



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**HYDERABAD KARNATAKA EDUCATION SOCIETY'S M.
S. IRANI DEGREE COLLEGE OF ARTS, SCIENCE AND
COMMERCE**

AIWAN-E-SHAHI AREA, STATION BAZAR, NEAR CHANDRASHEKHAR PATIL
STADIUM
585102
www.msidedegreecollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our college has unique identity as the oldest college of Hyderabad Karnataka region, being established in 1967 as Integrated college, it was then affiliated to Karnataka University Dharwar. In 1975 the college became full-fledged degree college affiliated to Karnataka University, Dharwad. Since 1980 i.e., after establishment of Gulbarga University, the college has been Permanently affiliated to Gulbarga University. In the beginning college offered only Arts & Science program . Later, Commerce course has started in the college. and at present 14 UG Programs in Arts, Social Sciences, Science and Commerce are offered. The present campus area of college is 5 acres. It has two storied building, additional class rooms, Indoor stadium and an auditorium. The college Library has 25,749 books and 100 + video lectures, more than 90000 e-resources. Library is fully automated and it is the member of INFLIBNET NLIST. At present 14 permanent teachers , 6 Full time teachers and 11 guest faculty and 18 non-teaching staff are working to support the academic activities. The faculty members are highly qualified and 12 of them possess Ph D, 3 of them possess Mphil degree and 1 of them are NET/SLET &PDF qualified. At present 242 students studying in this college. Our College has produced many alumni's who have excelled in various facets of the society. With these achievements we feel proud and privileged to reiterate that our college was accredited at "B" level by the National Assessment and Accreditation Council during the last assessment. With all above the institution has decided to submit itself again for reassessment and reaccreditation accordingly, the Self Study Report has been prepared and submitted to the NAAC.

Vision

Provision of Value based education to attain Human Excellence, inculcating religious and moral values with an awareness of existing social conditions.

Mission

Education to mould our future generation for a committed life, communicating effectively by thinking positively and upholding justice and equality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Selected as NODAL College by Gulbarga University for examinations.
2. Own building in the heart of the city.
3. sufficient campus area of 5 acres and around 5000 sq.m of built up area with an indoor sports facilities
4. highly qualified, experienced and research oriented teachers

5. Automation of Library and administrative unit
6. well-equipped class rooms, laboratories and library.
7. Skill development training, self-employment and placements facilities for students
8. Basic facilities like Pure drinking water, common room, rest rooms, ramp and toilets.
9. Introduced CBCS syllabus in both UG Programs. E-learning through E-Resources prepared by the our college teachers and Edutel program
10. Semester scheme with continuous assessment of students Opportunities for sports and gymnastic activities.
11. Effective teaching learning process with use of ICT .
12. NSS, Rangers & Rovers, Red Cross to facilitate all-round development of students service orientated extension activities through NSS, Rangers & Rovers , Red Cross units .
13. Personality and skill development activities.
14. Implemented New Education policy from 2021-22.
15. Computer centre will be given to all the students for their learning

Institutional Weakness

1. Lack of permanent and Grade Principal.
2. Limited industry institution interaction
3. Limited association with premier academic and R & D Organizations
4. Lack residential and hostel facilities for students, girl students and Staff in the campus.

Institutional Opportunity

1. Autonomous status, Our College can develop a good academic standard. If we get Autonomous status,
2. College can develop locally job oriented (cement industries, sugar industry, Dal mills, and Textile) syllabi for students.
3. College can introduce more add on courses to increase employability of students with sufficient basic facilities.
4. College can become a great center of learning With highly qualified and experienced faculty members.

5. College may have enhanced support from alumni in institutional development and placement opportunities.
7. Service sector oriented skill in syllabus

Institutional Challenge

Institutional Challenges are:

1. Obtaining the services of specialized guest and visiting faculty
2. Establishing industry institution linkages.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college has implemented new regulations and NEP curriculum from date of notification by the affiliated university from year 2021-22. The college has introduced CBCS syllabus for both UG courses from 2018-19 academic year, The objective of the new curriculum is to provide flexibility and wider coverage of course in every program offered and suitability for present requirements.

