of results and uploading these details in the sdmdigilock for easy accessibility.

Examination Procedures:

- The exam committee shall conduct two class tests of one hour duration in each semester for continuous internal assessment (CIA). Among these tests, one is a written test and another is an online test.
- On the basis of marks obtained in these two tests, IA marks shall be calculated.
- The student who has remained absent for the test shall write the re-exam at the end of regular classes before the semester end exams.
- After the two tests the students shall get their marks cards.
- The student who has failed in any subject or who has attendance shortage shall bring his/her parents for interaction with the mentor. Such students, as per the existing regulations, shall give a declaration signed by both the students and parents. The mentor shall take the signature of the parent in cumulative record books.
- Students shall pay the stipulated semester end examination fees in the office before the due date.
- All practical examinations shall be held before the theory examinations.
- The Department Heads/examiners shall submit the practical answer scripts and marks list duly sealed and signed to the Registrar's office as soon as the exam is over.
- Any grievances related to time table and evaluation shall be brought to the notice of Registrar. As per the provisions made and the exam section shall undertake proper measures if required.
- Selection on internal and external papers shall be done by the Principal.
- The Principal and Registrar shall randomly select the question paper. Semester end Examination shall be of three hours duration (Forenoon = 9.30am to 12.30pm and Afternoon = 2.00pm to 5.00pm), unless necessitated by some other contingencies.
- Flying squad and CCTV provisions shall be deployed during the exam to prevent malpractices.
- Central valuation shall commence normally on the next day of the first examination under the custodianship of the faculty appointed by the Principal.
- The Principal shall appoint a Chief Superintendent and an Office Superintendent for conducting semester end examination.
- In normal circumstances, results shall be announced 15 days after the last day of exam. The issue of original marks cards shall normally begin 15 days after declaring the result.
- Final semester markscardshallbeissuedtothosestudentswhohavecompleted the semester end exam.
- Marks Cards and Provisional Marks Cards shall be provided in a file to all students.

- Enquiry of malpractice cases shall be separately held. Such candidates are informed to bring their parents and in front of their parents, the decision of the enquiry shall be announced.
- For Foundation courses, online examination shall be held at the semester end.
- Semester examination results shall be made available on the student's space in the website within a week from declaration of result.

IT INTEGRATION:

IT integration modernized and resulted in an extensive improvement in entire examination process. It speeded up the functioning mechanism, increased efficiency, and made the examination process more reliable. It made the process more transparent and enhanced accuracy.

- It has provided an effective method of tracking the performance by students and their parents
- It has reduced the cost of conducting exams
- Online entry of student details, attendance and marks reduce the errors and saves the time
- Generating the question papers from question bank and soft copies from external members save a lot of stationeries and physical movements

IT integration in Examination Procedure:

- Uploading Student Details - Roll Number, Name, Combination, and Language into EERPMS
- Question papers in soft copies
- Access to Internal examination marks in Students' space
- Uploading Question Bank (Objective) into EERPMS
- Online examination (II Internal)
- Students have access to scores obtained immediate after the online exams
- Generation of Statement of marks of online examination
- Uploading Question Bank (Subjective) into EERPMS
- Display of Semester-end Examination Time table in college website
- Generation of question paper from question bank
- Uploading marks into EERPMS

- Display of Semester – end examination Result Sheet in College website
- Access to Semester – end examination marks in Students’ space
- Communicating students’ performance to parents through SMS
- Display of revaluation notice in college website.
- Digi-locker – Uploading Marks cards and other documents
- Digi-locker – Uploading Marks cards and other documents
- Continuous Internal Assessment
- Semester end exam fee payment
- Examination application form
- Exam time table
- Seating arrangement
- Online quiz
- Issue of hall ticket
- Declaration of results or automated.

REFORMS IN EXAMINATION PROCEDURE:

- Central Valuation System
- Question Papers in Soft copies
- Uploading Question Bank (Subjective) into EERPMS
- Question Bank (Objective)
- Generation of question paper
- Online examination
- Exam Evaluation
- Digi-locker – Uploading Marks cards and other documents
- Flying Squads

- Special Examination

CONTINUOUS INTERNAL ASSESSMENT

Continuous assessments are conducted in each course of Post-Graduation programme by every individual departmental faculty. Through this, teachers can identify the slow learners and advance learners. They can find the way to change and improve the performance of the students.

The structure of Continuous Internal Assessment varies from one department to another and made in the form of internal theory examinations, seminar presentation and participation, assignments, initiatives and class participation, article publication, gazette preparation, translation, newspaper production, quiz, practical elements, library usage and class/lab attendance. These continuous assessments will help the students to know their strengths & weaknesses and to improve their performance in weaker areas. It also helps the faculty to monitor the progress of each student on regular basis.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

With an earnest effort to keep every Programme offered in the institution both up to date and relevant, meetings and workshops have regularly been conducted involving the stakeholders. Inspired by the ideas drawn from Blooms' Taxonomy constant vigil has been kept on objectives of Programmes & courses and the programme outcomes leading to several academic and administrative initiatives.

The institution has adopted a policy of revising the syllabus every year. As a result, each department undertakes the exercise of identifying teaching objectives and learning outcomes in respect of each course. Further, every course is divided into separate units each of which is supposed to have clearly stated objectives, teaching and learning activities, skill components and learning outcomes. A broad consensus has been reached to maintain skill component in every course offered broadly at the level of 40%. It is mandatory for every Department to state these very clearly in the syllabi.

In determining the course contents and designing the syllabus, feedback is collected from 4 important stakeholders- students, teachers, alumni and employers. Inputs thus received are analyzed and discussed in the IQAC, Core Committee and BoS meetings before adopting and stating POs, PSOs, COs.

The institution has recognized that a graduate passing out this institution should have some of the common attributes across all the programmes to fulfill his/her duties and responsibilities as an educated person.

The Programmes outcomes are stated below :

PO1. Critical Thinking

PO2. Effective Communication

PO3. Social Interaction

PO4. Effective Citizenship

PO5. Ethical Behavior

PO6. Environment and Sustainability

PO7. Self-directed and Life-long Learning

PO8. Problem Solving

PO9. Project management and finance

PO10. Individual and Team work

PO11. Conducting investigations into complex problems

PO12. Design/Development of solutions

The POs, PSOs, and COs stated in the syllabus are communicated to the students through EERPMS, website and other means.

These outcomes are conveyed to the parents and their wards at the time of admission.

Faculty members are involved in sharing the desired learning outcomes during the orientation programmes.

The allocation of courses to individual teachers is done at Departmental level.

The teachers prepare lesson plans and design instructional strategies and class room activities keeping in view the desired COs.

Subsequently the faculty carries out the activities to ensure that the learners have attained the expected levels of knowledge and skills through the conduct of internal tests, seminars, projects, field works/ visits, quizzes, internships etc.

Faculty members are expected to conform to the following pattern while drawing a lesson plan:

Lesson Plan - Department of

Name of the staff: XYX	Subject: , Course Title:
Date: 24-10-21(not mandatory)	Topic:
.....Hours	
Learning objectives/outcomes	
Previous knowledge to be reviewed	
Teaching content	
Teaching materials	
Real life example	
Review (achievement of outcome)	
Activity	
References	

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document

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

Response:

To assess the attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes the college adopts both direct and indirect methods. With the support and guidance from the IQAC, the college has developed specific mechanisms through collection and analysis of such data.

Primary pointers:

- The Continuous Internal Assessment & End-Semester Examination, online exams, on-line quiz, and library work as prime tools to assess the self directed and lifelong learning & problem solving
- Internships in PG programmes and a few UG programmes to evaluate knowledge & competence, individual & team work
- Events like workshops/seminars/fests offering experiential learning to evaluate students' communication skills, organizational and leadership skills,.
- Paper presentation and publications/ dissertations to evaluate investigation and research skills.
- Community Development Programme, project based assignments, , field visits extension activity to assess sensitivity to environment and sustainability and effective citizenship, social interactions, project management and finance.

Complementary pointers:

The institution has observed that there are multiple pointers to the good will it enjoys in the community at large ranging from rush for admissions to keenness to recruit the graduates of the college by the potential employers.

Some of the indicators are being listed below:

- Success rate in examinations and its credibility in the public domain- to assess self directed and Lifelong learning
- Public opinion and Brand value among the parents and corporate world- to assess ethics, effective citizenship
- Number of Placements in campus recruitments and off campus selection- to assess effective communication, individual & team work and domain knowledge & skill sets
- Number of applicants seeking admission to under graduate and post graduate programmes- social interaction and ethics
- Analysis of the Feedback received to assess overall rating
- Progression to higher studies, success in competitive examinations – to assess critical thinking, problem solving
- List of Rank holders and award of scholarships- conducting investigation of complex problems, project management
- Overall academic performance of the students (IEAS).
- A statistical indicator, T test statistic value
- Correlation Analysis of Internal Assessment and External Assessment marks.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)**Response:** 90.19**2.6.3.1 Total number of final year students who passed the examination conducted by Institution.**

Response: 1048

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1162

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.76

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The college has always recognized that Higher Education Institutions have to cater to research apart from its conventional role of teaching and learning. Besides persuading the faculty to undertake research such as FIP/FDP and Major / Minor Projects on individual basis, the institution made earnest efforts to get recognized as research center. This succeeded in creating an ambience conducive to research decades ago resulting in receiving affiliation and recognition as a research center of which the four listed below have functioned with distinction:

1. Dr Ha Ma Na Research Center set up by the college is affiliated to Kannada University, Hampi, (since 2006) which offers Ph.D. programmes in Kannada, History and Development Studies. An exclusive wing is created for this research center in the Library. A biannual and bilingual research journal SHODHA is brought by this center which figures in UGC CARE list
2. The college was recognized as Research Center by Tumkur University in 2012 which offered research programmes in Chemistry, Physics, Commerce, Economics and Sanskrit till 2021
3. Center for Interdisciplinary Research in Humanities and Social Sciences (CIRHS) is functioning in the College which organizes and facilitates research in social sciences and humanities
4. The college was recognized as a Research Center by Mangalore University in the discipline of Psychology as early as in 2008 being the only institution offering this subject then.

In its recent move the Mangalore University accorded recognition as Research Center also in disciplines such as Physics, Chemistry, Organic Chemistry, Statistics, English, Journalism and Mass Communication, Commerce and Commerce-IBM

Research facility and Grants

The College received a grant of Rs. 10,20,000 during 2004-05 for Basic Research and Instrumentation Center under CPE scheme.

At a total cost of Rs. 5,65,154 research equipment were purchased to upgrade Chemistry lab during 2016-21

Biotechnology laboratory was upgraded at a total cost of Rs. 76,38,647 during 2017-21

Physics Lab was upgraded with equipment worth Rs. 2,71,262 in 2020-21

With the intention of taking research output to farmers, under Lab to land project, Tissue Culture lab was renovated at a cost of Rs. 3,61,114

An Arboretum (with an area of 10.2 acres, and around 500 plant species including rare ones) is maintained in the college with the objective of conducting research in Taxonomy, Phenology and Phytochemical

studies and raising sacred groves.

A separate reading space with AC facility is provided exclusively for the research scholars in the library

Research guides

There are 22 recognized research guides in these research centers out of which 14 are faculty of the College

Presently 31 research scholars are working for their PhD while 50 have obtained their doctorate degree

Research policy

Institution has formulated a well-defined research promotion policy and the same has been uploaded in the Institutional website

MoUs for research

The College has signed MoUs with reputed Institutes like Durban Technological University, Durban; Adichunchanagiri University, B G Nagara, Mandya; Srinivas University, Mangalore to enhance research activities

Student Research Projects

Students undertake mandatory project work. Out of 3247 student projects 28 research papers were published.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.07

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
5.37	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.3

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

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

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 353.02

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects ,

endowments, Chairs in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
68.58	82.0	13.0	182.836	6.6

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years**Response:** 3.03**3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	2	5	3

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides**Response:** 10.37**3.2.3.1 Number of teachers recognized as research guides**

Response: 14

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 13.08**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	2	4	3

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
32	32	29	29	29

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.****Response:****1. Innovation and Entrepreneurship Development cell :**

Innovation and Entrepreneurship Development Cell in the college takes measures for promoting innovation and entrepreneurship among the students. Series of motivational talks on “Entrepreneurship” were arranged by eminent speakers Mr.Anil Kumar, Chief Operating Officer, SKDRDP, Dharmasthala, and by Mr. Nivedam Nempe, CEO at Areca Tea and Proprietor of Mystic Aromatics

2. Industry institute interaction:

Industry- Academia link is integral in curricular development in this institution with a declared policy of including representatives from the relevant industry/field in the BoS of every discipline. Further, departments constantly interact with the industry to ascertain its needs to fill the possible gap in curriculum. Seminars and workshops are arranged involving industrialists and well known persons in academia.

