



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

A. D. B. FIRST GRADE COLLEGE

**A.D.B.FIRST GRADE COLLEGE HARIHA ROAD HARAPANAHALLI-583131
VIJAYANAGARA (D)
583131
www.adbcollege.org**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Harapanahalli is a city and sub-divisional headquarter of Harapanahalli, HuvinaHadagali, and Kotturu Taluks; and it is in the Vijayanagara District. It is the second largest and fastest growing city in the Vijayanagara district in the Indian state of Karnataka. The famous Kannada humorist Beechi (RayasamBheemasena Rao) was born here. The place which connects Kalyana Karnataka with Middle Karnataka, Harapanahalli city has a very good transport connectivity, water facility and availability of quality education and it was the main trading and educational centre from Madras Presidency.

A D B First Grade College was established in the year 1972, by Veerashiva Vidhavardhaka Sangha, Ballari a pioneer in educational progression in Karnataka state. This is the third rural college of V.V Sangha, Ballari and it is located near the fort of Raja Somashekara Nayaka who ruled this area. Backed by a liberal donation of one lakh by Late Sri Ambli Mallappa in 1972 and a gift of 6.93 acres of site with a ready basement by Sri Seshaji Hastimal Jain, the college was started in its most ideal location. The stalwarts of V.V.Sangha Ballari, Sri Allum Karibasappa, Sri N.Thippanna and Sri Mariyappa along with prominent persons of Harapanahalli, Sri T.M.Gangadharaiiah, Sri K. Divakara, Sri Katti Setu Ramachar, Sri Arundi Ningappa, Sri G. Kotrappa, Sri Bidri Virupakshappa, Sri Ambli Shivashankarappa, Sri Kotreshappa, Sri K. Malkappa and other concerned people of the town took up the cause of higher education. It is because of their selfless sacrifice, service to humanity and their vision to cater to the needs of Harapanahalli and villages around ADB College came to existence in 1972. It is blessed by veteran leader Sri S. Nijalingappa, Ex Chief Minister of Karnataka. The college started with a humble strength of 45 students in B.A. and B.Sc. under the patronage of Karnataka University, Dharwad. In the beginning we had 5 class rooms, 3 laboratories and a small library. With the increase in strength a need to have a new building was felt. Because of the financial assistance of V.V.Sangha and UGC grants; we were able to improve the necessary infrastructure. At present the college has 28 class rooms, a seminar hall, a good library facility and well equipped laboratories. The strength of the college and number of faculty members increased considerably since 1975. Now the college has 522 students and 30 faculty members along with 8 non-teaching staff. Dedication, devotion and encouragement of the management, enlightened faculty with research bent of mind enabled the institution to grow at a faster rate. To fulfil the demands of the growing hardware industry, Electronics course in B.Sc. was introduced in 1986. Optional English in B.A. programme was introduced in 2006. A B.Com. Course was introduced from the year 2011.

Vision

1. To inculcate moral and ethical values and stress the importance of the National integration, social responsibility and communal harmony among the students.
- 2.To enable each student to acquire necessary skill and make a meaningful contribution to the well-being of humanity.

Mission

1. To provide qualitative higher education to the students of educationally and economically backward area and to focus for the all-round development of the students.
2. To achieve excellence in teaching, learning and evaluation through advanced technology.
3. To bring the rural folk into the main stream of higher education.
4. To promote social awareness among the students regarding the environmental, rural health and social issues.
5. To aim at women empowerment.
6. To develop creative and innovative ideas for the enrichment of human life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- UGC Recognition-2(F) & 12(B).
- NAAC Re-Accredited.
- Aided by the government.
- Sprawling Campus.
- Encouraging Management.
- UGC Funds for development.
- Qualified and experienced Teaching and Non-Teaching staff.
- Learner friendly atmosphere.
- Updated Infrastructure.
- Wi-Fi Enabled campus.
- Spacious class rooms with ICT facility in few rooms.
- University Ranks during the assessment period: 03
- Fully automated library with a significant reference collection.
- Special books facility for SC/ST and disabled.
- Inter-institutional support.
- Achievements in Sports, NCC, NSS and cultural activities.
- Open air stage.
- Well equipped seminar Hall, Language Lab and Science Laboratories,

Institutional Weakness

- Improper ratio of Students and Teachers.
- Salary burden on management for guest faculty.
- Curriculum constraints.
- High fee structure compared to Government colleges.
- Rendering of less consultancy.

Institutional Opportunity

- A great and purposeful use of Alumni Association.
- Research opportunities.
- Online browsing.
- Competitive spirit.
- Campus selection.
- Global skills enhancement programmes.
- MOUs for job opportunities.

Institutional Challenge

- Professional courses are attracting plus two students in large numbers.
- Many new colleges in and around Harapanahalli.
- Declining Social and Cultural values.
- Less fee structure in Government colleges.
- Granted posts are declining year by year.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Curriculum implemented in the college as per the V S K University guidelines.
- The College functions as per the calendar of events. The students are evaluated through a continuous internal evaluation process.
- Permanent faculty members are involved in the BOS, BOAE, BOE, and evaluation processes of the university, and guest faculty are involved in the university evaluation process.
- All the programs follow the CBCS system. First year follows the NEP introduced from the year 2021-22.
- The college includes Eleven certificate courses in its academic work.
- All departments includes experiential learning through project work and courses like Chemistry, Botany and Zoology includes learning through field visit.
- Institution obtains feedback on the curriculum and its transactions from students, Parents, employers, alumni and from faculty. Online feedback system without human interference is introduced from the academic year 2020-21.

Teaching-learning and Evaluation

- The admission process is made transparent as per the policy of government and university guidelines.
- Adequate publicity is given to admission notice through print media, prospectus, college notice board and website.
- The institution plans specialised lecture programmes to deepen the knowledge of quick learners, and slow learners receive special attention to help them get on the path of learning.
- Students centric teaching-learning is encouraged through tests, seminars, group presentations, group discussions and quiz competitions.
- Faculty uses ICT enabled teaching to convince students more effectively.
- A mentoring system has been adopted in the college. Few students are coming forward to take

counselling from the mentors for their problems.

- Four of the 10 permanent faculty members have doctorates, three are pursuing Ph.D, and one have M.Phil.'s. Two guest faculty have Ph.D.
- The college has experienced and dedicated teachers.
- The college conducts two internal tests per semester. The date of internal examinations is announced well in advance for both students and teachers by the examination committee. The timetable is made available to students on the notice board.
- The students were made aware of the learning outcomes of the programme and course. The same is displayed on the website.
- The pass percentage in the university examinations ranges from 90% to 100% as an achievement of the learning outcomes.
- For final-year students, the college is conducting a student satisfaction survey on overall institutional performance.

Research, Innovations and Extension

- The college has organised a self-financed one-day workshop on the National Education Policy-2020.
- The college has conducted state level webinar.
- One day workshop on "career guidance & opportunities".
- One day workshop, on theatre, career development & the role of computer technology in modern world.
- One day workshop for high school physical education teachers.
- Two days workshop on science experiments for primary and high school teachers.
- One day workshop on "Training programme for placement in MNCs".
- Vijnana mela was organised in association with KSTA Bangalore.
- One day workshop on "Maths Lab"
- Five research papers published during the assessment period.
- The institution has MOUs with neighbouring institutions, Deshpande Skilling, and with nearby villages. The programmes conducted under MOUs listed below.

1. One Week Special Camp at Adavihalli.
2. Student Exchange Programme in Physics.
3. Student Exchange Programme in Chemistry.
4. Teacher Exchange Programme in Physical Education.
5. Blood Donation Camp.
6. Programme under Deshpande Skilling.
7. One Week Special Camp at Bagali.

Infrastructure and Learning Resources

- The college is spread over 6.93 acres with 28 spacious classrooms, 7 well-equipped laboratories, and 1 seminar hall. The seminar hall can accommodate 300 students. There is a separate space for the administration section, principal chamber, NCC, NSS, and IQAC room.
- The college has a sufficient playground for outdoor and indoor games.
- Ten rooms/Lab and a seminar hall with an ICT facility have been provided by the college.
- The college library is automated using the Integrated Library Management System.