A: The following are included in the context of curriculum design

1. Academic flexibility for Field work and Study tours
2. Provision to do projects in industry
3. Weight age for attendance Open electives
4. Co-curricular and extra-curricular activities
5. Mandatory courses (in Indian constitution and Environmental studies)

B: The following policies and methods are adopted:

1. Academicians from various reputed institutions and industry experts are included as BOS members.
2. At least from three different regulations and curriculums of national level institutions are studied for comparison Modification of course outcomes (CO's) and program outcomes (POs).
3. Assessment procedures are suitably modified.
4. The improvement in BOE implementation.

5. Examination reforms are done by implementing double valuation

C: The process used for attaining the PO's and CO's as mentioned:

1. By Alumni feedback Industry feedback

2. The information from all the above is discussed and deliberated in faculty meetings, BOS meetings and academic council and government body meetings.

Teaching-learning and Evaluation

Teachers of college have a passion towards their profession. The subjects are assigned to the faculty members based on their competency matrix, specialization and experience. Well ahead of the start of the semester, teachers prepare an elaborate lesson plan, innovative process in teaching and learning like ICT tools and modern pedagogical techniques, project based labs, etc are adopted by the teachers. To bridge the gap between the institute prescribed curriculum and requirements of the industry, relevant topics are covered in every theory and laboratory course. Student's subject knowledge is further strengthened by special lecturers, seminars, field visits, study tours etc. The regular classes are complimented and supplemented with personal care by mentor for slow and advanced learners. One orientation program will also be organized for the fresher's. Moving towards the outcome based in the teaching learning-evaluation process, every programme in the institution has formulated a set of PO's, and CO's. Symmetric procedure has also been devised for assessing the attainment of these outcomes. The appropriate corrective measures are adopted on the attainment levels observed every year. The evaluation of students will be done through the continuous assessment through three internal assessment examinations and main semester examinations. The students with unsatisfied result may apply for the challenge valuation.

Research, Innovations and Extension

Being a center for higher learning, College promotes research in all areas of languages, social sciences and science and technology fields. To promote the research culture among the faculty and students college established a research Committee headed by Principal and Head of UG programs . Research committee checks the proposals, research papers for plagiarism through the UGC recommended software through parent university library after verification the committee recommend the projects and papers for further submission through concerned faculty. The faculty members have published 20 research papers in reputed national and international journals and published around 13 books with ISBN. Our College is equipped with NSS , Ranger and Rover, Red Cross units to carry on extension activities like awareness programs on Road Safety, First Aid Training, Blood donation, Swatch Bharat , HIV Awareness programs, disaster management programs etc. in the society. Extension activities are also carried out by all the departments and made 13 MoU's with different organizations.

Infrastructure and Learning Resources

The college has all the necessary resources to impart quality education. It has sufficient campus area of 5 acres and approximately 5,500 sq.m of built up area. The faculty members of the college are highly qualified and experienced to make teaching learning process effectively. All the classrooms in the college are well equipped

with sufficient furniture, LCD projectors. The Campus is WIFI connected to enable students to e-content under own resource program . Laboratories in the college are equipped with latest equipments in tune with present curriculum. College library is fully automated and has 25000 books and video lectures and more than 90000 e-resources.. College has subscribed INFLIBNET NLIST program to enable teachers and students to access over 5000+ e-journals. The college has sufficient open infrastructure to carry both indoor and outdoor sports activities. The Physical Education Department has established a modern GYM. Auditoriums, standby generator, Canteen, are the additional infrastructure facilities available in the campus. The college also has adequate space and amenities to conduct competitive exams like NET/SLET/KPSC and other departmental examinations.

Student Support and Progression

The college has an excellent student support system. The various representative bodies established to support students are:

1. Student Welfare Office headed by a student welfare office appointed by Principal.
2. Library committee
3. SC/ST Student Cell
4. OBC Cell
5. Alumni Association
6. Class Mentor system
7. Grievance Redressal Cell
8. Anti-Ragging Committee
9. Career guidance and Placement Cell (For Competitive exams and for NET/SLET/SET)
10. Cultural activity cell
11. NSS/NCC/Red Cross/Red Ribbon club/ Rangers & Rowers units
12. Sports activities by Physical education departments
13. Alumni Association Further our college has Jnan Sangam and Edutel Progrms to to enhance the knowledge and communication skills of students. The Students are financially supported with various scholarship schemes of government of Karnataka and GOI. The RAMP facility is provided in all the building to enable easy access to the disable students. Concessional bus pass facility is available to the students. RO Plant of water is established in the college to provide safe drinking water. All these efforts have made a great change in enhancing learning ambience of the students.