Industry institution interaction works in the following areas:

- Industrial visits and field visits for students and faculties
- Applied research and student projects to understand and address functional challenges.
- Conduct of joint technical programmes & events in association with industry such as workshops on Robotics and Home Automation and Fabrication of working models

The HRD Cell is another center taking initiative to create an ecosystem for entrepreneurship and community development. The cell functions in association with Rotary International organisation of Belthangady Taluk by conducting workshops and seminars on Career Guidance, training programmes on Quantitative Aptitude, Skill development and Advanced Excel Training programmes, facing Interviews, Skill Enhancement, Time Management and Entrepreneurship. Campus Selection has been organized by inviting prestigious companies like Infosys, Wipro, HCL, Accenture Solutions Pvt. Ltd., Angadi Ventures PVT Ltd, ASAP Info Systems PVT Ltd (FACE), Nandi Totota, Bangalore, Syngene International Limited, Bangalore, Kempegowda International Airport, Bangalore, Cognizant Infrastructure Services, Stepping

Stone Center, TATA Consultancy Services, Jubilant Biosys Limited, Bangalore, Kasturi 24X7, Vijayavani, Bangalore, Spandana, Udipi and so on.

3. Research Center:

The Institution has set up a Research and Development Center to promote and monitor research. Its functions are:

- Initiating research culture among faculty members and students.
- Motivating the staff to undertake minor and major research projects from various funding agencies
- Assisting researchers by identifying funding agencies like DRDO, DST, DBT, UGC, VGST, ICSSR and others.
- Supporting Seed Money and extending permission to use institutional facilities to researchers to carry out research projects.

4. Community Orientation:

- Consultancy services are offered by the faculty associated with IT filing, setting up of start ups, Government Sponsored Schemes, financial management, market survey and demand forecasting.
- A Soil Testing Lab has been set up and maintained in the college wherein testing facility and consultancy is made available to the local farmers

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 0

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

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

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 1.57

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 22

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 14

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	26	28	17	12

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 2.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
95	44	56	57	50

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in

Scopus/ Web of Science or PubMed**Response:** 3.59

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 9

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 1.32**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0.59	0.41	0.18	0.14	0

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 10.15

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.47	1.89	1.99	2.72	2.08

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities**3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years****Response:**

The institution believes that extension activities on a participatory basis are imperative to bring a balance among perceptions, knowledge and conduct- the ideals cherished here.

The college has a strong network with Governmental and Non-Governmental organizations such as Village & Taluk Panchayats, PHCs, Anganavadi's, Rotary club, JCI, Radio Ninada (Community Radio Station of the College) and various service organizations as collaborators to sensitize students to social issues.

The College has evolved community presence concept wherein the students are guided, trained, motivated and involved to get sensitized to various social issues through NSS, NCC, Rovers and Rangers, Social Responsibility Committee and various departmental associations. The college has selected a village and two schools under Adoption Scheme to undertake community-oriented activities and educational programmes.

A total of 164 awareness programmes such as Grama Swaraj, SHG initiatives, Women empowerment, Voting Rights, Wealth out of Waste, Cashless Transaction, No food wastage were organized. 150 educational programmes such as 'Share lecture' on contemporary topics such as Digital banking, Demonetizations, Heat engines, Solar eclipse, Communicative English, Effective communication, Life Skills, Personality development were also conducted.

Several programmes related to Environment and sustenance were carried out:

- 8500 seed balls were prepared and distributed in Seed ball preparation camps to promote afforestation and 900 saplings were planted by the volunteers in the adopted village and schools.
- Save Water Campaigns were conducted in 35 schools of Belthangady taluk.
- Campus cleaning drives, My waste-My responsibility and SwacchathaPakwad to promote Swachh Bharath Scheme were organized.
- Subsequent to the damages caused to crops, vented dams and houses by flash floods and landslides, NSS volunteers organized Flood Relief Camps at Laila, Indabettu and Killur villages of Belthangady taluk in association with local bodies.

Besides these, several programmes related to health and hygiene were also organized

- 13 Blood donation camps in which 1770 units of blood were collected.
- 200 volunteers of six colleges in Belthangady taluk were trained under SwacchaGelathi Program (Menstrual Awareness)
- 2203 girl students were identified under Anemia-Free Camps to check hemoglobin level of the children. Subsequently, Atrimed Pharmaceuticals Pvt.Ltd sponsored 30,000 Iron Capsules and 350 Bottles of 100ml Ferberry Syrup and SDM hospital, Ujire sponsored 1100 anthelmintic tablets were distributed among the anemic students.
- Extensive COVID-19 pandemic awareness creation and vaccination drive programmes were organized on the virtual and offline mode by NSS units and Rovers and Rangers of the college in association with PHCs, Gram Panchayats and other governmental agencies.
- 8 vaccination camps were organized in the college by NSS units in association with Taluk Government hospital, Belthangady where 2111 public, staff and students got vaccinated.
- In all, a total of 59 health and hygiene programmes were organized
- Social Responsibility Committee organized socially relevant programmes related to Water conservation, No Food wastage, Civic Sense, Anti-Drug Abuse, Energy Conservation, Environment and health.
- It also initiated SDM SwacchaUjire Abhiyan in which 6493 students were actively involved in cleanliness drive.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	9	3	2

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

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

Response: 308

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	67	65	53	81

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 77.53

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1561	2930	2675	2903	2216

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 43.8

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
37	48	64	47	23

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 13

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	2	0	4

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has completely developed physical infrastructure in a built up area of 4,34,140.38sq. ft.(40,332.96 sqm) to meet the needs related to academics, sports and games, co curricular and residences surrounded with green garden and tall trees that provide shadow and enough oxygen required. The two campuses are spread over an area of 47.1 acres comprising of UG and PG buildings, hostels for Men and Women, library, sports complex with indoor & outdoor stadia and swimming pool, staff quarters, cafeteria, research centers, an exclusive building catering to cultural activities, a craft center, an open air theater and all other avenues such as bank, ATM Kiosk, cooperative stores, milk parlor, and post office.

- A total of 67 classrooms, 63 of which are Wi-Fi enabled and 50 of which have LCDs, 3 with TVs, and 10 with portable LCDs.
- 4 seminar halls with Wi-Fi facility out of which 2 are provided with AC, LCD.
- 3 Board rooms for the conducting of meetings, group activity, training and workshop.
- 2 elevators

College Library- Features:

- A total area of 11860 sq. ft. spread over 4 floors.
- Wi-Fi enabled with a seating capacity of 400 users.
- A well stacked collection of 1,10,806 books, 145 journals and periodicals
- Functions on all 365 days from 8.30 A.M. to 9.00 P.M
- A separate library to meet the needs of the PG students.

Laboratories:

In all, the college has 25 laboratories to cater to the requirements of the students in disciplines such as Chemistry (6 labs), Physics (5 labs), Biotechnology (2 labs along with an exclusive lab for Tissue culture), Psychology (3 labs), Botany (2 labs), Home science (1 lab), Statistics (1 Lab), Computer Science (4 labs with a total of 177 Computers), and a special lab for BiSEP

Apart from these, computer facilities are made available as shown below:

- Language lab: 34
- Statistics Lab: 24
- UG Physics lab: 4
- UG Chemistry lab: 1
- Botany lab: 2
- PG Physics lab: 8
- PG Computer Lab: 50
- Multi facility center/ /Basic computer. Training lab : 41
- Media Lab: 6
- Library: 11
- UG Biotechnology lab: 2

Specifications of computers and other equipments:

- Total of 483 computing systems with 250 mbps speed out of which 360 are dedicated for student use.
- 44 Wi-Fi access points and 250 Mbps Internet lease line facilities are available
- 153 CCTV surveillance cameras have been installed all over the campus
- LED Digital Boards for the display of importance messages and academic informations

Other Facilities:

- Exclusive E-content development center
- One Reprographic center
- Language Lab- Center for Communicative English and Foreign Languages
- Language Booth- Audio Visual experience to the students while learning foreign language.
- Separate offices for Principal, Vice - Principal, Registrar (Administration) and IQAC

- Separate Examination Section, Accounts Section and Administrative Section
- Two retiring rooms for girls and one for boys
- Arboretum and Herbal garden for the conservation of rare medicinal plant
- 5 Generators (200 KVA, 125 KVA, 250 KVA, 125 KVA and 15 KVA) to ensure uninterrupted power supply

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, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

An exclusive cultural center with a built up space of 6347.02 sq. ft. which houses a hall for drama rehearsal and yoga practices, another practicing hall for Yakshagana, yet another for dance practice, an office, separate dressing rooms for boys and girls, a room for theater props and lightings, a lounge with wash rooms. Professional artists in Yakshagana, dance, and music are available to train interested students throughout the year.

Some of the salient features of this center are:

- LCD for training purposes
- 51 musical instruments
- 359 costumes for drama, Yakshagana and dance
- 36 different types of lights with 5 stands
- 5 sound systems with a mixer
- Vanaranga - an Open Air theater of 11,555 sq.ft with a capacity for 500 spectators

A total of 350 students are involved in cultural activities of different types out of which some 50 students are trained in Yakshagana. Noteworthy feature is participation of women students in an otherwise male dominated art form. Students trained in Yakshagana and under the platform Kalavaibhav give public performances. Students undergoing training here are offered refreshments, scholarships and conveyance facilities, fee concessions on the merit of the case.

Yoga Hall: A Yoga hall (1,760 sq. ft) established in 2014 and is maintained in the college where students receive training in Yoga.

Sports and Games Facilities:

The Department of Physical Education has a built up area of 10,979 sq. ft. encompassing an office room, a staff room, a stockroom and a dressing room. Sports and Games activities in the college cover 13 outdoor and 5 indoor games.

Outdoor facilities:

- 2,24,000 sq. ft. area providing for 400 meters standard mud track for athletics (also caters to cricket and softball)
- Exclusive cricket grounds with matting facility for hard ball matches of 1,48,000 sq. ft.
- A football field of 65,646 sq. ft.
- 3 volleyball courts of 19,265 sq. ft. with spectators gallery (One is equipped with floodlights.)
- 1 netball court of 7,980 sq. ft.
- 1 handball court of 11,869 sq. ft.
- 1 basketball court of 6,544.46 sq. ft.
- 1 throwball court of 7,169 sq. ft.
- 2 kabaddi courts of 5,292 sq. ft.
- 1 kho-kho court of 7,590 sq. ft.
- 2 clay Tennis courts of 19,122 sq. ft. with spectators gallery
- 1 tennis wall - practicing area of 3,320 sq. ft.
- 1 ball badminton court of 8,453 sq. ft.
- 50 x 4 meter sandpit for physical fitness training
- Two- level pavilion with a capacity for 3,000 spectators

Indoor facilities:

College has a unique geodesic model indoor stadium with an area of 14,130 sq. ft. having a seating capacity of 2,000 which includes

- 2 Shuttle badminton wooden courts
- 2 Tables for table-tennis

- Kabaddi mat court, Chess and Carrom corner.

Other Unique facilities:

- A swimming pool conforming to International Standard (50 X 25 meters) with an area of 33,660 sq. ft. for the use of students, staff and general public
- Multi-Gym Center of 2298 sq ft.
- Weight lifting arena of 2298 sq ft.
- Sports hostels for girls and for boys
- Special coaching, free education, food, special diet, sports kit, and tournament allowance.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 67

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 70.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
54.79	110.27	321.3	349.99	74.89

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Name of the ILMS software: Education Enterprise Resource Planning Management System (EERPMS) an in-house developed comprehensive software in JSP & My SQL Database which is fully automated

Nature of automation: Fully automated with provision for generating any type of report and book search/reserve/inter library access.