- The library has the subscription for e-journals, e-shodhsindhu, e-books and databases.
- The college regularly updates its IT infrastructure, and Wi-Fi is available on campus.

Student Support and Progression

- All government and non- government scholarships are available for meritorious students, students belonging to SC, ST and OBC. Additionally, students who excel in sports and academics receive endowment prizes.
- Capacity building and skills enhancement initiatives have been taken by the institution which includes the communication skills, Life skills such as Yoga, physical fitness, health, and hygiene.
- The percentage of students who progress to higher education ranges from 40% to 60%. Many students are self-employed.
- Many students are taking part and winning in inter collegiate and university level athletic competitions and some have become university blues too.
- Students are involved actively in the cultural programs.

Governance, Leadership and Management

- Well defined Vision and Mission are in place.
- To decentralise the power, academic responsibilities are fairly divided among all the staff members. Committees are made for the various academic and co-curricular activities to be conducted during the academic year.
- E-Governance is implemented in admission and in conducting university examinations.
- The college has a well-defined organisation structure.
- The college conducts a performance audit of every Permanent Faculty.
- Financial support is provided to students and staff to attend the conferences and workshops.
- All the faculty are enriching their knowledge by attending seminars, conferences online and offline.
- The institution conducts external and internal audits regularly.
- IQAC has been in existence since 2005 and is active.
- IQAC comprises external experts and academic audits are conducted regularly.

Institutional Values and Best Practices

- The campus is under CCTV surveillance to provide safety and security. The mentoring system is adopted to counsel the needy student.
- To conserve energy the institution uses LED bulbs for lighting the campus and the college has a rain water harvesting system and also rainwater is collected as distilled water for chemistry experiment purposes.
- The institution has implemented appropriate waste management procedures. Municipality vehicles are used for the disposal of solid waste. In soak pits, liquid waste from restrooms is collected. Composting pits are used to turn degradable waste, such as dried tree leaves into compost.
- Green and environment audit, and Energy audit is conducted for campus.
- The institution has a code of conduct for students and faculty.
- The Institute celebrates national commemorative days like National Unity Day, Republic Day, Kannada Rajyotsava, and Independence Day.

- The best practice of the college is to organise a blood donation camp every year, and the faculty also raises money for a fund for underprivileged students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|-----------------------------------------------------------------------------------|
| Name | A. D. B. FIRST GRADE COLLEGE |
| Address | A.D.B.First Grade College HARIHA ROAD HARAPANAHALLI-583131 VIJAYANAGARA (D) |
| City | Harapanahalli |
| State | Karnataka |
| Pin | 583131 |
| Website | www.adbcollege.org |

| Contacts for Communication | | | | | |
|----------------------------|--------------------------|-------------------------|------------|-----|--------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Dr.s.m.siddalinga Murthy | 08398-295005 | | - | |
| IQAC / CIQA coordinator | H Asha | 08398-200131 | 7618726778 | - | ashahr66@gmail.com |

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

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

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

| Establishment Details |
|-----------------------|
| |

| State | University name | Document |
|-----------|---------------------------------------------|-------------------------------|
| Karnataka | Vijayanagara Sri Krishnadevaraya University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 25-03-1996 | View Document |
| 12B of UGC | 07-07-1996 | 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)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|--------------------------------------------------------------------------------------|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | A.D.B.First Grade College HARIHA ROAD HARAPANAHALLI-583131 VIJAYANAGARA (D) | Urban | 6.93 | 15960 |

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,History | 36 | PUC or Equivalent | English,Kannada | 180 | 37 |
| UG | BA,History | 36 | PUC or Equivalent | English,Kannada | 270 | 18 |
| UG | BA,History | 36 | PUC or Equivalent | English,Kannada | 90 | 24 |
| UG | BA,History | 36 | PUC or Equivalent | English,Kannada | 90 | 36 |
| UG | BA,Political Science | 36 | PUC or Equivalent | English,Kannada | 10 | 8 |
| UG | BA,Political Science | 36 | PUC or Equivalent | English,Kannada | 30 | 10 |
| UG | BA,Economics | 36 | PUC or Equivalent | English,Kannada | 10 | 5 |
| UG | BA,Economics | 36 | PUC or Equivalent | English,Kannada | 10 | 8 |
| UG | BA,Education | 36 | PUC or Equivalent | English,Kannada | 10 | 0 |
| UG | BA,Education | 36 | PUC or Equivalent | English,Kannada | 5 | 0 |
| UG | BA,Optional Kannada | 36 | PUC or Equivalent | English,Kannada | 20 | 17 |
| UG | BA,Optional Kannada | 36 | PUC or Equivalent | English,Kannada | 10 | 7 |
| UG | BA,Optional English | 36 | PUC or Equivalent | English,Kannada | 15 | 14 |
| UG | BSc,Physics | 36 | PUC or Equivalent | English | 30 | 30 |
| UG | BSc,Physics | 36 | PUC or Equivalent | English | 40 | 0 |
| UG | BSc,Physics | 36 | PUC or Equivalent | English | 15 | 12 |

| | | | | | | |
|----|-----------------|----|-------------------|---------|----|----|
| UG | BSc,Physics | 36 | PUC or Equivalent | English | 10 | 3 |
| UG | BSc,Chemistry | 36 | PUC or Equivalent | English | 5 | 5 |
| UG | BSc,Chemistry | 36 | PUC or Equivalent | English | 10 | 0 |
| UG | BSc,Mathematics | 36 | PUC or Equivalent | English | 10 | 0 |
| UG | BSc,Electronics | 36 | PUC or Equivalent | English | 5 | 0 |
| UG | BSc,Botany | 36 | PUC or Equivalent | English | 25 | 15 |
| UG | BSc,Botany | 36 | PUC or Equivalent | English | 15 | 7 |
| UG | BSc,Botany | 36 | PUC or Equivalent | English | 30 | 29 |
| UG | BSc,Zoology | 36 | PUC or Equivalent | English | 5 | 0 |
| UG | BCom,Commerce | 36 | PUC or Equivalent | English | 60 | 18 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 4 | | | | 26 | | | |
| Recruited | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 | 6 | 0 | 0 | 6 |
| Yet to Recruit | 0 | | | | 0 | | | | 20 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 20 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 9 | 0 | 20 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|-----------------------------------------------------------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 17 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 5 |
| Recruited | 5 | 0 | 0 | 5 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|-----------------------------------------------------------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 0 | 1 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 6 |
| 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 | 204 | 0 | 0 | 0 | 204 |
| | Female | 318 | 0 | 0 | 0 | 318 |
| | 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 | 58 | 53 | 69 | 60 |
| | Female | 50 | 57 | 64 | 52 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 44 | 51 | 63 | 71 |
| | Female | 68 | 71 | 67 | 61 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 181 | 219 | 219 | 236 |
| | Female | 289 | 318 | 365 | 352 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 11 | 14 | 16 | 8 |
| | Female | 16 | 17 | 8 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 717 | 800 | 871 | 849 |

Institutional preparedness for NEP

| | |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | According to the National Educational Policy 2020, the college is getting ready to add multidisciplinary subjects to its curriculum in order to help students develop their overall abilities, in an integrated |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>manner. Within the parameters of the degree they have chosen, our institution gives students the freedom to choose their own mix of subjects and to study them as they see suitable. Additionally, they are permitted to enroll in interdisciplinary courses as open electives.</p> |
| 2. Academic bank of credits (ABC): | <p>The institution has added the NEP recommendations to the current "Choice Based Credit System" in accordance with the implementation of "Academic Bank of Credits." Numerous value-based courses, compulsory courses, vocational courses, and open elective courses that are mandated by the NEP have been put into place. The institution has informed the students about this through orientation programmes and explained how they can earn these credits not just in the classroom but also through online platforms like "SWAYAM" and MOOCs, and how there is no limit to the number of credits they choose to pursue.</p> |
| 3. Skill development: | <p>The institute offers certificate/vocational courses in spoken English, Kannada folklore theatre, soil analysis, sericulture, and bioprospecting of aromatic and medicinal plants in order to support students' skill development. According to NEP requirements, vocational courses will be implemented for students in their final year. The institute has NCC and NSS units to instil in the students a sense of nationalism, patriotism, and fundamental cultural values. Numerous cultural and awareness events are held to instil humanistic, ethical, constitutional, and universal values, a scientific temper, civic values, and other life skills. Examples include National Youth Day, Human Rights Day, World AIDS Day, National Science Day, International Women's Day, Kannada Rajyotsava, Independence Day, etc.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Since our college is situated in a predominantly Kannada speaking region, practically all of the courses are also taught in Kannada, with English serving as the primary delivery method. This is done to ensure that there are no learning gaps and that students can quickly assimilate knowledge. For English and Kannada, credit-based courses are offered. The institution also offers the 'Kannada folklore theatre' vocational course to promote the Kannada culture.</p> |
| 5. Focus on Outcome based education (OBE): | <p>For each course that is provided as a part of the</p> |

| | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | curriculum, the institution has developed a set of learning outcomes, which have also been uploaded to the institute's website. To achieve these goals, the faculty engages in a variety of activities seminars, group discussions and social and practical experiments in addition to regular classroom instruction. |
| 6. Distance education/online education: | The institution has implemented an integrated electronic classroom / online medium of teaching. However, there are currently no plans to provide courses through ODL. The usage of numerous technology tools by the faculty, including Google Classroom, Zoom, and Google, as teaching and learning aids is done with the convenience of the student in mind. A blended learning environment has been used to perform assessments, group discussions, collaborations and interactions, assignments, and revision. |

Institutional Initiatives for Electoral Literacy

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club (ELC) has been set up in the college and is active in organizing the events and different activities and voters' literacy and awareness programs. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Convener, joint Convener and student members have been allocated to ELC's at the college, Multiple events and activities for voters' literacy and awareness have been conducted by the club in the college. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | New ELC's has been established under NSS Support at the college. National Voter's Day was observed every year on 25th January in the college to mark the Foundation Day of Election Commission of India which was established on 25th January 1950. The main purpose of the National Voter's Day celebration is to encourage, facilitate and maximum the enrolment, especially for new voters. Posters display. Awareness campaign and other activities have been conducted by the club at the college. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research | The ELC at the college works with the support of NSS and multiple extension activities are conducted |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | under this. Surveys, Quizzes, and other awareness programs are conducted by ELC. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Under the observation of ELC at the college, latest in January 2023, all young voters (newly attaining age of 18 years) were given the oath to get enrolled with Election Commission and get their Voter IDs created with the support of the local authorities. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 717 | 800 | 871 | 849 | 888 |

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

2 Teachers

2.1

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

Response: 33

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 25 | 28 | 27 | 25 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|----------|---------|---------|---------|
| 23.64417 | 22.41186 | 36.00 | 35.0 | 53 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Response:

The curriculum planning and implementation is made by the University. University curriculum is followed. IQAC has taken necessary steps for the proper implementation of curriculum. Curriculum delivery made as per the calendar of events and a standard timetable. Department wise meetings are conducted in this regard. Students' attendance, Lesson plan and log books are maintained.

Academic calendar of events was prepared in the beginning of the academic year taking into consideration all curricular, extracurricular, and co-curricular activities. It includes dates for admission process, last date of admission without penal fee, with penal fee, commencement of odd and even semester classes, internal assessment dates for both semesters, commencement of holidays and university examinations. The prepared academic calendar will be placed in the IQAC as well as staff meeting and every staff convinced to adhere to the calendar of events and to follow it strictly. Internal evaluation of students is made through simple tests, assignments, and seminars at institutional level. Separate internal tests are also given for the students who remain absent for the earlier test on genuine reasons like health problems, participation in NSS, NCC, Sports and cultural activities. The knowledge of students is also evaluated through group discussions, essay writing and quiz programmes.

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

1.2 Academic Flexibility

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

Response: 11

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

Other Upload Files

1

[View Document](#)

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

Response: 35.81

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 386 | 0 | 344 | 364 | 383 |

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

1.3 Curriculum Enrichment

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

Response:

Response:

Courses offered in the college integrate issues related to gender, environment and sustainability, human values, and professional ethics. Issues related with environment and sustainability are integrated into courses of History, Zoology, Botany, Environmental studies, and Indian constitution. Courses that teach human values in its curriculum are Political science, Commerce, English and Education. Professional ethics are integrated in the courses of English, Commerce and Education subjects. The college also offers a skill development programme for final year students as per university curriculum. Gender related topics are included in the syllabus of different core subjects like Kannada, English, and Education. These courses cover a large spectrum of women related topics like women empowerment policies, gender development and violence against women. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Co-curricular and Extracurricular Activities. N.S.S. promotes environmental protection through tree plantation and other sustainable development programs. N.S.S. organizes various environment related programs including tree plantation, cleaning of campus and other public places, plastic free drive, etc. Special invited talks are organized to create awareness about nature, biodiversity, environment, and sustainability. World Environment Day, N.S.S. Days, etc are organized in the college every year. The college has taken active participation in Swachh Bharat Abhiyan started by the government. National festivals like Independence Day and Republic Day celebration serve as a platform to enliven patriotic and moral values. Different social activities have been initiated by the college like Voter's Awareness Program, Blood Donation camps, etc are organized from time to time.

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

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

Response: 60.95

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

Response: 437

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

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 35.02

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 212 | 231 | 349 | 326 | 318 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 820 | 820 | 820 | 820 | 820 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list as published by the HEI and endorsed by the competent authority | View Document |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

Response: 96.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 98 | 115 | 175 | 150 | 156 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 106 | 116 | 175 | 161 | 159 |

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 27.58**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:****Response:**

The college encourages student-centric learning through various methods such as group discussions, quiz competitions, presentations and project work in participative learning and problem solving methodologies. Regular participative activities viz., seminars, field visits, educational tours and extension lectures are

organized in the college. Students are given individual projects and class assignments for focusing on self-study and to encourage independent learning. Different student support systems are available in the college like Library, Computer Lab, Reading Room, ICT based classrooms (Smart Classrooms). Beyond the classroom, college gives importance to all-round development of students through extra-curricular, co-curricular and field based activities. Students are taken for study tours to the sites of interest in order to get familiar with the field/natural conditions. To increase the concentration in various activities, the college has framed many cells and committees such as Cultural Committee, Sports Committee, Career guidance and placement cell, Youth Red Cross wing etc. Both intra and inter-college sports competitions are organized, where students exhibit talent in a variety of games, to foster spirit of togetherness and leadership.

Faculty members of the college use ICT technology to improve the teaching and learning process. Different software's available online is integrated with teacher's explanation and Faculty members use PowerPoint presentations and Google forms for taking feedback. Classes are arranged in a smart classroom for presenting audio-visual materials. Students are encouraged to use the internet, and You-Tube. WhatsApp groups are formed to share ideas. Multimedia teaching aids like LCD projectors, classrooms with internet-enabled computer/laptop systems are in use in digital classrooms. BSNL Wi-Fi facility is available in the campus for the students and staff. The library also provides access to computers and online journals freely available in public domain and also to journals subscribed on the advice of faculty and facilitates downloads. A Xeroxing facility is also available in the library. Syllabus and study materials are made available on the college website.

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

2.4 Teacher Profile and Quality

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

Response: 93.57

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

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

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

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

Response: 16.03

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 3 | 4 | 6 | 5 | 3 |

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

2.5 Evaluation Process and Reforms

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

Response:

Response:

Every semester there will be two internal assessment tests for theory and one practical internal assessment test, which are conducted at appropriate time in accordance with the calendar events of the college.

Datasheets and notifications of internal assessment are circulated in classrooms, displayed on notice boards. For students who were unable to attend internal tests, with genuine reason, will be given a third test for improvement of their average internal marks. Assessment is also made through simple tests and assignments.

To achieve the mechanism to deal with internal examination related grievances, before internal examinations the examination committee will conduct a meeting of all the staff members to discuss the date and time table. Staff will be informed to not to avail any leave or absence from the duty on the examination dates. Room invigilators duty will be circulated to all the staff. In spite of all these precautions, if anybody remains absent that work will be entrusted to the staffs who have been kept reserved for such emergencies.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Response:

The Institute has well defined learning outcomes. The vision and mission of the institution emphasizes on promoting value education through motivated trained faculty to prepare the students to accept the challenges of globalization. The hard copies of syllabi are available in the respective departments for ready reference to the teachers and students. Students are made aware of the programme outcomes and course outcomes. Copy of Curriculum and Outcomes of Programs and Courses are also uploaded on the college website.