Governance, Leadership and Management

Being a private aided institution, Our College has established the statutory body as per HKE Society norms. Quality parameter developed for various administrative and academic activities of the institute are listed below.

1. Assessing the quality parameters and providing required suggestions for the improvement.
2. Sending teaching and non-teaching staff for various trainings pertaining to teaching methodology, research and administrative training conducted by various training institutions.
3. Conducting seminars/workshops, special lectures, etc on quality related issues.
4. Arranging orientation program for first semester students of UG Courses.
5. Encouraging research, consultancy, empowerment among the faculty and students.
6. Evaluations of existing teaching learning systems and related documents through self-appraisal reports and student feedback.
7. Revision of assessment tools incorporating pedagogy approach and outcome evaluation renew and revision of feedback forms to elicit opinion from different stake holders.
8. Action plan for improvement of the Faculty Performance.
9. Strict adherence to rules and regulations of Department of higher education department of Karnataka.
10. Management of Human Recourse through HRMS.
11. Compulsory auditing of accounts by the Head office and Accountant General.
12. Submission of AQAR to NAAC
13. Participation in NIRF

Institutional Values and Best Practices

Some best practices followed at our institutions to improve values and qualities are listed below.

1. Adoption of CBCS & NEP curriculum.
2. Mentoring system.
3. Conduct of seminars, special lectures and workshops.
4. Involvement of students in various committees.
5. Practice of conducting Industrial visits, field visits and Industrial training.

6. Research committee and innovation club to promote better quality research among faculty and students.
7. More practical orientation is supported through mini-projects, technical seminars, field visits and industrial visits.
8. Compulsory Industry Internship for Science and Commerce students
9. Red Ribbon club and environmental Clubs to promote awareness among students.
10. Continuous inputs from all stakeholders are taken to improve the curriculum on regular basis.
11. Additional training on communication skills and soft skills through EDUTEL program
- 12 Access to e-learning resources.
13. Coordinators for each department to monitor academic activities.
14. A regular monitoring of academic growth by academic and governing council.
15. Membership in various professional bodies like INFLIBNET, AISHE and NIRF.
16. MoUs and collaborations with reputed organizations and institutions.
17. Class room facilities with ICT tools are improved.
- 18 Participation of students in sports, NSS activities as well as cultural events.
19. Assembly, Dress code system adopted.
20. Prohibition of Automobiles in the campus on Every Wednesday (Fuel Saving Abhiyan/ Pollution Control day)
21. Green Plantation drive
- 22.Celebration of birthdays of Government insisted various eminent people like Mahatma Gandhi, Basava Jayanti , Sri Mahadevappa Rampure, Lal Bahaddur Shastri, Vivekanand , Dr B.R.Ambedkar..etc
23. Many informative observation/ jata's will be conducted like Swachh Bharat Abhiyan, Covid-19 information (For vaccination).

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HYDERABAD KARNATAKA EDUCATION SOCIETY'S M. S. IRANI DEGREE COLLEGE OF ARTS, SCIENCE AND COMMERCE
Address	AIWAN-E-SHAHI AREA, STATION BAZAR, NEAR CHANDRASHEKHAR PATIL STADIUM
City	KALABURAGI
State	Karnataka
Pin	585102
Website	www.msidedegreecollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajashekhar V Beernalli	08472-221270	9844126268	08472-221270	msidedegreecollege@gmail.com
IQAC / CIQA coordinator	Rohinikumar S Hilli	08472-220950	9886279191	08472-221270	rohinikumarhilli@yahoo.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Gulbarga University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-07-1982	View Document
12B of UGC	31-03-2006	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	AIWAN-E-SHAHI AREA, STATION BAZAR, NEAR CHANDRASHEKHAR PATIL STADIUM	Urban	5	5500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Hindi,Kannada	240	83
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	30	24
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	20	6
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	20	9
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	30	20
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	20	7
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	20	10
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	20	17
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	10	0
UG	BA,Arts	24	PUC ITI DIPLOMA	English,Kannada	20	4
UG	BSc,Science	24	PUC	English	20	9
UG	BSc,Science	24	PUC	English	10	0
UG	BSc,Science	24	PUC	English	20	4
UG	BSc,Science	24	PUC	English,Hindi,Kannada	80	41
UG	BSc,Science	24	PUC	English	20	19
UG	BSc,Science	24	PUC	English	10	1
UG	BSc,Science	24	PUC	English	20	5
UG	BSc,Science	24	PUC	English	20	20
UG	BSc,Science	24	PUC	English	10	0