Server Version: EERPMS Version 3.0

Year of automation: 2004

EERPMS has the following facilities for library management :

- Auto member attendance with audio monitoring
- Members photo identity
- Web OPAC
- Acquisition module
- Circulation module
- Serial control module
- Stock verification module

- Barcode scanning facility
- Facility for uploading URL of learning resources
- E- book catalogue
- Generation of various statistical reports on student usage, such as day-wise,, class-wise, gender-wise and peak hours report etc
- Information retrieval process
- Various housekeeping activities of the library such as data entry, issue, return and renewal of books, member logins etc.
- Technical processing
- E-.book searching facilities through OPA
- Colon Classification (CC)

Other Library Services:

- Open access
- Overnight book lending
- Issue of reference books to the students
- Book bank facility
- Inviting students to suggest titles of books required for the library
- User education programmes
- Additional book facility for advanced learners
- Additional books to sports students on request
- Support to research students
- Inter library loan for resource sharing
- Xerox / Reprography facility
- Display of new Arrivals
- Awareness Service on current issues

- Display of articles under ‘what is special today?’
- Collection of news paper clippings on science and technology, education, business and health
- Dissemination of selected information
- Conduct of Book Exhibition cum Sale in collaboration with publishers and booksellers.
- CCTV surveillance for security reinforcement
- Wi-Fi connectivity and laptop charging points near the reading table
- Tab/pen drive/e-book reader facility
- Library access to the public
- Library membership to faculty and students of sister institutions free of cost
- Arranging access to personal collections of staff and other eminent scholars
- Best reader recognition on monthly and yearly basis

Special Activities of the Library:

- Maintaining files of award-winning writers
- Information sharing board
- Special information zone
- Library Website to access digital content
- Air conditioned reading room to golden card holders for best library users.

Library Sections:

- Siddavana Oriental Library
- Ha. Ma. Na Research center
- Ram Shree Mugali Book collection
- Competitive examination study corner
- Periodical and newspaper reading section

- Digital section
- Air Conditioned reading room
- Discussion lounge
- Property counter
- Issue section
- Stack section

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	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: 5.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.36	4.68	5.07	4.22	9.98

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 6.08

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

Response: 215

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

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

College has an IT policy which describes step to step information on maintenance of IT infrastructures. College will allocate a budget every year based on various grants received and funds received from the college management to strengthen the IT facilities to fulfill the needs of students and faculties.

The salient features of IT Policy are:

Software Policy:

- The institution shall use only authentic and licensed software in all major software requirements
- Administrative software required for the institution shall be developed in-house by the software cell.
- Data and software are protected using authentic, paid antivirus packages and firewalls.

- The institution reserves the right to limit, control, restrict and reject access to institutional data and information sharing.

Network Security Policy:

- This policy includes specific procedures relating to device passwords, logs, firewalls, networked hardware, and security testing.

College IT facilities:

- Total of 483 computing systems with 250 mbps speed out of which 360 are dedicated for student use.
- 44 Wi-Fi access points and 250 Mbps Internet lease line facilities are available
- 153 CCTV surveillance cameras have been installed all over the campus
- The College has 3 dedicated servers for the smooth functioning IT facilities in the entire campus
- All the academic and administrative blocks are connected through Optical Fibre Cable (OFC)
- Biometric access control finger & eye print entry register in administrative section
- Campus computers are connected with internet facilities with a data transfer speed of 250 Mbps, with switching speed of 100 Mbps to 1000 Mbps, through CISCO, Digisol, and D-Link, switches.
- The Cyberoam Sophos XG-430 Firewall, which is updated every year, was installed in 2016-17.
- The Wi-Fi speed has been improved from 40 Mbps in 2016 to 250 Mbps in 2020-21
- The College has a highly configured Linux based Server (Lenovo) in which EERPMS Software is installed and is being managed by the technical staff.

EERPMS, an in-house Software, includes the following modules:

1. Academic Management-

- Applicant registration
- Provisional admission
- Allotment of subjects and roll number
- Faculty registration

2. Library Management-

- OPAC
- Reports
- Circulation

3. Hostel Management-

- Registration
- Room/Bed allotment
- Mess billing
- Transaction list

4. Administration Management-

- Activity
- Assessment
- Communication
- Grievance redressal

5. Human Resource Management-

- Employee registration
- Attendance
- Leave application
- Payroll generation

6. Accounts Management-

- Financial journal
- Purchase order

- Sales order
- Cash bank

7. Inventory Management-

- Purchase order
- Stock entry
- Delivery note/return
- Material consumption

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: 11.49

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above		
File Description	Document	
Upload Additional information	View Document	
Institutional data in prescribed format	View Document	
Link for Additional information	View Document	

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 0

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

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

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The physical facilities of the college are maintained and monitored by the Maintenance Section of the college. A standardized protocol is in place to tackle problems. The college keeps a maintenance register and has a team of trouble-shooters consisting of office superintendent, maintenance supervisor, electricians, and carpenters. The maintenance supervisor oversees the uninterrupted power supply and maintenance of equipment like generators, general lighting, power distribution system, solar lights, surveillance system (CCTV), furniture etc.

Classrooms/Offices:

- The cleanliness in the campus is maintained by a team consisting of class-IV employees and health assistants under the supervision of the office superintendent.

- The classrooms and office rooms are cleaned every day.
- All washrooms are cleaned three times a day.
- ICT tools (LCD projectors and televisions) are maintained by the electrician of the college. Such cases calling for major repair are outsourced on the merit of the case.

Laboratories:

- Laboratories in the college are maintained by lab attenders under the supervision of Head of the Departments.
- Laboratories are cleaned everyday.
- A Stock book is maintained in every laboratory with .all the relevant entries.
- Disposal of chemicals in the Chemistry, Botany and Biotechnology laboratories is done in accordance with standard procedures.· Instruments are serviced regularly.
- Any major repair work of instruments is outsourced and are repaired within a week from receiving the complaints.
- For emergency purposes all the laboratories are equipped with Fire extinguishers.

Library:

- The maintenance of the library is overseen by the librarian with the help of two assistant librarians, two library assistants, one typist, two clerical workers, one computer operator, and five attenders.
- The Learning Resource Committee chaired by the Principal includes the librarian, three teaching staff and two student representatives monitors the library activities.
- The library floors and furniture are cleaned every day.
- All books are marked, classified and advantageously placed on the racks.
- Stock verification is conducted by a team constituted for the purpose comprising teaching staff and library staff.
- Books identified with minor damages are repaired in the college library itself while the ones requiring stitching and binding are outsourced.
- Outdated books are waived off from the list as per the norms

Sports complex:

- Cleanliness of the office, staff room, wash rooms attached to the stadium is maintained.
- Ground leveling and other repairs are done annually after the rainy season.
- Two floor buildings of the Multi-gym and weight lifting arena are cleaned daily.
- The swimming pool is cleaned regularly (once in a week) while water quality is checked on a daily basis by the swimming coach with the help of the Department of Chemistry.
- Sports students are offered first aid by the SDM Medical Trust (free of cost) while in an emergency, Ambulance facility is made available by the SDM Hospital Ujire.

Cultural Centre:

- The Cultural Centre is maintained clean by the dedicated attender.
- A stock book is maintained for costumes, sound systems, lightings and related accessories
- Electrical related items are maintained by electricians and repairs are undertaken within a week from the date of receiving complaints.

IT facilities:

- The college outsources the maintenance and servicing of IT facilities through AMC.
- The annual maintenance of IT facilities includes software installation & upgradation, repair & maintenance of computers & accessories and maintaining the internet & intranet facilities.
- Software team consists of 3 members who routinely check the speed of Wi-Fi, up gradation and troubleshoot computer related issues.
- Campus Wi-Fi is used only for academic purposes and can be accessed with authorized user id and password. Presently Airtel internet service is used for Wi-Fi.
- The college website is maintained regularly by the SDME Society Web-Team, Ujire.

College Hostels:

- College hostels are maintained under the supervision of hostel wardens.
- For the smooth functioning of hostels, a hostel committee is constituted headed by the Principal, Student welfare officer, resident teaching faculty, hostel wardens and student representatives who meet every month.
- Hostel rooms, wash rooms and verandas are cleaned everyday in the morning

- All rooms are provided with dustbins to collect the wastes.
- In each wash room separate dustbins are kept to collect wet waste, dry waste and food wastes.
- Electrical items in the hostels such as bulbs, tube lights, fans are checked and maintained by electricians. Any complaints regarding electrical related issues are sorted out within a week from the date of complaint.
- Each floor is provided with water purifiers for drinking water.
- The mess committee consisting of mess manager, wardens, and student representatives decides on the food menu for the month.
- Mess manager is vested with the responsibility of maintenance of hostel mess
- Cleaning and sanitation is done every time food is served

College Garden:

- Planting, Pruning, watering and feeding the plants with manure are undertaken by a team of gardeners
- Recycled water through the STP is used for gardens
- College has set up an arboretum and botanical gardens which are kept spick and span.

Other measures:

- College and hostel water tanks are cleaned regularly.
- College elevators are maintained and serviced by the AMC.
- The Sewage Treatment Plant (STP) is maintained by the college
- Pedestrian paths and parking areas are cleaned and maintained on a regular basis.

Wastes from the college buildings and hostels are categorized as wet waste, dry waste, biodegradable and non-biodegradable at the college waste segregation unit. Sanitary pads are fire incinerated while wet waste is used for compost generation.

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: 64.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
1333	1964	2162	2202	2536

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document

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

Response: 13.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	704	520	442	296

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 83.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
2116	3197	3116	2168	2622

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances

4. Timely redressal of the grievances through appropriate committees**Response:** A. All of the above

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 27.24**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
187	270	367	284	348

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 13.51**5.2.2.1 Number of outgoing student progressing to higher education.****Response:** 157

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 95

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	12	6	1	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	12	6	1	1

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 195

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	39	35	51	52

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

A democratically constituted Students' Council functions in the college with the objectives of inculcating spirit of democracy, leadership, consultative process, proactive citizenry, values of personal and professional ethics, social responsibilities and building competencies for adult life. Involvement of the students in all the activities in and out of the classroom in various organizations and committees is ensured through planning, executing, reporting, revising, and sharing based on hands-on experience. The Students' Council envisages harnessing students' creative energy, inborn urge to experiment and innovate, utilizing the multiple experiences gained from their respective regional, social, cultural & familial backgrounds.

With the avowed policy of providing appropriate ambience for positive interaction, overall personality development, academic excellence, the institution creates ample opportunities by setting up various platforms that cater to mental, physical and cultural development of the students. Keeping in view the need to develop competencies that the youth require competing in the globalized market, various activities are undertaken under the auspices of Subject Associations and other Fora.

The Students' Council is formed through election of the Student Representatives from each class/section. Coordinators for various associations are chosen from these elected representatives. Generally final year students are chosen for the coordinators' post. Nominees for university representation are also selected from among them

List of Associations and Clubs:

Subject Associations:

- Kannada Sangha –Kannada
- Literary Association- English
- Cognito – Psychology
- Gruhavani – Home Science
- Sasya Sourabha – Botany
- Sankhya-Statitics
- Pol. Sci. Association – Political Science
- IT Club – Computer Science
- Subodhini-Sanskrit
- Sigma- Mathematics
- Spectra - Physics
- Economics association- Economics
- Rathnadeepa- Hindi
- Sphatika – Chemistry
- Commerce Commerce
- Media Club- Journalism
- Heritage club-History

List of Fora:

- Communicative English Forum
- True education Forum
- Quiz Forum
- Cartoon , drawing and painting Forum
- Crafts Forum

- Event Management Forum
- Legal and civic awareness Forum
- Photography and media Forum

All these Associations/ Fora function under the guidance and supervision of a designated staff in charge who, apart from overseeing the election/selection of office bearers, help the students in planning and carrying out the programmes as also arranging financial support. These platforms are open to the students for enrollment depending upon their areas of interest.

Representation in Academic Council.

As per statutes and provisions relating to Autonomous status of the college, two students are selected as nominees to the Academic Council. These nominees represent the opinion of the student community and give voice to their needs and aspirations during the meetings.

Representation of students in Statutory and Functional Committees.