The level of attainment of POs, PSOs and Cos is measured through the marks acquired by the students to their corresponding programme and course. Besides, weightage for the end semester Examination (theory and practical examination) depending upon course type is also used for the process. Student's performance in the co-curricular activities is also considered for the purpose.

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

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

Response:

The attainment of program outcomes, program specific outcomes and course outcomes by conventional as well as non-conventional means.

In the conventional or the direct system, the results of the university examinations are analysed course wise by all the departments. This also includes taking into account the rank holders at university level. Science departments assess the outcomes through practical exams, project works, and industrial trips. CO's also attained through internal examinations. Every semester two internal examinations are conducted as per the calendar of event of both university and college.

The attainment through non-conventional method includes encouraging students to write articles in the college magazine, encourage them to take part in extra-curricular and co-curricular activities conducted by the college. Motivate them to involve in group discussions and class seminars.

Our institution also attains programme outcomes by encouraging the students to participate in NCC, NSS, Rangers and Rovers, Youth Red Cross, health awareness programmes, personality development programmes, Various collegiate & inter-collegiate competitions.

Many students progress and pursue their higher education which is a clear indicator of the attainment of the pre-determined course outcomes.

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

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

Response: 84.08

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 260 | 209 | 200 | 205 | 209 |

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

the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 283 | 249 | 240 | 254 | 262 |

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.74

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Response:

In its academic, research, and extension initiatives, our institution has maintained a culture of innovation. It has continuously strengthened its research initiatives by utilising innovations. For the purpose of knowledge creation and skill development among its staff and students, the institution regularly hosts workshops and invites lectures. Through field trips, chemistry professors frequently communicate with company executives to better understand functional issues. The research committee oversees the institute's research activities. College magazines encourage faculty and students to write articles on subject-related topics.

Faculty members attend relevant training programmes, seminars, and conferences to keep themselves updated. Students are also encouraged to participate in and present papers at conferences and seminars conducted by other institutions. To help the students develop and improve their communication skills, every department is organising seminars for students.

A regular sport coaching helps the students to perform better in the competitions. Our students won National, State and University level, zonal level prizes.

Students are brought to interact with community regularly through outreach programmes under the banner of college's NSS and NCC Units.

Communicative English classes are offered to the students to develop their communication skill.

Students are encouraged to engage in project work in order to foster a scientific mindset. For final year students project work is included in the curriculum. The college regularly plans educational excursions and field trips to expose the students to practical knowledge of the subject. The college has an active mechanism to recognize and promote talented individuals through various Associations.

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

Response: 10

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 2 | 1 | 2 |

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

3.3 Research Publications and Awards

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

Response: 0.03

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

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

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

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

Response: 0.64

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 5 | 4 | 8 | 4 | 0 |

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

3.4 Extension Activities

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

Response:

Response:

Through its NSS, NCC, and Youth Red Cross units, our institution frequently carries out extension activities in the adopted villages and weaker sections of society.

Our college served as the regional hub for RT-PCR COVID testing during the COVID-19 pandemic for the benefit of residents and students. During the testing and vaccination drive, NSS programme officers and volunteers actively and enthusiastically supported the staff of the health department. In addition to keeping a social distance during SSLC exams, NSS volunteers gave masks to students in government schools in nearby villages.

Our institution's employees and students participated in the "AyyanaKereSwachhata Abhiyaan" initiative organized by the municipality of Harapanahalli. Waste was removed from the Ayyana Lake and dumped outside the village. In the village of Bagali, and adavihalli the NSS unit organized 7-days special camp. The unit organised several social welfare activities during this 7-day camp. To increase the residents' understanding of various issues, speeches by prominent personalities were planned. A fire safety drill was conducted where-in, safe fire extinguisher techniques were demonstrated to the locals. During the camp, the student volunteers cleaned the village's streets and public spaces. As part of the camp, Veterinary and dental check-up drives were organised.

Staff and students of our college also involved in cleaning public places like KSRTC bus stand, temples, and places historical importance. Students participated in procession of social and health awareness, fund collection of flood relief fund and other ISR activities.

World Aids Day, AID's Awareness Program, Awareness Program on "Drug Abuse Prevention", Human Rights Day, National Youth Day, National Unity Day, World Environment Day, and Blood Donation Camp, Health Check-up Camp were among the additional extended events that were held during the assessment period.

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

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

Response:

Response:

Numerous extension activities are carried out by our institutions, the NSS, NCC, and Youth Red Cross. Few students who took part in the extension activities were acknowledged and appreciated for their

participation.

1. On January 26, 2019 at Rajpath in New Delhi, Mr. Hajrathali Tattimani, a third-year B.A. student, took part in the Republic Day Parade.
2. In the selection of the Republic Day Parade Training Camp, eight NSS volunteers took part. Sangeetha M. B. was selected and participated in the State and National-level Pre-Republic Day selection camp held at Karnataka University, Dharwad, from November 9 to November 12, 2020.

She was recognised for her participation in the NSS South Zone Pre-Republic Day Parade Camp-2020, which was held at the National College in Tiruchanpalli, Tamil Nadu, from November 27th to December 6th, 2020, and was organised by the regional directorate of NSS Chennai.

She was also recognised for her participation in the state-level Republic Day Parade training camp, which took place from January 17th to January 26th, 2021, at the VTU Center for PG Studies, Bangalore Region VIAT, Muddenahalli Chikkaballapur District.

1. The NSS camp's university-level selection process was launched on October 24, 2021, by Dr. Gayatri, the Registrar of Davanagere University, Davanagere. Anjali. B. from our institution attended the state-level selection camp in Belagavi on October 30, 2021, and was chosen for both the state-level and national Republic Day parade camp.
2. C. Gurumurthy and Kattebennur Neelavati were recognised for their active participation in the National Integration Camp that took place at Davangere University, Shivagangotri, Davanagere, from September 2, 2022, to September 8, 2022.

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

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

Response: 9

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 2 | 1 | 1 |

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

3.5 Collaboration

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

Response: 5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Response:

The college campus spans 6.93 acres. It is abundantly covered with lush vegetation and offers an eco-friendly environment. With 28 classrooms, 7 laboratories, a seminar hall, and an automated library with e-lib Software, and an adequate number of computers,

The college has ample infrastructure to meet academic needs. Interactive whiteboards are installed in classrooms to deliver digital content. The availability of LCD projectors in many departments, including English, Electronics, Botany, and Zoology, Physics and Chemistry has made ICT learning possible. A Botanical Garden is being maintained by the department of Botany.

The principal's office, the administrative office, the staff room, the IQAC room, the record room, the physical education department, and the departments of physical sciences and biological sciences all have their own areas. The entire campus is under CCTV surveillance. Wi-Fi is available across the entire campus. The campus has two generators for backup electricity.

In the college, students are trained in sports under the guidance of a qualified physical education instructor. Systematic training and encouragement are provided to those students who show extraordinary skills in different sports. These students are selected through selection trials. They are trained and encouraged to participate in various levels of competition, including intra-college events, inter-university events, and intra-college events. Intra-college events are also organised by the college to encourage students to participate. Track suits and all sporting gear are provided to the students for major and minor events. A well-equipped indoor sports room for TT, chess, and carom and a playground are available for outdoor games and sports. All the participants at the college level are awarded with participation certificates. The winning and runner-up teams are duly rewarded with trophies. Every year, Yoga Day is celebrated, and a yoga awareness programme was also conducted for the faculty and students.

Our college encourages students to take part in extracurricular activities to spark their interests and cultivate leadership qualities as well as team spirit. Students practise and participate in different types of cultural programmes every year. The seminar hall and the open-air stage in the college corridor are used for conducting these activities.