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UG	BSc,Science	24	PUC	English	20	7
UG	BSc,Science	24	PUC	English	20	2
UG	BCom,Com merce	24	PUC DIPLOMA	English,Kan nada	240	80
UG	BCom,Com merce	24	PUC DIPLOMA	English,Hind i,Kannada	80	62

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				7				34			
Recruited	0	0	0	0	3	1	0	4	6	6	0	12
Yet to Recruit	0				3				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	1	14	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	0	0	3
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	4	4	0	10
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	1	0	0	2	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	8	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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	191	0	0	0	191
	Female	36	0	0	0	36
	Others	2	0	0	0	2
Certificate / Awareness	Male	115	0	0	0	115
	Female	47	0	0	0	47
	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	61	108	95	165
	Female	25	17	11	14
	Others	0	0	0	0
ST	Male	5	8	3	4
	Female	3	3	3	2
	Others	0	0	0	0
OBC	Male	131	120	146	140
	Female	38	30	29	21
	Others	0	0	0	0
General	Male	3	5	2	5
	Female	3	1	1	2
	Others	0	0	0	0
Others	Male	10	54	0	13
	Female	5	7	11	6
	Others	0	0	2	0
Total		284	353	303	372

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy , to provide high quality education to develop human resources in our nation as global citizens, is well taken by our institution. Faculty members attended several seminars, conference and workshops organized by the Department of Collegiate Education and other institutions. A discussions were held among the faculty members on the key principles o f NEP such as diversity of curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, our College has redesigned academic programmes to include Multidisciplinary /Interdisciplinary courses</p>
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	<p>as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the Our College is proactively working towards implementation of the NEP in to-to. Details of the Programmes with Combinations: Arts: History, Political Science, Kannada History, Political Science, Economics Kan/Hindi Economics, Political Science Science: Physics, Chemistry, Mathematics Chemistry, Botany, Zoology Commerce. Integrated Course And also add-on courses in Mathematics, Chemistry, Botany ,Zoology ,History, Sociology & Political Science and Vocational training programmes in Botany, Zoology, Chemistry, History and Commerce subjects.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>At present our College follows a choice-based credit system (CBCS) for all of its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. Once the resolution is passed by the academic council and necessary approvals are taken by the authorities concerned College will formally register in the ABC portal. Course design frameworks provide models for achieving learning outcomes in overall courses, crafting the syllabus, and course redesign. Many elements in course design can also be applied to individual class design. Backward Design drives the educational philosophy behind most recent teaching and learning frameworks. Backward Design differs from classic beginning-to-end approaches to instructional design where the instructor first decides what content to teach before developing activities and assessments for the resulting learning. Backward Design instead begins with desired end goals by focusing on what the learner will learn, rather than what the teacher will teach. In this sense, Backward Design is a student-centered approach. The Backward Design process for designing instruction has three main stages: 1. Identify desired results 2. Determine acceptable evidence 3. Plan learning experiences and instruction</p>
<p>3. Skill development:</p>	<p>Along with the UGC, which has introduced DDU KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation of its initiatives for introducing community colleges and B.Voc Programmes realizing the importance and the necessity for developing skills among students, and</p>

	<p>creating work ready manpower on large scale, our college has established vocational training programmes as an incubation centers in Arts, Science & Commerce like Soil testing from Botany Subject, Water testing in Chemistry , Vormicompost from Zoology, Talley from Commerce and Archeological communication skill from History subjects along with the newly adopted curriculum ,the programme structure and contents adhere to the UGC guide lines skill based developing courses like Digital fluency, Artificial Intelligence, Cyber security, Communication Skills, Environmental studies etc. in line with National Skill Qualification Framework (NSQF). The programme offers multiple entry and exit options to students where each exit point is linked to a specific job role as specified in NSQF. Students who successfully complete the first year of the programme will be eligible for getting Course Certificate with appropriate skills. Similarly, student who completes second year of the course will get Diploma Certificate with appropriate skills and Students who completes third year of the programme will be awarded Degree certificate. Successful completion of all Eight semesters results in students getting Honors Degree in specific subject with necessary skills required to get jobs in the relevant field.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our College has taken several initiatives to impart and integrate Indian Knowledge system in its programmes.As part of this, learning of national language Hindi is encouraged by offering it as basic and optional course in UG prorammes in Hindi is also offered by the institution. The Indian knowledge systems like ayurveda, Kautilyas political and economic ideas.Social ,political and economic ideas of Indian thinkers are part and parcel of several courses offered at UG levels. IKS in simple words teaches us how to inquire? In what way? To what extent? Fundamental sutras will guide and re-orient our thinking process. IKS creates a new world view that is rooted in axiomatic faith that “Vasudhaiva Kutumbakam” (the whole universe is a family) and “Sarve Bhavantu SukhinaH” (may all be happy). Integration process involves the basic introduction to IKS, it’s nature and structure, Scope & History, amalgamation of fundamental IKS concepts into the modern textbooks, and finally developing Indian</p>