The college has various Statutory bodies as per the directives of the UGC and Mangalore University in which student representation is made. Student representatives are nominated as members of various Functional Committees and Subject Associations. They are required to attend the meetings of these committees and contribute their ideas. Student involvement in the conduct of various activities and committees is thus ensured at multiple levels.

File Description	Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 43.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
30	61	45	41	41

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

- SDM Alumni associations are of vital importance for both alumni and the college, our alma maters often provide networking opportunities.
- The Alumni Association was created with a view to foster a sense of community feeling and instill a sense of responsibility among its alumni and other stakeholders connected with the college.
- The SDM College Alumni Association is located at Ujire and has two chapters, one each in Bangalore and Dubai-UAE. Ujire and Bangalorealumni associations are registered.
- It aims at upholding the glorious past and prestige of its Alma matter through sincere and dedicated efforts.
- This dynamic organization is recognized as a valuable resource for SDM community with respect to student support and progression.
- The institution effectively partners with Alumni services to offer programs that foster campus traditions and perpetuate a passion for lifelong involvement with the College.
- Our Alumnae also render their expertise as resource persons for Seminars, Conferences, interactions, and association meetings.
- Virtual events are one of the popular alumni engagement practices of the institute in recent years. With the help of digital platforms and a technology-driven approach, a comprehensive mass is receiving event experiences.

The associations hinges on the following elements:

- **Alumni Committee:** — A committee was formed every year to create smooth functioning of the alumni engagement in the college. One of the senior faculty members will be the chairperson so that all the activities under the association can be monitored for their effectiveness.

- **Nostalgia-** Annual Alumni Meet provides a platform for all former students to meet, reconnect and renew their links with the institutions. Every year around 1200 alumni take part in the meet to relive their memories.
- **Alumni Interaction** — Every department organizes alumni interaction so that alumni can share their expertise with the students in terms of academic, higher education, and career perspectives. Over the last five years, 175 alumni interactions took place.
- **Our Alumni Our Pride** — Having a notice board with “Our AlumniOur Pride” in the college entrance can be one constructive method of promoting important information. Alumni from various professions like Corporate, Medical, Research, Govt administrative sectors were identified and their achievements are showcased on the noticeboard.
- **Mid Day Meal** —Mid Day Meal is a philanthropic scheme with the objective of providing free lunch to the financially needy and students who come to college from far distant.Over the last five years, 520 students benefited from this scheme which was largely sponsored by our Alumni.
- **Webinar**— Periodical Webinar/Seminar series by Global Alumni association which provides knowledge and experience shared by alumni with the stakeholders.

Professor of Excellence Award: A new initiative from the Alumni Committee to be undertaken wherein it creates a platform to identify the college’s most distinguished teachers by providing an award titled “Professor of Excellence” on their attainments as a GREAT TEACHER.

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

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

Response: E. <2 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

RESPONSE: Affirmative

The college is a coveted centre of higher learning, strongly moored to its motto *Samyak Dharshana Jnana Charithrani*. It is one of the 56 educational institutions managed by SDM Educational Society, Ujire®, whose vision is '*Putting Value into Education*' while the institution ensures imparting **learner-centered quality education**.

The institutional vision "*Empowerment through Competency Building with Ethical Foundation*" is realized through the effective decentralized governance with **bottom up approach**. The college has strong leadership executed through well defined systems and organizational structure.

Governing Body

- This is a statutory decision making body headed by the President of SDME Society®, Ujire, includes the principal (Ex officio member) and two senior staff members.
- It meets annually to review policies, strategies, achievements, future plans and to approve annual budget, new programmes, recruitment and promotion etc.,

Academic Council

- This statutory body headed by the Principal comprising all HoDs meets annually to discuss and approve the curriculum designed. It also approves teaching-learning- evaluation and innovations proposed by the various BoS's .

Boards of Studies

- Each BoS comprises HoD (as the Chairman), the faculty of the department, and other members as per statute.
- Meets biannually to review and update the syllabi of various courses keeping in view the vision and mission of the college, national and international requirement and prepares list of examiners.

Academic Planning and Audit Committee/Core Committee

- It is composed of Registrars, Deans, IQAC Coordinator and a Member Secretary under the chairmanship of the Principal and formulates strategies, conducts Academic and Administrative Audit (AAA) & Performance Based Staff Appraisal (PBSA) and analyses Institutional Educational Standard Average (IESA) & other feedback reports.

Finance Committee

- This comprises the Principal (the chairperson), Management Nominee, University Nominee and a senior faculty member and looks into the budget allocation and utilization.

IQAC

- IQAC initiates all the quality exercises, moots strategies and coordinates development of academic and administrative activities. It liaisons between NAAC and institution & compiles AQAR and SSR.

Registrar (Administration)

- He is in-charge of introduction of new programmes and revision of existing ones.

Registrar (Evaluation)

- He is in-charge of conduct of examination, evaluation and declaration of the results.

Teachers' Participation

- The teachers participate in all academic and administrative activities and contribute to the development and implementation of various policies and procedures relating to curricular and extracurricular activities.
- HoDs meetings discuss issues concerning teaching and learning, lesson plan and compliance, student attendance and performance.
- Departmental meetings deliberate on planning and execution of curricular and co-curricular activities and prepare action plan & strategies for implementation.
- Functional committee meetings are held monthly to review the activities against the action plan

Students' Participation

- As a part of stable governance and participatory decision making processes, student representation in all the statutory and functional committees is ensured

Perspective Plan:

The Perspective Plan of the institution encompasses the following broad thrust areas:

Curriculum Development, Student Capability Enhancement, Faculty Development, Research Collaborations and Linkages, Infrastructure, Social Responsibility and Community presence, Environmental concerns and Green Initiatives etc.

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

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

Response:

RESPONSE: Affirmative

- The institution follows effective **decentralized governance** in all academic and non academic activities. Decentralization is facilitated through an administrative set up governed by well defined processes and delegation of powers. The Management authorizes the Principal to coordinate various activities in accordance with the visions of the SDME Society and the college.
- The roles and responsibilities of Vice Principal, Registrar (Administration), Registrar (Evaluation), IQAC Coordinator and Deans are clearly defined to ensure smooth and effective governance.
- HoD's along with faculty members ensure that the academic schedule of the institution is strictly adhered to and activities at the department level provide opportunity for student enrichment.
- Departmental meetings are held regularly in which review of the coverage of syllabus, progress and performance of the students in the exams and activities conducted. Planning for the future activities and strategies of implementation are drawn.
- Opinion of the staff is considered while taking academic and administrative decisions.
- Coordinators of statutory and functional committees along with other members of the committee prepare an annual calendar of activities which is reviewed in the monthly meetings to ensure compliance.
- Students are actively involved in planning and conduct of co-curricular activities through Student Activity Fora and departmental associations.
- Feedback from the stakeholders is taken while taking decisions concerning introduction of new Programmes, curriculum development, extension services, outreach activities, student discipline, campus maintenance, adequacy of infrastructural facilities.

Case Study: Introduction of New Programmes

With the changing scenario in the employment sector and in compliance with the suggestions from the previous NAAC Peer Team, the college decided in 2019 to introduce BVoc Programs in **Digital Media & Film Making, Retail & Supply Chain Management** and **Software & App Development** which provide more career opportunities and entrepreneurship with the necessary skill-sets.

The college planned strategically to introduce new programs

- A consensus was arrived at the staff meeting and the Core committee meeting and a Nodal officer was appointed.
- The application was submitted to the UGC under the scheme NVEQF and got it approved.
- The proposals were placed before Academic council and Governing Body for approval.
- Registrar (Administration) co-ordinated with the Mangalore University for further action and approval.
- The faculty of the Departments of Computer of Science, Journalism and Commerce and Business administration prepared the drafts of syllabi of the respective programs after consultation with the professionals and other reputed institutions.
- The Boards of Studies for all three programs were constituted as per guidelines. The discussions during BoS meetings helped to refine the draft syllabi which were presented at the Academic Council and later at the Governing Body for approval.
- Admission Committee was constituted to take care of student admissions.
- The Management took measures for staff recruitment and provided necessary furniture, IT infrastructure and other teaching and learning tools. Library resources were arranged by the librarian in consultation with the departments concerned.

Outcome

The proactive and supportive management was successful in introducing job oriented and relevant academic programmes with the active participation of the faculty.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

RESPONSE: Affirmative

The inclusive and participative Management of the institution ensures the integration of all the academic and administrative initiatives and improvement of overall quality of education.

‘Providing infrastructural facilities to meet the contemporary needs’ is one of the missions of the

institution. The Management is keen on providing all the facilities required in the campus for the effective conduct of every educational exercise.

Case Study: Establishment of a New Cafeteria.

A good in-campus cafeteria serving hygienic food is a must for any educational institution. The gradual increase of student and staff strength impelled the management to provide for a spacious state-of-the-art cafeteria with a multi-cuisine.

Deployment Process

- A blueprint of SDMC cafeteria was prepared in 2014.
- The Management constituted a building committee which included the Principal, University Nominees, PWD Engineer, and a representative each from teaching staff, administrative section & accounts section.
- A preliminary meeting of the committee was held to discuss matters related to estimation and duration of the project. Consequently this committee resolved to take up construction work through SDM Educational Society in accordance with the guidelines of UGC and the State Government.
- The location of the proposed building was identified keeping in view proximity and convenience. Site inspection was carried out by a team of technical experts.
- Services of the local engineer were sought in finalizing the plan and estimation.
- The Plan was then submitted along with necessary documents to the local Panchayath to obtain permission for the building construction.
- Application was submitted to the UGC for financial support under the Developmental Grant of UGC XII plan.
- However, additional funds by the Management proved significant in the successful completion of the project.
- The work which began in 2016 was completed in 2018 resulting in a cafeteria of 6,357 sq ft in area, with ample space and modern amenities in kitchen, store room, cleaning area, juice and chat corner, billing counter and separate restrooms for the staff and students at a total cost of Rs.1,13,85,604=00 out of which UGC contribution was Rs. 23,50,000=00

Outcome:

From this example the importance of preparing a perspective plan in an institution to meet the present requirements and to forecast the future needs is reflected clearly. An aesthetically appealing college cafeteria has become the center of attraction for the visitors and has come to be viewed as a model for many other institutions. The cafeteria is one-of-its-kind with advanced technology in roofing, interiors, ambience, space & user friendly amenities.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

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

Response:

RESPONSE: Affirmative

The institution has well developed organizational structure and well defined processes for smooth and efficient functioning.

Organizational Structure and Functions

- Principal with the overall administrative and academic responsibilities
- Vice Principal assists principal in coordinating administrative and academic responsibilities
- The Core committee to prepare plans and strategies for quality initiatives and sustenance along with IQAC.
- Registrar (Administration) to oversee the introduction of new Programmes, Curriculum revision /innovation and approval.
- Registrar (Evaluation) to oversee conduct of examinations, evaluation and announcement of results.
- IQAC is vested with the responsibility related to quality initiatives and sustenance.
- The Deans of Arts/Science/Commerce/PG Studies assist the Principal in administration and implementation of strategies at various levels.
- The Statutory bodies such as Governing Body, Academic Council, Finance, Anti-ragging, SC/ST Cell, Student and Women Grievance Redressal Cells & BoS of all departments function as per the statute.