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

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

Response: 28.79

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

| | | | | |
|---------|---------|----------|----------|----------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 5.87105 | 0 | 18.17009 | 11.98958 | 12.92123 |

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

4.2 Library as a Learning Resource

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

Response:

Response:

The Integrated Library Management System automates the library (ILMS). Our college library plays a crucial role in enhancing the institution's learning and research environment. There are 25,129 academic book collections, journals, periodicals, research databases, and other knowledgeable books and newspapers in the college library. The N-List subscription is held by the library. In order to improve the standard of the academic and research environment in educational institutions, the library is a key component. Students get

access to these publications in order to broaden their knowledge and comprehension of a variety of disciplines. The library's collection of books contains works on a variety of topics, including English literature, the pure sciences, the arts, history, the social sciences, languages, etc. The software is employed for the library's many housekeeping tasks, including data input, book issue, return, and renewal, member logins, etc. Version 16.2 of E Granthalya cloud automates the library. The Institute library enhances the academic performance of students. Students who acquire knowledge through numerous channels tend to perform better on exams and in job interviews.

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

4.3 IT Infrastructure

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

Response:

Response:

In order to keep up with the demands of the modern world and its challenges, our college has always worked to make the campus IT-oriented. IT has been incorporated to enhance the quality of teaching, learning, and evaluation processes and also to streamline the administrative processes. The college has a seminar hall with IT facilities. The staff rooms and the departments are connected with a Local Area Network (Wi-Fi) of two connections one in office room and another in library each with 50 Mbps Speed. The connection has been upgraded with optical fibre cable (OFC). The General Library follows a closed access system where students and teachers have access to resources of INFLIBNET in the General Library. The library uses the software for book cataloguing and issuing. There is Wi-Fi available for staff and students to use in the library and in the classrooms. The college has 11 classrooms with ICT capabilities, including six physics, chemistry, botany, zoology, electronics, and English labs and five class rooms. A smart board is also available in the seminar hall with Wi-Fi.

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

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

Response: 12.15

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

Response: 59

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

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

Response: 59.63

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

| | | | | |
|----------|----------|----------|----------|----------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 10.31989 | 11.84339 | 17.69168 | 22.44655 | 39.10646 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 63.39

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 417 | 249 | 688 | 660 | 601 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------|-------------------------------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | View Document |
| Upload policy document of the HEI for award of scholarship and freeships. | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

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

Response: C. 2 of the above

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

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

Response: 9.41

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 243 | 0 | 145 | 0 | 0 |

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 36.93

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76 | 83 | 60 | 129 | 52 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 260 | 209 | 200 | 205 | 209 |

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

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

Response: 0.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 2 | 3 |

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

5.3 Student Participation and Activities

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

Response: 34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 0 | 7 | 8 | 6 |

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

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

Response: 20.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 01 | 24 | 31 | 22 |

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

5.4 Alumni Engagement

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

Response:

Response:

The college has registered Alumni, registered on 28th January 2010. It is named as Alumni Association of A.D.B. first grade college, Harapanahalli. Members, an Honorary President, a Vice-President, a Secretary, and a Treasurer make up the Association. Every year old students of our college join the Alumni association by contributing the membership fee. Rain water harvesting system was installed in the college by the Alumni association. The association's main goal is to promote old students' involvement in the growth and academic activities of the college. Additionally, it attempts to organize cultural events, athletic competitions, and raise money through donations while also providing financial and intellectual support. The Alumni Association has meetings each year to discuss ways to improve the institution. Regular visits by the members help the staff and students plan and organize activities and provide assistance and direction for the operation of various cells and units.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:

The management, Principal and the teaching & supporting staff are involved in coordinating the functions of the college in accordance with the vision and mission.

Vision of the college:

1. To inculcate moral and ethical values and stress the importance of National integration, social responsibility and communal harmony among the students.
2. To enable each student to acquire necessary skills and make a meaningful contribution to the well-being of humanity.

Mission of the college:

1. To provide higher education to educationally and economically backward areas.
2. To bring the rural folk into the mainstream of higher education.
3. Promote social justice.
4. The institution aims at providing quality education and help in the all-round development of the students.

The sangha management and members of the governing body of our institution provide the Principal, who is the academic head of the institution, enough flexibility to operate in order to fulfil the institution's vision and mission.

Decentralisation of the power:

Academic responsibilities are fairly distributed among all staff members in order to decentralise power. For the various academic and extracurricular activities that will be held during the academic year, committees are formed. This ensures transparency in the application of policy. To explain the duties to the faculty, the college's principal meets with the teaching and non-teaching personnel on a regular basis. The various departments' operations are observed by the heads of each department. All members of the teaching, non-teaching faculty, as well as the students, are guaranteed full participation in the decision-making process. As a result, decentralisation of the institution's departments and staff contributes to higher educational

standards.

Participative management:

Major perspective management of the institution related to academic, administrative and financial matters and are finalized as per the directions of college Governing body, prior importance is given to the suggestions of the Teachers, Students and parents while preparing the perspective plans for the academic year. The Principal and staff are equally committed in implementing the policies and plans framed by the management. The board of management has provided a beautiful green campus with good academic infrastructure and dedicated faculty members. The management appoints qualified and experienced teachers as and when required against the demand by the primary stake holders of the institute through Principal and IQAC coordinator.

The administration welcomes dialogue with both teaching and non-teaching staff at any moment, which encourages staff participation in efforts to increase the institution's effectiveness and efficiency.

Teachers Involvement:

- Provide academic, psychological, career guidance to the students to build strong bond with their progression.
- Guide and coordinate the curricular and extracurricular activities of the college through mentor[1]mentee system.
- Perform the duties as a member of various committees of the IQAC and associations constituted under the student's union/ council.
- Assisting the Principal in the administrative and examination related works.

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

6.2 Strategy Development and Deployment

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

Response:

Response:

IQAC plays a crucial role in maintaining institutional quality and standards. Along with management, IQAC, teaching and non-teaching staff, the principal of the college developed a perspective plan. The institution has prepared a strategic plan with a vision to fulfil the curricular and co-curricular needs. The perspective plans of the institution are:

- 1.Improving the academic results by remedial classes by monitoring the students regularly.
- 2.Increase the number of University ranks
- 3.Providing e-content
- 4.Arranging Industrial Visits
- 5.Student Exchange Programme.
- 6.Faculty Exchange Programme.
- 7.MOUs with Industries/ Hospitals/ other agencies.
- 8.Organising National workshops/ Seminars/ Webinars/ Symposiums.
- 9.Counselling and coaching classes through Career Guidance and Placement cell.
10. Value added programmes.
- 11.Enhanced 6 (5 Rooms+Seminar Hall) ICT Classrooms to 11 class rooms.
- 12.Enhanced the existingrainwater harvesting system.

The institution strictly follows the service rules according to the Davanagere University and V S K University norms. Recruitments have been made to the institution by the Government of Karnataka through DCE.

ORGANIZATIONAL STRUCTURE

President

Secretary

College Governing Body

Principal

IQAC

HODs

Administrative superintendent

Conveners of various committees

Finance Section

Library & Sports

The Institute's administrators believe that the welfare of both teaching and non-teaching employees is essential to the institution's efficient operation, and numerous welfare measures have been included, such as

1. Employee Provident Fund for Staff: The Management allocates Employee Provident Fund (EPF) for all temporary full-time and part-time staff.
2. Employee state insurance facilities for management staff whose salary is within 20,000 per month.

3. V V Sangha co-operative society provides long term and short term loan facility up to 10 lakhs for the needy at a reasonable interest rate.
4. The institution sanctions maternity leave and also Faculty members are eligible for Earned Leave.
5. Summer and Winter Vacations for faculty members as per Davanagere University and VSK University academic calendar.

| File Description | Document |
|------------------------------------------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|-------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

Response:

The faculty members are encouraged to perform well in teaching, learning, and research by the performance appraisal system. The institution has a system in place for evaluating the performance of the teaching staff based on various evaluation criteria. Every academic year, a "Academic Audit" is conducted in the institution to evaluate the performance of the teachers. Each faculty member completes an academic audit about the teaching and learning process, which includes lectures, seminars, practicals, and tutorials. It also involves the usage of cutting-edge teaching-learning strategies, the upgrading of course materials, and their improvements. There are also extracurricular and societal outreach programmes for professional growth. Research, publications, and academic contributions of faculty members with regard to their faculty development programmes and other innovative teaching methods used by teachers for the improvement of students are also included. At the end of each academic year, the data pertaining to the above categories is collected from each faculty member in the prescribed proforma and is assessed by the appraisal system. Student feedback is taken at the end of every year to assess the teaching performance of the faculty. Necessary steps were taken periodically for the development of institution by the principal and management based on the performance based self appraisal system and feed back by the stake holders.