	<p>Thought Models based on available IKS literature, and their application into various contemporary problems solving methods. In other words, IKS should not be taught in isolation for mere preservation purpose. Instead, it should be made part of larger missions of the country like ‘SpaceScience’, ‘Svastha-Bharat’, ‘Atma-Nirbhar-Bharat’ missions. This Mission-mode IKS integrity will serve the purpose. Change of mode “from Preservation to Utilisation” will accomplish our goal to create Bharat as hub of emerging knowledge. Our college Students are made aware of traditional knowledge base of our country by arranging seminars, workshops, special lectures, field visits. College emphasizes in inculcating Indian culture among the students by including several topics on Indian culture in its UG programmes. Institution also arranges several cultural programmes and events highlighting Indian culture. Students are encouraged to register for online courses offered by UGC and other institutions on Indian knowledge and culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our College offers 14 programmes across Humanities, Science, Social Sciences and commerce. All these programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional, national and global requirements. College has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. The standard operating procedures are also adopted from all the Departments for attainment of the course outcome. All course syllabus have been designed with due consideration to macroeconomic and social needs at large so as to apply the spirit of NEP.</p>
<p>6. Distance education/online education:</p>	<p>Due to Covid -19 pandemic, educational institutions in the country have increasingly involved in using the digital platforms for engaging classes, conducting</p>

conferences and meetings and evaluation. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way for adopting hybrid mode of education called as 'PHYGITAL' combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses at our college which promotes the blended learning system of learning. Students are encouraged to register for Distance/Online learning courses in addition to offline learning.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in our institute with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>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?</p>	<p>The Institution has the ELC functional with the following office bearers Sl.No Name Designation Functional Role 1 Dr.Pranesh S. Librarian Coordinator 2 Dr Shankrappa K Physical Director Deputy Coordinator 3 Nikhita Sakpal B.Sc. V Sem Student Representative 4 Goutam Shinde B.A. V Sem Student Representative 5 Gururaj Rathod B.Com. III Sem Student Representative</p>
<p>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</p>	<p>Activities done by the ELC of MSIDCK. 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration,</p>

<p>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.</p>	<p>electoral process and related matters through hands on experience. 4. More than 35 Students who have completed 18+ years have been registered their name in the electoral roll recently .</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind' .</p>
<p>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.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

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
372	304	353	281	286

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

2 Teachers

2.1

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

Response: 42

File Description	Document
Upload supporting document	View Document
Institutional data in the 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
16	17	20	20	19

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
68.61	136.45	121.69	153.51	193.08