Roles and responsibilities of the Functional committees:

Functionality	Institutional Bodies	Outcome
Curricular aspects	<ul style="list-style-type: none"> Governing Body Academic Council Registrars of Administration and Evaluation/IQAC Deans/Core committee Board of Studies Campus Audit and Appraisal Committee 	<ul style="list-style-type: none"> Planning and execution Curricular Revision & Innovation New programmes Skill enhancement programmes Value added courses Feed backs collected and analysed
Teaching, Learning and Evaluation	<ul style="list-style-type: none"> Examination Committee, Students' Performance Monitoring Committee, Student s' Grievance Redressal Committee 	<ul style="list-style-type: none"> Teaching-Learning-Evaluation innovation Result analysis Remedial drill and diagnostic survey
Research , Consultancy and Extension	<ul style="list-style-type: none"> Research promotion/Project proposal/Research Ethics Committee 	<ul style="list-style-type: none"> Research centres/Guideships Research Projects/Publications Seed money MoUs/Linkages/Collaborations Extension activities
Infrastructure and Learning Resources	<ul style="list-style-type: none"> Library and Learning Resources Committee Finance Committee Purchase Committee Maintenance Committee 	<ul style="list-style-type: none"> Infrastructure development and maintenance Extended library services e-lectures recorded & uploaded e- resources Periodical Stock verification
Student Support and Progression	<ul style="list-style-type: none"> Student Welfare Committee Extracurricular activities committee Student support and Progression Committee Sports Advisory Committee Counselling Centres Alumni Committee 	<ul style="list-style-type: none"> Scholarships and Mid day meals Career Orientation/ Guidance programmes and Campus drives Sports/Cultural/Yoga /Fitness training programmes Counselling /Mental health awareness programmes Zero ragging Campus Drug free campus 3 Alumni chapters and activities
Governance, Leadership and Management	<ul style="list-style-type: none"> Governing Body Core Committee IQAC Finance Committee SDMC Staff Association SDM Sibbandi Sowharda Sahakari(Ni) Documentation Committee Website Committee/Data Centre 	<ul style="list-style-type: none"> Perspective plans /Strategy Developed and deployed Quality initiatives undertaken Institutional Policies redrafted Staff welfare measures Funds mobilized and properly utilized E-Governance initiated Functional website
Institutional Values and Best Practices	<ul style="list-style-type: none"> Co-curricular committee Social Responsibility Committee Eco club Hobby Circle 	<ul style="list-style-type: none"> No food wastage/No plastic usage/save water initiatives Solid waste management Community activities Cleanliness drives

- The College Office consists of administrative and supportive staff to carry out administrative activities under the supervision of Office Superintendent in consultation with the Principal.
- College library staff work from 8.30am to 9.00pm on shift basis with specified responsibilities.
- Departmental Associations and Students' Fora provide opportunities for the holistic development of the students.
- Parent Teacher Association and PTI meetings monitor students' performance & progress and provide regular feedback.
- SDM Rotary- HRD Career Guidance Cell organizes Career Orientation/ Training Programmes and Campus Placement Drives.
- Centre for Interdisciplinary Research in Humanities and Social Sciences conducts workshops, training programmes and research projects.
- SDM Data Centre to support paperless office by enabling easy retrieval of data
- Counseling Centre, SDM Soil Testing Centre and Tax Consultancy Centre extend services to the local community.
- SDM Cultural Centre arranges training in Dance, Music, Theatre and Yakshagana and performances under the banner SDM Kalavaibhava.
- SDM Alumni Association, besides supporting various activities of the college, gives feedback for quality improvement
- SDM Craft Centre provides training machine-stitching

Appointment and Service rules

- The Institution has well defined procedures & policies for recruitment & promotion. Manpower planning is carried out considering the vacancies/ workload.
- Recruitment is carried out at various stages - notification, and scrutiny of applications, personal interview, short listing, final selection and issue of appointment letters.
- The non-teaching staff is recruited based on the qualification and skill sets required for the post.
- The staff regularized under the Grant-in-aid abide by the rules and regulations set down by the University and the State Government
- The staff regularized by the management follow SDME(R) Society Service Rules set down in Employees Service Regulations and Conduct and Disciplinary Regulations published by SDME Society(R)

Outcome

The functioning of various institutional bodies with well defined policies and administrative processes has resulted in maintaining effective and transparent institutional governance.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**

Response:

RESPONSE: Affirmative

The institution along with SDME Society over these years has undertaken a plethora of effective welfare measures for teaching and non-teaching staff with ample scope for professional development / career progression. The welfare activities are highlighted below:

Staff Association/ Staff Co-operative Ltd

- 40 years old **SDM Staff Welfare Fund** of the college is evolved into '**SDM Sibbandi Sowharda Sahakari (Ni)**' - a registered body with 201 members at present, offering loans to staff at affordable interest rates.
- '**SDM Staff Association**' meets once in a month where staff can share their views on various issues. Special Achievers and Retired Staff are honoured during Staff Association Meetings. It also organizes Annual Get together and Picnic for staff for which free bus facility is provided by the management.

Housing/ Uniform

- **SDM Staff Quarters** and **SDM Hostels** are provided at concessional rates
- **Non Returnable Financial Assistance for House Construction** for group D staff

- **Free uniforms** are provided to lab assistants and housekeeping staff.

Healthcare

- Management Contribution to **Mediclaim Insurance ‘Sampoorna Suraksha’**.
- A corpus-fund maintained in ‘SDM Sibbandi Sowharda Sahakari (Ni)’ as **‘Emergency Health Fund’** granted to the needy staff to meet the unforeseen medical expenses
- **Concession in hospital expenses** to the staff and family members in SDM Group of Hospitals

Avenues for Career Development

- **Special leaves /OOD** to faculty to attend academic programmes
- **Special leaves for Research** related work
- **Seed Money** for researchers
- Organizing **Training /Orientation programmes for staff** to develop professional competence.

Financial Support /Benefits

- **Salary Advance** to the staff in emergency situation.
- **Earned Leave encashment** provision to management staff
- **Interest free loan** is provided to the faculty to purchase laptops
- **Performance Based Allowance** to teaching staff
- **Fee Concessions / Scholarships to Children of Staff** studying in SDM group of institutions
- **Financial support** to staff to attend academic programs

Statutory Welfare Measures

- Aided teaching and non-teaching staff have all benefits as per government norms
- Management staff have 15 CLs and 10 ELs per year
- Maternity leave and incentive as per government norm
- Gratuity for employees
- EPF for staff
- ESI for staff whose income is within the limit prescribed by the ESIC organization.

Appreciations and Recognitions

- Felicitations to staff during Annual Day celebrations
- Appreciation for research paper publication, award of Ph.D or any other achievement on the day of

annual staff get-together

- Customized birthday cards for staff
- Automated messages on Teachers day and other festivals

Other Facilities in the campus

- A well furnished Cafeteria
- Free Wi-Fi with domain email ID and password
- Access to library resources and online databases
- Banking and ATM facility
- Access to Gymnasium, indoor and outdoor stadium, swimming pool, yoga centre
- Staff vehicle parking
- SDM Co-operative Stores
- Milk parlor
- Post office

File Description	Document
Any additional information	View Document
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: 25.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	52	38	24	41

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 9.2**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**

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	9	2	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	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: 16.97****6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
75	17	13	5	4

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

RESPONSE: Affirmative

The institution has a systematic and transparent financial management system supported by the in-house software **EERPMS**.

- The Principal along with the finance committee conducts periodic meetings to review budget and expenditure of the previous year.
- The committee also prepares the budget for the forthcoming year. The same will be presented before the Governing Body for approval.
- To ensure transparency and accountability, the college conducts internal and external financial audits regularly.
- The payment statements, related vouchers, receipts, bills and utilization certificates of the projects and other grants are classified, consolidated and audited.
- The Management conducts an internal audit of the college accounts.
- The audit team of the SDM Educational Society makes physical or online verification of financial transactions twice a year and suggests necessary corrections.

Statutory Audit

- The Statutory audit is done annually by the Chartered Accountant K. B. Rao & Associates, Mangaluru.
- Utilization certificates of different funds such as research, seminars/conferences/workshop sanctioned by UGC, CSIR, DST, DBT, SERB, Autonomous grants, CPE, DBT-STAR College Scheme, Paramarsh grant, B.Voc. grants, donations received from philanthropists and NGO's and all other documents relating to fund mobilization are submitted for audit and approval.

State Audit

- An audit is conducted annually by the office of Collegiate Education, Mangaluru, Government of Karnataka.
- Audit statements are submitted to the JD's office for physical verification of the statements relating to all funds sanctioned by various funding agencies for research/ infrastructure development/ symposia, endowments, sponsorships, contribution from philanthropists etc.
- Equipment, instruments, books and other permanent assets are also audited along with other assets such as new buildings, renovation work, software development etc.

AG Audit

- During the onsite visit by the officials from the Department of Accountant General, India, all the documents relating to fund mobilization and utilization are verified and checked.

Audit Objections and Rectifications

- Clarifications are given to objections or observations raised by the audit teams and are duly rectified.
- Instructions by the audit team are strictly adhered to.
- Additional documents are submitted wherever necessary.

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

RESPONSE: Affirmative

The college is managed by SDM Educational Society(R), which is a charitable organization where education is subsidized. The very objective of the institution is to empower the rural youth by providing quality education at affordable cost.

The institution focuses on continuous improvement of quality and sustenance in academics, research, faculty empowerment, student support and infrastructure.

The major expenditure on infrastructure of the institution is funded by the Management. The recurring expenditure is met by Government grants and the fees collected. Some donations are also received from the philanthropists through SDME Society.

Institutional strategies for fund mobilization:

- UGC grants under the schemes such as Autonomy, CPE, DBT-STAR College, *Paramarsh*, BiSEP and B.Voc. are the main sources. Other sources are students' fees, grant-in aid salary, and interest from banks.
- In addition to these, financial assistance is received for the research projects from UGC, VGST, DST-FIST, DBT etc.
- The departments also get sponsorships to conduct conferences /seminars /workshops /College-fests from government bodies like DST-SERB, KSTA, Science Academies' Education Programme and also from NGOs & philanthropists.
- NSS, NCC and Rovers and Rangers units also receive funds from the respective Departments of the State government.
- Philanthropists, well-wishers, alumni, retiring staff, faculty members and other organizations donate funds for endowment cash prizes, scholarships, mid day meals and sponsor extracurricular activities.
- A small amount of funds is generated through consultancy services.

Fund Utilization

The institution has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for expansion of college infrastructure, development of academic processes, and maintenance of academic and physical facilities.

The annual budget preparation is a rigorous exercise wherein each and every requirement of the institution is discussed with the Management and, depending upon the need, fund allocation is made.

- The institution has the liberty to spend funds granted under recurring heads. For the assets and infrastructure the institution needs to take the approval of the Management before utilizing it.
- The Management reviews every month the budget sanctioned against actual expenditure. Provision is made for re-appropriation of funds in the quarterly review.
- Additional funds are made available by the Management if required.
- Utilization of funds received from the funding agencies is made as per the norms/ guidelines of the scheme.
- Financial audit is conducted by a certified Chartered Accountant every financial year to verify the compliance.
- Utilization certificates are submitted to the respective agency.

File Description	Document
Any additional information	View Document
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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

RESPONSE: Affirmative

The IQAC contributes significantly in the overall functioning of the college. It monitors, plans and executes strategies for quality enhancement and quality sustenance. Distinctive strategies are adopted for overall quality improvement in the campus.

The two practices that have been institutionalized are given below:

1. AUDITS AND APPRAISALS

“Focusing on continuous improvement through comprehensive feedback” being the vision of the college, multiple Surveys/Audits/Appraisals are conducted periodically through the Campus Audit and Appraisal Committee. The reports and analysis of the data are submitted to the IQAC for further action. The IQAC monitors the assessment system through timely guidance and instructions.

- Weekly surveys ensure the adequacy of the infrastructure, campus facilities and student support system.
- Staff Appraisal by the students provides the feedback to the faculty on effectiveness of the teaching learning and assessment procedures. The interaction with the faculty by the principal and the HoDs helps in quality improvement by the staff.
- Self Appraisal by the Teacher (PBSA) gives opportunity for introspection and to evolve effective teaching methodology to meet the organizational expectations .
- Departmental Appraisal by students provides feedback on the performance of the Departments. The result is shared with the HoDs for timely action.
- Stock verification of the departments, classrooms, library, co-operative store etc provides actual stock and the condition of the items based on which the management takes action.
- Feedback from External Peers is also sought for quality improvement.
- AAA is conducted periodically and the observations are shared in the appropriate platform.
- SSS ensures the institution's quality performance.

2. PAPERLESS OFFICE

SDM College has demonstrated its concern for the environment through many strategies. One of the major steps in this direction is to gradually reduce the usage of paper and adopt paperless office in a phased manner. The initiative is supported by the in-house developed software EERPMS.