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

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

Response: 0

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

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

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

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

Response: 4.68

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development

/administrative training programs during the last five years

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

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:****Response:**

The institution monitors the effective and efficient use of available financial resources for the infrastructural development and teaching learning process. Money spent for the development is properly audited by the chartered accountant. Budget proposals are submitted by the college to the management for its consideration and approval. The proposals are made on different heads, such as laboratory equipment, library expenses, salary payments, building infrastructure, and maintenance expenses. The mechanisms used to monitor the effective and efficient use of financial resources within the college budget include recurring expenses such as salary, electricity bill, internet charges, maintenance costs, stationary costs, other consumable charges, and so on, as well as non-recurring expenses such as the purchase of laboratory equipment, furniture, and so on.

Internal Audit Procedure: An internal audit and an external audit are both performed on the college. A chartered accountant appointed by the management conducts an internal audit once a year. The

management committee will get the yearly audit report.

External Audit Procedure: For an external audit, it is carried out by a team of auditors from the office of the Joint Director, Regional Department of Higher Education, Shivamogga Division periodically.

Our college is an aided institution affiliated to Davanagere University and V S K University. The salary for the aided teachers is met by the government. The salaries of the guest faculty and supporting staff members are paid by the management. The expenditure consists mainly of salary payments. Laboratory infrastructure and maintenance, if there is any deficit of funds, it will be met by the management.

Funds from other Sources: Our institution has received funds of Rs 75000/- from Karnataka Science and Technology Academy to conduct Science Fair during the academic year 2018-19. In the year June 2021 we have received Rs 5,00,000/- from MLC Local Development Scheme, Government of Karnataka for installing drinking water purifying unit.

Optimum utilisation of funds is ensured through the Accounts section of the college for

- Industrial visits and Botanical tours are conducted annually by the various departments.
- Organising special invited talks.
- Organising cultural programmes.
- Organising career guidance programmes.
- Organising blood donation camps.
- Purchase of new books as per the revised syllabus.
- Sports equipment and ground maintenance.
- Student centric activities of cells and committees.

Funds allocated to various departments for purchasing equipment (consumables and non-consumables) and maintenance of the equipments are properly utilized. All the purchased items are taken into the stock register and verification of stock is made every year by the stock verification committee.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Response:

IQAC instils discipline and it is involved in every activity that takes place in the college. The best institutionalised practises initiated by IQAC are:

- The participation in orientation, refresher training, workshops, seminars, and conferences pertaining to the teacher-learning process and research is encouraged and supported for all faculty members.
- Teachers are supported and encouraged to participate in examination evaluation processes.
- The college's local fund is used to provide financial aid to the underprivileged and needy students.
- For the students to get the scholarships, the IQAC also provides guidelines, internet access, and verification procedures.
- The college offers a platform for students to compete at the intra- and inter-college levels.
- Under the direction of the Principal, the IQAC convenes a meeting on a regular basis with a proper agenda and gathers input from all its members on how to enhance and more effectively administer the curriculum.
- For efficient teaching-learning processes, all teachers are advised to employ audio-visual teaching aids, charts, models, ICT tools, etc. For an efficient teaching-learning process, charts, models, etc. are available in almost all laboratories.
- Smart boards are installed in 11 classrooms of the college.

Through IQAC, the institution conducts periodic reviews of its organisational structure, methodology of operation, and learning results.

(1) At the beginning of the academic year, staff meetings are held to undertake an academic review. A new schedule and annual planner are being designed. It Re-Constitutes the various cells, wings, and associations. Results are analysed.

(2) Results Improvement: The following actions have been taken to help the students' results:

- Students are encouraged to attend classes on a regular basis by the staff.
- Find the slow learners and enrol them in additional classes.

(3) The IQAC promotes teachers to use ICT in their classrooms. The HODs give the message notices to students through WhatsApp groups. Study materials are uploaded on the website and they are also circulated through WhatsApp groups.

(4) Smart-board/Projector/PPT Presentation: Nine classrooms (Includes Lab) provided with ICT Facility, teaching is done using projectors and smart boards.

(5) Preparation of Academic calendar of events

(6) Preparation of Action plan for various Curricular, extracurricular, co-curricular and ISR activities.

(7) Preparation of Budget in the beginning of every academic year.

(8) Making MOUs and linkages and collaborations with other institutions and industries.

(9) Collection and analysis of PBAS of staff every year and communicating with the management for development of the institute.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response:

The mission of our organisation is to treat all employees, regardless of gender, equally and to offer them equal chances, resources, and rewards. There are two reasons why it's crucial to take gender equality into account while creating and implementing initiatives in the institution: Men and women play quite different roles in society, which necessitates a variety of strategies. Equal possibilities for men and women in the institution to succeed are provided

Our goal is to raise student's consciousness so they can live in a society where they are safe, have access to resources, equal chances, and power.

Through a variety of programmes and activities, our institution demonstrates gender awareness by preventing violence against women on campus by fostering a safe, secure, and healthy environment. The following initiatives are specific to major areas:

Safety and security:

Installation of Hi-tech Surveillance System:

In addition to having a night security guard on duty, our institution has electronic surveillance monitoring activities during the day and night. The installed closed-circuit surveillance equipment ensure that female workers and female students can move freely on campus and feel safe and protected during their stay.

Discipline in Campus:

To safeguard the students' safety and security, the institution established a discipline committee. Both the activities of the students inside the college and the work of all the workers are governed by the organisation. The members of the discipline committee, anti-ragging cell, and grievance cell closely monitor eve-teasing and ragging. For the same, notices are routinely posted on the notice board. Because of our institute's thorough surveillance, the ragging cell has not yet recorded any incidents.

Women Empowerment Cell:

A number of events have been planned by the Women Empowerment Cell to increase awareness of gender issues. The teaching staff's offers advice to the female students, addresses their concerns on a daily basis and in a variety of situations, and inspires them to live a decent and healthy life.

Gender equity promotion programme organised by the institution during the years 2017–2022 Curricular

and co-curricular activities are regularly conducted to sensitise our institution to gender equity. To educate students, law awareness programmes are organised. Identification cards are given to students. There are separate restrooms and washrooms with all the amenities necessary on campus for men and women.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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

Response: A. All of the above

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

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

Response:

Response:

Students from various groups, and regions study together without encountering any prejudice, demonstrating the college's commitment to upholding the equality of all cultures and traditions. Despite the institution's extensive socio-cultural heritage and diversity of linguists, we do not accept cultural, regional, linguistic, communal, socio-economic, or other differences. In order to promote peace among our students, the college organises a variety of sporting and cultural events.

Every year our institution organises many such programmes like:

National Youth Day on January 12th is observed to promote the importance of youth power and raise awareness among young people about their potential to play a significant role in the process of nation-building.

The celebrations of Constitution Day on November 26th, National Voter's Day on January 25th, Human Rights Day on December 10th, Sdbhavana Divas on August 19th, and others help students develop good habits like legal awareness and respect for the country.

International Women's Day is observed on march 8th as a sign of societal appreciation and a commitment to uphold women's rights and give them access to everything they are owed.

To promote the idea of sexual harassment prevention across the board, from domestic abuse to social abduction, complete awareness has been created among students. The protections provided to them by law and the constitution have been made known to female students, allowing them to concentrate on growing more self-assured and confident.

No ragging or sexual harassment has ever occurred in our college because we were able to create a welcoming environment. The promotion of the social philosophy of tolerance, which emphasises communal harmony and mutual respect for religious practises regardless of region, language, creed, or

other factors, is another significant effort aimed at enhancing citizenship. In fact, our extension programmes give our students a great opportunity to develop this character. We have done everything possible to cultivate qualities of true citizenship.