Steps adopted

- Training the Trainee - Staff members with a good knowledge of computers have been selected as Master trainers and deputed for interactive sessions on EERPMS organized by the Software Cell of SDME Society.
- Training the Staff – Master trainers trained the staff members identified by each department through workshops/ training sessions on usage of EERPMS
- SDM Data Centre to support paperless office by enabling easy retrieval of data

Paperless office is practiced mainly in Administration, Communication and Management

- Committee Meetings are scheduled, intimation is sent to the members via SMS and Minutes are uploaded to EERPMS.
- Leave applications by the staff (management) and leave recommendations by the higher authorities through EERPMS
- Class attendance is recorded on Mobile and Absentee information is immediately reported to the parents through SMS facility supported by EERPMS.
- Staff and Student activities are recorded and supporting documents are maintained in soft form.
- Weekly surveys and Feedbacks are facilitated through EERPMS
- Study materials and Learning notes are uploaded to EERPMS
- Online examination since 2010
- Student Marks cards and other certificates are uploaded to SDM Digi locker
- Internal and external Question papers are received in soft form
- SDMC fortnightly e-bulletin and Departmental e- magazines

File Description	Document
Any additional information	View Document
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:

Response: Affirmative

Constant efforts are made at the institutional level to enhance the quality in every field of institutional performance. The IQAC initiates to provide feedback through Periodic and Term End reviews in the institution to ensure the attainment of quality outcomes. The feedback provided helps the staff and the departments to introspect and perform better.

1. Periodic Review

Periodic reviews are done at the departmental level as well as at the college level

Teacher's Work Diary – The day wise teaching plan and all the details of classes engaged besides the entry of all other curricular and extracurricular participation are recorded by the teachers in the Work Diary which is reviewed monthly by the HoDs and the Deans concerned to check whether the staff complied to the plan. During the pandemic e- diary was maintained.

Departmental Activities – Both curricular and co-curricular activities of the department including teaching pedagogies, skill development, ICT, staff and student activities are planned in the beginning of the academic year and are reviewed in the departmental monthly meeting and HoD's meetings.

Students' Attendance –The institution firmly believes that there is a positive relationship between student's academic performance and class attendance and therefore monitors the the attendance. Students' daily absentee information is sent to the parents through bulk SMS. The departments and the mentors are

also vigilant and monitor the attendance and the parents are informed if there is a shortage.

Diagnostic Survey and Remedial Drill –After internal tests diagnostic surveys are carried out by the department to understand the learning difficulties and remedial measures to be undertaken to help the students.

2. Term end Review

Term End Reviews are carried out to audit the

overall performance of the institution. The IQAC adopted varied term end review mechanisms and the review reports shared provide valuable inputs for quality measures.

Institutional Educational Standard Assessment (IESA): ‘Institutional Educational Standard Assessment’ is conducted at the end of each semester to evaluate the academic outcomes, and in turn the capabilities of students. This data is used by the IQAC to identify the academic strengths and weaknesses of individual departments and utilized the same during quality policy making. The report is mailed to HoDs to take necessary actions in strengthening the areas of concern.

Correlation Analysis: The analysis is a testimony of the correlation between a student’s internal marks and semester marks. The study helps to know the factors that influence the mismatch in tally and measures to be taken to bridge the gap, if any. The subject-wise analysis provides if there is the consistency in students’ academic performances in different exams.

Paired t test: The institution considers improvement in students’ performance during their study period as an indicator for good teaching-learning process.

Hence it adopted the statistical strategy of comparing their first and final semester examination performances. A significant increase in the performance is considered as bench mark for good teaching learning process. The study indicates the efficiency of every department in increasing the academic performance of each student. Based on this measures are taken by the IQAC to train the teachers, on teaching-learning process.

Performance Based Self-Appraisal (PBSA): Performance Based Self-Appraisal System is adopted to assess the academic, research, co-curricular and extra-curricular activities of the faculty. The performance of each staff is reviewed every academic year to ascertain their strengths and assist them to overcome their weaknesses. The staff are rewarded if there are outstanding achievements in academics especially research.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution has always believed in the philosophy of gender equity and women empowerment. Programmes related to women rights, gender sensitization, equity, dignity, self protection, and health and hygiene awareness are being regularly organized. Value added courses are offered to promote such awareness and life habits across all programmes. Sufficient care is taken to ensure that women are not discriminated against on the basis of gender in all activities conducted in the campus. All the facilities that the women employees are eligible for such as maternity leave and other benefits are extended as per Government guidelines.

Some of the other exercises undertaken in this direction are-

- Extension programme on women empowerment and gender equity.
- Free education, food, accommodation for women athletes
- Ladies wing in NCC (Army)
- 33% Reservation in Navy wing
- Swimming training facilities for Ladies
- Equal opportunity in NSS, sports and cultural events
- Special support to lady students to participate in competitions in all fields
- Guidance to avail scholarships from Govt and NGO's.
- Nethravathi Craft Centre to empower girl students and female staff members

Safety and Security

- Women Development Center
- Grievance and redressal cell for women
- Anti-Sexual Harassment Cell
- Security for girl students while returning from library in the evening

- Bus facilities for girl students to reach the hostel after library hours
- Women security guard in hostel
- Vehicle facility in emergency to visit the hospital on 24x7 basis.
- Display of clear instructions on do's and don'ts
- Periodic intimation to the parents on their wards' attendance.
- Special Care and security for female students during NSS and other camps
- Accompanied by the lady staff during the camps and off campus activities.
- Installation of CCTV Cameras at strategic points in the campus and Girls hostels
- Maintenance of visitors log book at the entrance of the ladies hostels
- Career counseling facilitated through the HRD Centre and Departments
- Counseling centers to take care of mental health needs.

Quality of Life (QOL) Moves

Two spacious retiring rooms for girls with following facilities are maintained in the campus with such facilities as T.V, beds, display boards, round the clock water supply, hand drier and availability of sanitary napkin, waste disposal bins, adequate furniture and good ventilation,

Besides these the college has made provision for exclusive hostel for sports girls, health care services, and regular health checkups for sports girl students and orientation to women students on their rights and equity.

The children (aged 3 and above) of female staff of the college are provided with a Day Care Centre facility in the campus with following facilities:

- Two exclusive staff members and health assistants for overall supervision and monitoring the activities
- Adequate water facility and washrooms
- Adequate furniture
- LCD Projector with Audio-Video Facilities and Games programs
- Library facility for reading stories and entertaining books and for notes

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: A. 4 or All of the above

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

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

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

Response:

Solid Waste Management:

The college has an exclusive and systematic waste segregation and disposal unit for scientific management of waste.

Measures taken are:

- WET and DRY solid waste collected through marked dustbins on alternative days.
- On normal working days, around 285 bags are collected every month

- The solid waste is segregated into paper, plastic, cloth, shoes, ceramic, glass, rubber, fiber, etc at WSP.
- A conveyer belt arrangement helps segregation
- Clothes/shoes are segregated as usable /non-usable
- Re-usable clothes are washed, ironed and placed in “The Wall of Goodwill”, an initiative of the college, where the needy take these away as per their requirement
- Recyclable plastic, rubber and glass waste are sold to scrap collectors and the remaining are land filled
- Tree plantation is done on land filled area
- Unused papers from students’ note books are collected & bound for distribution in schools
- Paper waste is shredded and sold to vendors
- Organic waste is used for vermin composting
- Sanitary waste is incinerated and the ash obtained is used as manure in the farms

Liquid Waste Management

The institution has a proper mechanism for liquid waste management.

- Hostels and PG Block are connected with STP unit
- Liquid waste from toilets and bathrooms are channelized to STPs collection tank which has a capacity for collecting 1,00,000 liters
- This is aerated in the aeration tank for removal of solid contaminants and then cleared water flows over to filter feed tank
- Recycled water is used for less green garden and in the arboretum which is an ex-situ conservation project of Western Ghats plants
- The semi-solid waste is taken out of aerated tank at periodical intervals and used as manure.

E-waste Management

The institution has an appropriate E-waste management system

- E-waste such as Computer Components, Computer Screens, Hard Disks, Mother Boards, mouse, and keyboards, LCD Projectors etc.is collected and stored in a designated room

- Proper inspection is done by the computer maintenance department under the supervision of SDME Society.
- The computer maintenance department ensures that reusable components are removed, tested and used for maintenance purposes whereas some are used for hard ware training purpose. At periodical intervals, the e-waste is sold off.
- When the computers are replaced with a higher configuration in the college, the old computers are donated to sister institutions and other primary schools.

Waste Recycling System

- The green waste including tree leaves is recycled through the composting method and used as fertilizer.
- The kitchen waste (4 to 5 kg per day) is used for vermin composting while that containing spices and salt is given to piggery.

Hazardous chemicals and radioactive waste management

As the institution practices Green experiments, the small quantity of less hazardous chemicals used in Departments of Biotechnology and Chemistry is let-off to soak-pit

File Description	Document
Geotagged photographs of the facilities	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: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of**

reading material, screen reading**Response:** 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
Details of the Software procured for providing the assistance	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:**

Located in a rural area known for diversities of language, religion, community and culture the institution has a social milieu of harmonious existence. It is now being widely accepted that successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional.

The student population in the campus is a blend of rich heritage represented by members drawn from ethnic groups connected to Kannada, Hindi, Urdu, Byari, Kodava, Tulu, Chithpavan, Malayalam, Havyaka, Shivalli, Arebhashe, Kundapura Kota, Konkani, Manipuri, Simhala, Marathi, Tamil, Telugu, Sanskrit and Karada communities. Literary and cultural programmes conducted in the college are always inclusive of customs and practices, language and heritage with which the campus is enriched. This is amply reflected on such fora as Fine arts, Maneesha (annual college magazine), wall magazine, competitions, student projects- all of which contribute to the vibrancy of the college. Festivals such as Deepavali, Onam, Sharada Poojaa, Ganeshotsava are celebrated in the campus while art forms like Yakshagana, Drama, Bharata Natya, Kathak , Bali ,-Famiko, Garbha Dandya, Tappam can be seen on the stage during the special occasions.

Some of the platforms that offer opportunities to students to exhibit their talents, cultural and regional practices are annual day, inter-class variety, traditional day, elocution and singing competition in different languages. Many programmes on Conservation of Historical Monuments and Traditions are organized to create awareness among the students and public

Tolerance and harmony towards communal diversities:

- Celebration of all religious festivals in the hostel.
- Morning prayer for five minutes exemplifying Nation's diversity

- College level debate competition on all the faiths
- Observance of Sadbhavana day, Youth day and Yoga day

Regional Diversity Programs

- Value-added certificate courses on Tulu Language and culture, Yakshagana, Dance and Dramatics
- Workshops, seminars, and talks on Tulu and other languages of Ethnic groups.

Linguistic initiatives

- Special importance is given to cultural studies in our college magazine. It provides a platform for the students' fraternity to exhibit their potential and showcase their talent as writers. In order to promote vernacular languages and build a friendly bonding among diverse language communities, students from multi-lingual and cultural backgrounds are encouraged to contribute for the college magazine. Publication of research articles in their own language is encouraged.
- A certificate course in Prakrith Studies is offered to the students in association with Shravana Belagola National Prakrith Study and Research Center
- Hindi Diwas, Samskrita Day, International Mother Tongue Day are organized

Inclusive Environment

The following measures are thought to provide inclusive environment in the campus

- Jnana Mantapa (knowledge sharing platform) program
- Student Lecture Series
- Student Uniforms
- Support to slow learners irrespective of their background
- Book bank for all
- Visit to remote villages to get a feel of economic deprivation
- Participation in agricultural activity

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

The college upholds the tenets set down in the Indian Constitution and promotes activities to strengthen the unique character of the nation- Unity in Diversity, National Integrity, and respect to duties and responsibilities of every citizen. Practices such as respect to the National Flag & National Anthem are strictly observed in the campus. National Festivals like Republic Day, Independence Day and Samvidhan Day, Kargil Day, Vijaya Diwas, Sadbhavana Day, Martyr's Day, Constitution Day are celebrated.

The curriculum also provides for courses like Constitution of India, Freedom Struggle, Human Rights, Women /Child Rights.

Socio-cultural values and civic sense are also spread through wall magazines, articles in media, displays, and exhibitions.

Students are taught to uphold the sovereignty & integrity of India imbibe patriotism, national pride, protect public property, fellow-feeling through organizations such as Rovers & Rangers, Indian Red Cross, NSS and NCC. Programmes like literary/cultural competitions - elocutions, debates and essay writing, mimes, plays, and songs & skits are utilized to disseminate values concerning effective citizenry. Contemporary campaigns like Swacch Bharath, Ek Bharath Shreshta Bharath, Digital India, Make in India, Right to Vote Ayushman Bharath, Jal Shakthi, Sub Ka Vikas, Vishwas..... are also enthusiastically taken up by the students on missionary zeal.

Students are trained through various programmes and camps to defend the country and render national services when called upon to do so.

Spirit of brotherhood is inculcated through activities like Health camps- Blood donation camps, Pledge for Eye donation/Organ Donation and Anemia-free- campus Campaign, Mid day Meal scheme, debates and discussions.

Activities are also planned to sensitize youths to the value of composite culture by organizing National Integration day, Traditional day celebration, Tulunada aacharanegalu and Srilankan festival celebration.

Developing scientific temper of mind, safeguarding public property, fulfilling constitutional obligation, adopting scientific management of the waste, water literacy, conservation of nature, Green Campus and preservation of cultural heritage have become part of the institution

File Description	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: A. All 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:

Institution inculcates values and ethics among the students by celebrating various national and international commemorative days, events and festivals throughout the year. This creates inclusiveness among the students' community and a sense of responsibility. Attendance in large numbers of both teachers and students in all programmes and activities is reflective of acceptance of these values across the campus.

Festivals and observances of national importance like Independence day, Republic day, Gandhi Jayanthi, Children's day, Unity day, Kargil day, Vijay Diwas, Constitution day are organized /observed with vigour and verve. These days reminds us the sacrifice of our elders and the rich legacy they have left behind for the present generation.

Besides these, the Institution also holds programmes on Science day, Ozone day, Hiroshima and Nagasaki Day etc to create awareness on social responsibility and scientific issues.

Programmes on National Youth Day, Sadbhavana Diwas, Buddha Jayanthi, Mahaveer Jayanthi, Gurunanak Jayanthi are focused especially on youths to spread the message of religious tolerance, brotherhood,

harmony and peace.

Through programmes connected with Mental health day, Suicide-prevention day and several diseases, efforts are made to create awareness among the present day youth to keep themselves mentally and physically fit.

On Population Day, talks and discussions are organized to educate the students on burning issues while on Human Right's Day citizens' rights and responsibilities are highlighted.

Environmental Day, Pollution control day are also celebrated to create awareness on ecosystem and the need to keep the surrounding clean and tidy.

Even Chocolate day and Food day, funny though the names are, used as platforms for conducting competitions, seminars, workshops and discussions are healthy food habits.

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:

1. Digital SDMC

Objectives of the practice

Institutional identity in the modern world is hard to think of if it follows the conventional modes of functioning in these times of ICT enabled exercises. The college, located in a rural area has catered to the contemporary needs by way of adopting all the new methods to enable rural students to get quality higher education. Familiarizing and introducing the modern and latest technological advancements & keeping the learners at pace with the fast progressing world are fundamental requisites of the college. Digital SDMC (almost in line with the Digital India) is hence a ardent practice of enhancing ICT use in all the institutional functioning. The following are the key objectives for such shift to digital mode:

- Introducing students to a wide range of resources and tools and to empower them with the skill sets required in the contemporary world.
- Enhancing the teaching and learning with the ICT tools.
- Creating an exclusive in-house Integrated Management System.

- Developing testing modes using ICT
- Training the students in using resources in the Public Domain
- Equipping the students with technical skill to get selected for jobs and higher education
- Developing an SDMC Inventory of learning resources.

The context

The compulsions for adopting ICT and shifting to digital mode are:

- **Accessibility to rich inventory of resources in the public domain**

The rich online resources available today are both easy and quick to access. This fact compels any institution to break free from the shackles of classroom pulpit teaching. One of the policies of the college is to be agile and move with the changing times. This is a thought to be mutually beneficial considering the emaciated frames of teaching practices and learning habits seen in the present times

- **Development of an Impeccable Administration**

Human error can be reduced through the use computers. Administration of an educational institution needs to be accountable and transparent to reach the expectations of the stakeholders. Any responsive institution cannot find enough justification to shirk from its responsibility of updating the system into an efficient administrative structure bringing in some impeccable moves available currently

- **Enrichment of the knowledge base**

The knowledge base is neither stagnant nor complete, and there is no dearth of freedom and authority to add credible value to the existing world of information. The opportunities are infinite to enrich the learning modes and materials from e-journals/books to social media, recorded lectures to virtual sessions.

- **Unlimited creative exploration**

In the virtual world built on search engines, web development codes and social media, there are no limitations when it comes to creative exploration. Every form of talent and practically every form of creative execution has a platform and has its audience and SDM innovates and experiments on each of them – social media, website, in-house portals and so on.

- **A voice to be heard**

The institutional identity is presented creatively in the digital world, which helps to stand out and make an impact.

The Practice

The college has carried out Digital SDMC Project through following measures:

Digital Learning

Digital learning initiatives pioneered by SDMC make advanced learning facilities accessible to students

free of cost.

- **SDM E-Resource** - SDM E-Lecture series is a dedicated lecture series where lecturers record their classes which are made accessible through a YouTube channel and the in-house portal EERPMS, through log in credentials. These lectures are freely and easily accessible to all students.
- **Fully automated library** - For the easy access of library and to enable students and readers to make the most of library resources, automation of all library proceedings has been made. Automation includes facilities like online tracking of books, audit and search of books and journals, student space and OPAC. This makes access to library knowledge much easier to students.
- **Online exams** - A syllabus based online-test is conducted. It has become a popular option in the college since it helps save energy and time, alongside making for an efficient way of evaluation. Students get training for competitive exams through this process. One internal exam per semester is mandatorily conducted online by all the departments. Also, the Placement Cell of the college conducts frequent online mock tests for various competitive entrance exams.
- **Digital & Virtual classrooms** – Digitization of classrooms with AV technology and regular online classes through technological aids such as Google Classroom/Meet, ZOOM, sharing slides etc. has enabled the students to be well acquainted with technological learning methods and efficiently utilize them besides expanding the learning space for them.
- **Student lecture series** - Student lecture series is an SDM initiative where students are provided a digital platform to display their teaching skills. They conduct research and present topics of importance which is disseminated online with potential for global reach.

Digital administration

Digital administration enables the institution to efficiently manage its resources, keep track of growth and areas for improvement and hence offers better learning experiences to students.

- **EERPMS** – Educational Enterprises Resource Planning and Management System is an exclusive portal designed at SDM for extensive documentation of all activities of the college with easy retrieval facility. All data relevant to the college is documented through this system.
- **Paperless documentation and publication** – In order to achieve higher visibility, the college publishes an E Bulletin once in a fortnight (on every 5th and 20th of the month) covering all the activities of the college which is circulated to all the stakeholders including the management, alumni, faculty and guests of the college via e-mail.
- **Online audits and surveys** - Weekly campus survey is a systematic technique to collect students' feedback on various parameters such as infrastructure facilities, maintenance, cleanliness, functioning of departments/committees, etc.

Evidence of success

With the implementation of digital means in teaching, learning and administration, the college has noticed significant improvement in the following areas.

- Exhaustive database of syllabus related study material which is accessible to students anytime and any number of times.
- Efficient management of student and staff data.
- Improvement in learning patterns.

Problems Encountered and Resources Required

The problems encountered during the paradigm shift from manual mode to digital mode in teaching, learning and documentation are arguably generic in nature and were tackled by persistent efforts. While the challenges included a tedious procedure of re-documenting all the existing and archived documents from the past on the digital in-house portal, this was achieved by the dedicated staff, which is also looking after the management of this portal.

Second challenge during the initial days of implementation of EERPMS was of familiarizing all staff and students with modes of documentation and access to it. This was tackled through multiple training sessions and individual follow-up by the staff of the Data Centre. The technical end of the portal itself has also evolved to accommodate newcomers and by keeping it user- friendly.

On the learning end, network issues combined with a culture shock posed some challenge for students while accessing online learning facilities. This was tackled by providing students free access to online resources at the college library and incorporating mandatory learning hours at the library.

2. SDM Social Responsibility

1. Objectives of the practice

With a firm orientation in the virtue of endowments practiced ardently at Sri Kshetra Dharmasthala, the college has initiated a series of best practices under the title ‘SDM Social Responsibility Series.’ This practice best represents the values that SDM stands for inculcating in the students social values of cooperation, self help, charity, fellow-feeling, through well-defined social welfare activities.

The college has defined the social responsibility series on five topics of contemporary importance namely – save water, save food, save electricity, civic sense and anti-drug abuse.

The objectives behind the choice of the lead themes are as follows:

- To inculcate values of social responsibility among the students no matter where they go by

internalizing them.

- To provide opportunities for the students to accept social responsibility through different modes of service
- To inspire others to follow such practices by their personal examples

The context

A firm sense of social responsibility is a fundamental aspect of life. SDM Social Responsibility Series dwells on five of the most basic and relevant areas that every stakeholder of the institution can easily connect with. Unscientific usage of water has led to water scarcity issues that residents of the geographic precincts of Ujire have come to experience.

The same applies to unreasonable or irresponsible usage of electricity, as it can lead to exploitation of resources and consequential scarcity.

A report states that a staggering 50 kilos of food is wasted every year per person in Indian households. With thousands going hungry on the other end of the spectrum, awareness against food wastage is an absolute necessity that must be inculcated young.

Citizens with awareness of basic civic sense such as road safety, cleanliness and fundamental duties are assets of any country, and the college aims to inculcate these values strongly.

Substance abuse including drugs and alcohol usage has dire consequences on life and developing an early resistance to them is the responsibility of all educational institutions.

SDM Social Responsibility Series has chosen the above issues to address for Best Practices for organizing activities regularly.

Implementation of practice

Social responsibility series concerning the aforementioned areas are carried out through the following types of regular activities.

- Awareness creation programmes such as guest lectures and field trips
- Water & energy conservation programmes including awareness enhancement and impact events
- Civic sense programmes themed 'no food wastage'.
- Cleanliness drives on everyday basis named 'SDM Swatcha Abhiyan' and on days of national importance –carried out regularly by NCC and NSS units of the college and occasionally by all students
- Anti-drug abuse awareness students
- Health awareness campaigns that include blood donation camps and health check-ups for the community
- Observation of days of importance such as World Environment Day, Vanamahotsava, etc.
- Cleanliness surveys in and around the campus.
- Socio – economic village survey

Challenges in implementation

In the process of implementing regular activities that promote sustainable development and responsibility in the conduct of students, practical challenges such as management of large number of students and ensuring each one's involvement with visible, measurable impact was faced. This challenge was tackled by persistence in organizing series of theme-based programmes, like Gadde Nati (Farm cultivation) where students themselves cultivate agricultural lands in the area, selecting student volunteers and mentors for all programmes and assigning responsibility

The Practice

The practice of social responsibility with its recognized areas of implementation is familiarized to students at the beginning of their course. Subsequently a plan of action is set in motion :

- Motivating the students to design their own plans and programs under the social responsibility series.
- Each department of the college is asked to conduct programmes related to these areas.
- Consistently organizing awareness programs with internal and external resource persons including informative videos and other ICT aids.
- Looping in neighboring schools and sister institutions where awareness videos are displayed and small presentations are made on the same topics.
- Organizing drives against food wastage.
- Instructing the departments to collaborate with external organizations to help spread awareness.
- Initiating programs of national importance like, Swachha Bharath, Environment Protection, Nation Building etc.
- Installation of posters and awareness boards in hostels and college canteens against food wastage, cleanliness, water waste with convincing data and pictures.
- Instructions to use water and electricity judiciously
- An additional facet is added to the social responsibility series in order to maximize its impact, namely 'social and spiritual lecture series'.
- This tributary practice organizes guest talks and lectures for students by reputed persons. This exposure expands students' horizons and enables them to think and design activities of greater impact.

Evidence of success

The success of the social responsibility series can be observed in the campus in the following ways.

- A spick and span campus
- Remarkably low food wastage in hostels
- Management of rain water harvesting facilities in the college.
- Involvement of the Students in rain water conservation drives in other institutions.
- Minimal usage of electricity in the college.
- Effective implementation of SDM Swatch Abhiyan.