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

Best Practice-1

1. Title of the practice: Social Service through Voluntary Blood Donation.

Our Institute organizes the Blood Donation Camp for Welfare of the society and motivating the students to become a responsible citizen and blood donor as well as spreading the message of peace and harmony through humanitarian approaches. Blood donation is one of the most significant contribution that a person can make towards the society. It is not harmful for an adult person to donate blood. The body of the donor can regenerate the blood within few days. It poses no threat to the metabolism of the body.

Our institution took the initiative to collaborate with the Swami Vivekananda Charitable Blood Bank in order ensure the safe and adequate supply of blood with the motto to promote blood donation activity among the youth. The blood donation camp received overwhelming response from the faculty members and students.

1. Objective:

- To create awareness about life saving practices and a sense of social responsibility among students.
- To promote students for voluntary and non-remunerated donation of blood.
- To motivate students to maintain a healthy lifestyle.

1. The Context:

Timely availability of blood for transfusion becomes crucial during medical emergencies and hospitals and blood banks strive to always keep every group of blood readily available. And as a responsible citizen it is our duty to ensure that human in need gets the required amount of blood at the earliest time. Blood banks and hospitals conduct blood donation camps in order to make this possible and every healthy human being must make it a point to donate blood periodically.

1. The Practice:

The college has been conducting blood donation camps every year on campus. The staff constantly motivate the students to donate blood by explaining its need and how they are helping save a life. This year, we invited Swami Vivekananda Charitable Blood Bank to collect blood from the volunteers. The blood donation drive was conducted on 8th July 2022. 44 student volunteers came forward to donate blood during the drive.

1. Evidence of Success:

Swami Vivekananda Charitable Blood Bank extended its gratitude to the institution and thanked the volunteers for their donations. The blood bank acknowledged our efforts by sending us the list of recipients for the blood that collected.

The institution has compiled a list of students who readily available and willing to donate blood and made it available on the institution's website. Any hospital or blood bank in need will be able to directly contact the volunteers in a time of need.

1. Problems Encountered:

Students have pre-defined notions and myths about blood donation. In some cases, the parents pass on their negative thoughts regarding blood donation on to their children. Students also seem to be worried about safety concerns. They think the needles can cause infections and attract any other diseases. This stops the students from coming forward to actively take part in blood donation camps. The staff constantly try to educate the students about the how safe the practice and try to eradicate any myths the students have. The institution constantly makes sure that cleanliness is maintained and the drive is conducted in a hygienic manner.

Some students encounter health complications post blood donation like excessive fatigue, high blood pressure etc. The institution makes sure that the volunteers receive proper nutrition and medical care after they have donated blood.

Best Practice 2:**Title: Environment Consciousness****Context:**

The campus of A D B First Grade College sprawls as a broad, lush green, oxygen-rich, and eco-friendly place of quality education on the outskirts of Harapanahalli town, right next to Lake. The current global climate crisis forces the institution to consider environmental consciousness as its top priority in developing its high standards for environmental friendliness and praising the practices that continue to organise and work on the forefront of environmental innovation.

Objectives:

- To Promote the Green Protocol in faculty and students.
- Creation of a sustainable waste management and recycling system.

- Energy optimisation to improve energy use.
- Establishment of an environmentally pleasant and pollution-free campus.
- The goal of the Green Campaign initiatives is to increase student knowledge of the advantages of implementing green practices.

Practice: The following initiatives have been taken in the campus to contribute to the noble cause of Environmental Consciousness and Sustainability:

Plastic Free Campus: The campaign attempts to reduce plastic pollution on college campuses, with an emphasis on reducing and eliminating plastic food packaging, straws, and bottles. On-campus water purification systems eliminate the need for students to bring plastic water bottles.

Waste Diversion: Solid, liquid, and e-waste waste are all collected in separate dust bins for biodegradable and non-biodegradable waste. The vermicomposting systems are used to turn biodegradable trash into organic manure. Accepted local vendors receive the non-biodegradable garbage. The students employ e-waste, such as mother boards, etc., to recover crucial electrical components for reusing in project work.

Water Usage: For efficient water management, a rainwater harvesting system was installed on campus. The reduction of water shortages has greatly benefited from this creative solution.

Other Practices: The Environment Education is a part of our curriculum. The best ways chosen to create environmental consciousness were (i) Conducting debate/elocution, essay and drawing competitions (ii) involving students in rallies, and swachata abhyaan. (iii) Organizing special talks by inviting experts who worked extensively in the area (iv) Involvement of students in the plantation. Students are also educated through sticking stickers such as Switch-off the equipments and lights when not required! on switch boards and all connected places.

Evidence of Success:

- The concept of a green campus initiative and eco-friendly practices on campus led to a clean, green campus.
- The workshops and seminars on environmental issues created awareness among the students.
- Utilizing LED lighting inside the campus as a sustainable and renewable energy source.
- On the college campus, "Vermi Compost" is made and used as organic fertiliser.

Problems Encountered:

The participation of girls in rallies and swachata abhyaan is not satisfactory. Holding back girl students in afternoon hours is a big challenge. The parents of girl students do not allow them to stay back in college after class hours

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Best practices as hosted on the Institutional website | 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:

Institutional Distinctiveness

The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features the Institute, whose details are given below in brief.

The institution is inclined towards high-quality, culture-based education. The institution has a distinct vision and mission. It makes a continual effort to fulfil the objectives of its vision and mission.

To familiarise new students with the campus and the code of conduct, an orientation programme is held for them. In order to maintain equality among all students, uniforms are made mandatory.

Safety is an essential requirement! Numerous security measures are supported on campus, and excellent surveillance equipment is installed in every classroom. Additionally, for the convenience and security of female students, a separate restroom is available on the college campus. For the safety of the students, the institution has an anti-ragging cell that works well and has never recorded even one instance of ragging. It is forbidden to physically assault anyone, and polite behaviour is encouraged.

Classes were conducted online during the pandemic using Zoom, Google Meet, Google Classrooms, YouTube, etc., and the curriculum was successfully covered. No compromises were made in the teaching methodology because the teachers were more attentive and successfully persuaded the chapters. The students completed online quizzes and homework in order to monitor their progress. Counselling and guidance did a good job of addressing the fear and anxiety that came with taking exams during the pandemic.

Students' attendance records are carefully kept up to date, and stern action is taken if a student misses class. No concessions are made because proper attendance is essential to understanding the topics.

The institution puts a lot of effort into encouraging a research-based teaching and learning process, giving the students the ideal platform to develop their innovative skills. The institute also provides a platform for teaching and non-teaching faculty to upgrade their knowledge. Faculties are encouraged to attend and present papers at conferences and seminars.

The college has a minimal fee structure because it is a state government-aided institution. The state government and a selection committee in the governing body of the institution appoint faculty members based on merit. This guarantees that highly qualified educators are on board and that the standard of instruction is not compromised. Many students receive scholarships from the state government, which motivates the economically disadvantaged students to prioritise their education. A prize endowment for students who placed first and second in the B.A. and B.Sc. has been funded by 16 donors with a total contribution of Rs. 1,43,002-00 to recognise deserving students.

Having aced in academics, the collegial so pays sincere attention towards physical, ethical, and cultural development of the students. With the support of college facilities students have been performing outstandingly well in sports, tournaments, and many cultural events at inter collegiate, zonal, State and National levels in the past years. The institute actively works towards creating the ambience for their cultural enhancement by organizing multicultural gatherings and events to enrich ethical values and establish communal harmony and integrity among the students.

For practical studies, well-equipped laboratories are available. A well-established library with over 25129 books, magazines, newspapers, and 12 desktop computers for student use. N-List software provides students with access to scientific journals and research papers. Wi-Fi access is available across the board on campus.

The institution has active NCC and NSS units for students. NSS engages in extension activities, social work, special camps, and other programmes as per the schedule. It is a proud moment for our institution that Mr. Hajarathali Tattimani, NCC Cadet, participated in the Republic Day Parade at Rajpath, New Delhi, on January 26, 2019. Students have been encouraged to join NCC and NSS as they will get special reservations and recognition, and the NCC and NSS certificates will help the students get placed in good institutions, universities, or organisations in the future.

Energy conservation is one of the important aspects with respect to the environment. The institution has given more importance to conserving energy. The campus is equipped with LED bulbs to conserve energy. Unnecessary usage of electricity during the day is avoided, and students also take care by using the resources only when needed.