Problems encountered and resources required

Problems in implementation mainly included initial non-cooperation from local residents and shop owners of the area owing to lack of awareness, when students organized cleanliness and awareness drives. Later on, local students were also roped in these drives. Personal communication with the stakeholders by students and faculty of the institution helped in resolving this challenge

Resources required included appropriate cleaning and promotional materials for students along with security measures.

Notes

SDM Social Responsibility Series, after its successful implementation in the college, is now expanding to accommodate residents of the area as well as other institutions located in the vicinity of the college. Special opportunity is provided to junior students in schools who can be trained young to be socially aware and responsible. This expansion process is underway with collaborations with Grama Panchayat and NGOs. Every fortnight, an event under one of the selected areas is conducted in collaboration with at least one external organization.

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

“*Samyak Darshana Jnana Charitraani*” (right perception, right knowledge and right conduct) is the founding principle of SDM college. While the ideals of orienting students in knowledge, conduct and proper perspectives, empowering the youth to play a proactive role in their adult life is always kept in mind.

Strengthening of a young nation depends highly on the empowerment of rural youth. Located in a remote corner of Karnataka, the college has tried to make qualitative and technologically advanced education accessible to rural students since its inception. Supported by modern infrastructure, healthy academic ambience, ethical orientation, the students (mostly from rural background) are empowered with competence and quality to pursue any professional path they aspire.

Established at a time when higher education was far beyond common man’s reach, the college has grown by leaps and bounds in academic, cultural, sports and literary areas in accordance with the changing times. Over a span of five decades and more, the institution has produced thousands of graduates now holding important positions and making significant contribution in the country and abroad.

In designing the programmes and activities for the students, the college has always recognized the needs of the rural students and requirements of the programmes offered.

- Relevant and appropriate curriculum marks the contents of the programmes and concomitant delivery system is always ensured
- For the overall development of the students, support systems are built catering to various aspects of learning, hands on experience, leadership opportunities, community service and promotion of culture. Mentoring, guidance counseling, remedial coaching, tutoring collectively have helped in maintaining the happiness index for the students at a high level.
- Programmes for the students encompass physical, mental and spiritual development through sports and games, yoga, swimming, gymnastics, theatre, music and dance facility with training for national and international events.
- Inculcation of social responsibility is ensured through NCC, NSS, Rovers & Rangers, Indian Red Cross, organizations. In addition to these, novel schemes such as village adoption, school adoption, field visits, social work go a long way in orienting the students in service and civic sense. When the graduates coming out of this institution go to their respective places to lead their adult life, it is hoped that they are going to be both competent and willing to assume leadership roles and thus enrich lives of the people bringing in value additions such as innovativeness, critical thinking, experimentation, scientific temper, domain knowledge, latest developments in agriculture, industry and service sector. Our philosophy has been - personal growth should lead to community development, knowledge gained here should be tested on the ground and the fruit of education should be available to our own people rather than make the educated youth migrate to cosmopolitan cities or go abroad.
- Enriching the learning with modern tools such as ICT (Internet, projectors, Google classrooms/Meets, Ted Lecture, You tube, online courses) is the prime focus of the institution. This has opened unforeseen possibilities for the youth to access knowledge, share experiences, seek clarification, collaborate offshore agencies, set up new ventures etc. The idea of global village is realized even within the ambit of an education institution placed in a remote place Ujire.
- To satisfy the hunger for knowledge among the youth, the institution has created and maintained a

massive, fully stacked library with more than one lakh books not to speak of digital resources.

Even with the realization that, while the five decade old legacy has served the institution well by facilitating individual and community growth, the college consistently reevaluates itself and reinvents its priorities. The contribution of the college to the development and prosperity of the country is commendable. The college itself has come a long way since its establishment from being a centre of conventional teaching and learning to grow into a hub of competency building, man making, skill development and empowerment. But there are many miles to go and there is no resting on oars.

The mission continues...

Efforts are on in the following directions:

- Brining a Paradigm shift in method of education from being teacher-centric to student centric
- Digitization of learning resources,
- Availability of content related to curriculum any time and easily.
- Digitization of student data for efficient administration
- Incorporating technical skill in training/teaching modules.
- Augmentation of infrastructure to include modern facilities
- Offering inclusive education through integration of co-curricular and extra-curricular activities.
- Mandatory research orientation through research projects
- Industrial affiliations and Memoranda of Understanding
- Fast paced preparation for the implementation of NEP

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Broad Strategic Frame work (Perspective Plan)

1. Academics -Cafeteria approach
2. ICT- Technology Enabled Administration, Support Service and Teaching, Learning and Evaluation
3. Research- promotion of focused research
4. Community presence- Inculcating social responsibility and values
5. Holistic education- Nurturing and Enhancing human potential
6. Visibility- culture on oneness, best learning experience and best practices

Strategies:

1. Academics -Cafeteria approach

Offering Institutional Open Elective Courses as a part of NEP Curriculum:: PG Diploma Programme, Courses in Nanotechnology & Medicine by Dept. of Biotechnology, Intensive Counseling & Psychotherapy by Dept. of Psychology, I year Diploma/Short term course in Artificial Intelligence & Machine Learning by Dept. of Computer Science and Physical Fitness and Yoga by Dept. of Physical Education

1. ICT- Technology Enabled Administration, Support Service and Teaching, Learning and Evaluation

Training on Information Technology Tools-(PODCAST/Documentaries)

Creation of Videos & Audios on Topics of relevance

Adopting flipped mode of teaching

Enhancing the numbers of Tabs in Library (kindle)

Enhancing e-lectures and Assisting students to buy laptops

1. Research- promotion of focused research

Integration of Research with Curriculum

Strengthening Research Centers

Establishing full fledged Instrumentation Centre- Setting timeline for all staff members to complete their PhD, Encouraging PhD guide ship

Enhancing the number of Research Projects and Publication

Organizing National/International Conferences on IPR, Patent-ship

1. Community presence- Inculcating social responsibility and values

Agricultural and Environmental Related activities:

(Water harvesting, Zero idle paddy fields, Year-round fodder availability, Increase in agro biodiversity

Educational Programs in adopted schools and village

Health related Programmes- Health and hygiene programs, Health camps, blood donation camps/identification camps

1. Holistic education- Nurturing and Enhancing human potential

Strengthening-

Skill development trainings (21st Century Skills)

Enhancing Campus Placement

Faculty Development Program

Tech-enabled teaching

Innovative teaching methods

1. Visibility- culture of oneness, best learning experience and best practices

Visibility: national and international visibility, expanding the catchment area, Signing more MoU's, Student exchange, Staff exchange Programmes

Culture of Oneness: Training to all stakeholders, Enhancing alumni and parents' participation

Best learning experience: motivation, mentoring, support with strong value system Best practices: strengthening the student faculty, recording lectures on a larger scale

Concluding Remarks :

The college has been appropriately responding to the contemporary needs and has adapted itself to fulfill the hopes and aspirations of the youths by offering programmes that are both relevant and up to date. Further, continuous efforts are made to ensure that all the details pertaining to the academic and administrative matters are available in the public domain and are easily accessible to all stake holders. The institution has a functional website www.sdmucjire.in to showcase and publicize all the relevant details of the programmes /courses offered, Programme Outcomes, Programme Specific Outcomes and Course Outcomes, the annual calendar of

events, students' attendance, schedule of term-end examination & results, various educational scholarships and free-ships, important announcements, and other support facilities. In strict adherence to the established practices & policies, the best practices of the institution are also made available through regular updates in the website. The institution has a fortnightly e-journal and a bulletin board to keep the stakeholders informed about the academic activities on the campus.

A proactive management, dedicated staff with an aptitude for innovations, focussed students, responsible parents, enthusiastic alumni and responsive local community are the indestructible strengths enabling the institution to keep moored to its deep value systems and maintain the pace with developmental needs to meet the contemporary challenges of higher education. The immediate focus of the institution is to ensure the true spirit of the National Education Policy in its curriculum.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1094</td><td>1214</td><td>1645</td><td>1464</td><td>1615</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1094</td><td>1214</td><td>1645</td><td>1464</td><td>3231</td></tr></table> <p>Remark : Edited as per data provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1094	1214	1645	1464	1615	2020-21	2019-20	2018-19	2017-18	2016-17	1094	1214	1645	1464	3231
2020-21	2019-20	2018-19	2017-18	2016-17																	
1094	1214	1645	1464	1615																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1094	1214	1645	1464	3231																	
2.1.2	<p>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)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1039</td><td>1020</td><td>1015</td><td>964</td><td>940</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>572</td><td>586</td><td>523</td><td>536</td><td>507</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1039	1020	1015	964	940	2020-21	2019-20	2018-19	2017-18	2016-17	572	586	523	536	507
2020-21	2019-20	2018-19	2017-18	2016-17																	
1039	1020	1015	964	940																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
572	586	523	536	507																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 1471.437</p> <p>Answer after DVV Verification: 1427.93</p> <p>Remark : NCC, Liabrian,PE teacher's experience not considered'</p>																				
2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p>																				

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 1043

Answer after DVV Verification: 1048

2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.

Answer before DVV Verification : 1155

Answer after DVV Verification: 1162

Remark : Input edited as per EP 2.2

3.2.2 Percentage of teachers having research projects during the last five years**3.2.2.1. Number of teachers having research projects during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	2	5	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	2	5	3

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	2	5	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	2	4	3

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	32	29	29	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
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32	32	29	29	29
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Remark : Edited as per data provided

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
51	91	81	66	100

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
42	67	65	53	81

Remark : Edited as per data provided

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1655	3250	2910	3004	2836

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1561	2930	2675	2903	2216

Remark : Edited as per 3.6.3

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

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

38	64	73	53	30
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
37	48	64	47	23

Remark : Input edited by eliminating repeated number of collaborating agencies.

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)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 67

Answer after DVV Verification: 67

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:

2020-21	2019-20	2018-19	2017-18	2016-17
3.99	4.68	5.07	4.22	9.98

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.36	4.68	5.07	4.22	9.98

Remark : Input edited as per document provided by HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
169	504	421	487	239

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
200	704	520	442	296

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>56</td><td>62</td><td>55</td><td>55</td><td>55</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>53</td><td>62</td><td>55</td><td>55</td><td>55</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	56	62	55	55	55	2020-21	2019-20	2018-19	2017-18	2016-17	53	62	55	55	55
2020-21	2019-20	2018-19	2017-18	2016-17																	
56	62	55	55	55																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
53	62	55	55	55																	
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 32</p> <p>Answer after DVV Verification : 23</p>																				
2.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>139</td><td>142</td><td>135</td><td>134</td><td>129</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>135</td><td>138</td><td>131</td><td>130</td><td>125</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	139	142	135	134	129	2020-21	2019-20	2018-19	2017-18	2016-17	135	138	131	130	125
2020-21	2019-20	2018-19	2017-18	2016-17																	
139	142	135	134	129																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
135	138	131	130	125																	
3.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>784</td><td>784</td><td>701</td><td>693</td><td>684</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>774</td><td>784</td><td>701</td><td>695</td><td>684</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	784	784	701	693	684	2020-21	2019-20	2018-19	2017-18	2016-17	774	784	701	695	684
2020-21	2019-20	2018-19	2017-18	2016-17																	
784	784	701	693	684																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
774	784	701	695	684																	
3.3	<p>Total number of classrooms and seminar halls</p>																				

	Answer before DVV Verification : 71 Answer after DVV Verification : 67																				
3.4	Total number of computers in the campus for academic purpose Answer before DVV Verification : 360 Answer after DVV Verification : 296																				
3.5	Total Expenditure excluding salary year-wise during last five years (INR in Lakhs) Answer before DVV Verification: <table border="1"><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>342.61</td><td>447.98</td><td>601.07</td><td>589.9</td><td>313.83</td></tr></table> Answer After DVV Verification: <table border="1"><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>212.61</td><td>337.71</td><td>279.77</td><td>239.91</td><td>238.94</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	342.61	447.98	601.07	589.9	313.83	2020-21	2019-20	2018-19	2017-18	2016-17	212.61	337.71	279.77	239.91	238.94
2020-21	2019-20	2018-19	2017-18	2016-17																	
342.61	447.98	601.07	589.9	313.83																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
212.61	337.71	279.77	239.91	238.94																	