The college commemorates the birthdays of numerous great leaders and martyrs to teach the next generation the value of patriotic duty. Eminent speakers are invited to give special talks and lectures on ethics in order to inspire students and make them aware of their duties to the country.

| File Description | Document |
|----------------------------------------------|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The institution is delivering quality education to the students of this region. It also aims at creating awareness towards national integrity and social responsibility. At the beginning of the academic year, various committees are formed by the principal for the smooth functioning of the academic and administrative activities. Along with conventional programmes, B.A., B.Sc., and B.Com, for final year students, more combinations are kept open for students as per NEP norms. Wide publicity, regarding the courses and programmes, details of admission, scholarships and other student support services are mentioned in the prospectus. The admissions are given as per the norms and guidelines of University and the Management. The fee structure is designed as per the direction of the Government and University. The applications are scrutinized by the admission committee and the selection list will be placed on the notice board. The selection is being made based on merit, reservation. The Admission committee provides the required assistance to the students and parents in the selection of programmes.

Our college has a well-equipped sports department to conduct athletic and indoor sports activities of university, state level and zonal level tournaments. Many of our students are university blues and have participated in inter – university university, state and national level sports and games. The students are encouraged to take active participation in sports, and other Extracurricular and co curricular activities. The NCC and NSS units are engaged in the extension activities like blood donation camps, saksharatha programmes, youth festivals and adoption of villages.

The college is proud to have an excellent teaching faculty. The total number of permanent teaching faculty is 10, out of which 04 are with doctorate degrees, 03 staff members are pursuing Ph.D, 02 are with M. Phil degree. Among the 20 guest faculty 02 are Ph.D, 01 M.Phil holders, The administrative staff consists of 02 permanent employees and 6 temporary supporting staff. Besides, the college facilitates the faculty members for attending conferences, seminars, workshops etc. Faculty is engaged in research activities and publications. The teaching-learning centred practices are effectively incorporated for better results every year.

Concluding Remarks :

In order to advance education in the state of Karnataka, Veerashiva Vidhavardhaka Sangha, Ballari, established ADB First Grade College in the year 1972. This is the third rural college established by V.V. Sangha, Ballari. The organisation runs according to the rules set forth by Vijayanagara Srikrishnadevaraya University, Ballari. It provides UG-level B.A., B.Sc., and B.Com. Programmes. Students majoring in BA have the option of taking optional Kannada and optional English as well as History, Political Science, Economics, and Education. Science students can choose from a variety of disciplines, Physics, Chemistry, Mathematics, Electronics, Botany, and Zoology. The subjects are general for B.Com students. Along with core subjects students also study open elective subjects from other programmes. There is a well maintained internal assessment system to verify their performance. It has well-maintained infrastructure including ICT class rooms, laboratories, Seminar hall and Library.

The IQAC of the institution takes care of the overall development of the institution. Various cells and committees are constituted under IQAC for the welfare of students. In addition to regular teaching, the institution offers certificate courses to students. It provides experiential learning through project work, class

room seminars, industrial trips, field visit, quizzes, etc. The institution has MOUs with neighbouring institutions for teacher exchange and student exchange programmes to render social service. It has MOU with the blood bank; every year many of our students and faculty members donate blood. It also has MOU with Deshpande Skill Plus, Hubballi, which offers job training for our students.

The college holds workshops, career counselling programmes, and awareness campaigns like human rights day, national voter's day, national youth day, etc. every year to provide students with additional knowledge. Every year, it organises National Science Day, International Women's Day, Environment Day and other days of National and international importance. All national and commemorative festivals are organised every year. Through NCC, NSS and Youth Red cross wing students from our college participate in outreach and extension programmes. Students are encouraged to participate in extracurricular, co-curricular, and sporting events.

6.ANNEXURE

1.Metrics Level Deviations

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|---|-----|-----|-----|
| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : 11 Answer After DVV Verification :11 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>386</td><td>0</td><td>344</td><td>364</td><td>383</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>386</td><td>0</td><td>344</td><td>364</td><td>383</td></tr></table> | | | | | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 386 | 0 | 344 | 364 | 383 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 386 | 0 | 344 | 364 | 383 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | |
| 386 | 0 | 344 | 364 | 383 | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | |
| 386 | 0 | 344 | 364 | 383 | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 437 Answer after DVV Verification: 437 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i> 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>205</td><td>218</td><td>341</td><td>323</td><td>316</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> | | | | | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 205 | 218 | 341 | 323 | 316 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | |
| 205 | 218 | 341 | 323 | 316 | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|-----|-----|-----|-----|
| 98 | 115 | 175 | 150 | 156 |
|----|-----|-----|-----|-----|

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 212 | 231 | 349 | 326 | 318 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 106 | 116 | 175 | 161 | 159 |

Remark : Filled seats not to exceed earmarked one, any excess admission made in the category to be considered as General category. Hence, the values have been updated .

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 30 | 30 | 30 | 30 | 30 |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 6 | 5 | 3 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 6 | 5 | 3 |

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 2 | 1 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 2 | 1 | 2 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 3 | 2 | 4 |

Answer After DVV Verification :

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

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 5 | 2 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 2 | 1 | 1 |

| | | | | | | | | | | | | | | | | | | | | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|---------|---------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|
| 3.5.1 | <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : 10 Answer After DVV Verification :5</p> | | | | | | | | | | | | | | | | | | | | |
| 4.1.2 | <p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5.87105</td><td>0</td><td>18.17009</td><td>11.98958</td><td>12.92123</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5.87105</td><td>0</td><td>18.17009</td><td>11.98958</td><td>12.92123</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 5.87105 | 0 | 18.17009 | 11.98958 | 12.92123 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 5.87105 | 0 | 18.17009 | 11.98958 | 12.92123 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 5.87105 | 0 | 18.17009 | 11.98958 | 12.92123 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 5.87105 | 0 | 18.17009 | 11.98958 | 12.92123 | | | | | | | | | | | | | | | | | |
| 4.4.1 | <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>10.31989</td><td>11.84339</td><td>17.69168</td><td>22.44665</td><td>39.09146</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>10.31989</td><td>11.84339</td><td>17.69168</td><td>22.44655</td><td>39.10646</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 10.31989 | 11.84339 | 17.69168 | 22.44665 | 39.09146 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 10.31989 | 11.84339 | 17.69168 | 22.44655 | 39.10646 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 10.31989 | 11.84339 | 17.69168 | 22.44665 | 39.09146 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 10.31989 | 11.84339 | 17.69168 | 22.44655 | 39.10646 | | | | | | | | | | | | | | | | | |
| 5.1.3 | <p><i>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</i></p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>243</td><td>0</td><td>145</td><td>105</td><td>0</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 243 | 0 | 145 | 105 | 0 | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 243 | 0 | 145 | 105 | 0 | | | | | | | | | | | | | | | | | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 243 | 0 | 145 | 0 | 0 |

Remark : Values have been updated as per attachments

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 78 | 86 | 64 | 136 | 59 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76 | 83 | 60 | 129 | 52 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 283 | 249 | 240 | 254 | 262 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 260 | 209 | 200 | 205 | 209 |

Remark : As per the data template, the value for 5.2.1.1 have been updated For 5.2.1.2 - As per the metric 2.6.3 number of passed students to be considered as number of outgoing students. Hence, the values have been updated

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

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

Answer before DVV Verification:

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

| | | | | |
|----|---|---|---|---|
| 13 | 0 | 9 | 8 | 6 |
|----|---|---|---|---|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 0 | 7 | 8 | 6 |

5.3.2

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 38 | 01 | 26 | 45 | 45 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 01 | 24 | 31 | 22 |

Remark : Multiple events conducted on the same day to be considered as ONE only. Hence, the value have been updated

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.3

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the data template, by considering only 5 days FDPs. The values have been updated

| | |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.2 | <p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 42 Answer after DVV Verification : 33</p> |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 25 | 29 | 28 | 26 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 25 | 28 | 27 | 25 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|----------|----------|----------|----------|
| 23.67717 | 22.41186 | 28.67620 | 28.57868 | 44.43627 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|----------|---------|---------|---------|
| 23.64417 | 22.41186 | 36.00 | 35.0 | 53 |