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution has a well-planned and robust system of the delivery of curriculum. The following mechanism ensures the effective delivery of curriculum: The institution has Admission Committee which guide and help students to get admission for various courses as per their choice. It also provides counselling regarding the selection of course and subjects. The information regarding various courses, subjects, activities, sports, NSS, code of conduct, etc. are provided in the prospectus. Academic committee prepares the master time table and academic calendar by considering the inputs provided by faculty members and internal evaluation and assessment committee for smooth conduct of classes, academic calendar is provided to every department at the beginning of the sessions accordingly, the departments prepare their annual teaching and activity planner and execute them during throughout the academic year. Departments prepare their departmental and individual time tables and dissect the workload amongst department associates. Individual teaching plans for each course (paper) are prepared for all semesters as per the work load discussed and finalized. The teaching plan covers entire syllabus prescribed by Gulbarga University Kalaburagi. The faculty members tries to uncover the syllabus before commencement of examination of students by the University. The students are evaluated continuously by every department by organizing the regular internal evaluations through interactions, question answer sessions, seminars, tricky questions etc. even the college internal examination and evaluation committee plans the evaluation slots during the academic years. The privilege is given to departments for arranging the internal examinations as per their time schedules. Departments are organizing the curricular and extra-curricular activities throughout the year such activities are properly reported and record like program notice, communication, reports, news, attendance, feedback forms and its analysis, photos etc. of the same are maintained by the departments. Some of the departments in the College organizes field visits, study tour, internship in the nearby vicinity for industrial and academic development of the students. During the pandemic situation i.e. 2019-20 and 2020-21, many online programmes and events are organized and its records are maintained by respective committee, department etc. Faculties using ICT tools for effective delivery of curriculum viz. smart boards, projectors, computers, android mobile phones; online platforms like Zoom, Google Meet, Google Classroom, YouTube, etc. The faculty also creates e-material in the form of pdfs, ppts, sheets, videos, charts, blogs on website, etc. Various online resources are provided to students. The college library provides all necessary infrastructural facilities to faculty members and students such as reference books, e-books through National Digital Library etc. College library has subscription for N-LIST and other e-Journals.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 5	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years				
Response: 18.42				
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
103	103	36	36	16
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 into the Curriculum
Response:
<p>The institution runs the courses in Arts, Commerce and Science stream. Curriculum is designed by Gulbarga University, Kalaburagi, which included various topics/chapters covering cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. The institution took care to focus on these issues. Environmental Studies is a compulsory subject for all under graduate second year students, related to Environment and Sustainability. Similarly, Cross cutting issues relevant to Gender, Human Values and Professional Ethics are covered in the prescribed syllabi of University in various subjects in the form of topics, chapters, poems and co-curricular activities.</p>

Environment and Sustainability

About Environment and Sustainability related issues, the students got knowledge of Environmental studies in second year of their degree program. The institution took care to inculcate values related to environment and sustainability through various practices and programs under NSS . The departments conducted following activities. Botany department organized Forest day , and Soil Testing etc. Zoology department organized Water Bird Campaign, Vermi compost · Chemistry department conducted No Vehicle Day, Plastic Eradication, Water Analysis. NSS Units conducted Tree Plantation, Lectures of Experts in this field, Swaccha Bharat Abhiyaan and Street Plays on the issues of Environment. Physics Department involved in Awareness programme on Renewable Energy Sources· and E-waste Management. Rain water is stored and used as distilled water in Chemistry department.

· Gender Equity

The prose, poetry and other chapters in certain courses addressed issues related to gender sensitivity and equity. Additionally, our institute organized special programs on gender equality and sensitization and a series of invited talks. Women Safety Programme

- Guidance lecture for female students
- Programme on Women Empowerment
- As per the directives of Karnataka State Commission for Women, Internal Complaint Cell has been constituted for Redressal of complaints about sexual harassment. The Internal Complaint Cell is involved in prevention, prohibition and redressal of the complaints regarding sexual harassment of women employee and students and conducted awareness campaign. The following programmes are organized. Guest lectures were organized on Legal Provisions for Women and their Safety.

· Human values

Beside the syllabus, the institution organized programmes to inculcate human values in students and staffs.

Blood Donation Camp is regularly organized. NSS unit is very active and regularly arranged social and cultural activities in the college.

Professional Ethics

Ethical practices such as truthful information, facts, and unprejudiced approach are taught in content of syllabus and certificate courses. Career Guidance and Placement Cell organized placement activities including training, development of students, aptitude test etc. on a regular basis as per the requirements of industry

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: 31.72	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 118	
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 (Yes or No)	
Response: Yes	
File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage				
Response: 33.6				
2.1.1.1 Number of students admitted year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
164	88	180	135	105
2.1.1.2 Number of sanctioned seats year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
400	400	400	400	400
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	View Document			
2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)				
Response: 66.1				
2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
159	87	178	135	102
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
200	200	200	200	200

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

2.2 Student Teacher Ratio

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

Response: 23.25

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 using ICT tools

Response:

Institute faculties are shifting their focus over last few years to the student centric learning process using ICT tools. Instead of conventional teaching-learning process, the institute provides a platform to students to explore independently as well as in a group to learn and to get an experience through self-study like assignments, case studies, mini projects and lab assignments etc. The following teaching and learning methodologies are used to motivate students to learn for higher retention of knowledge through better understanding, for increased depth and developing positive attitude towards subjects taught:

1.Experimental Learning :

1.Self- study :All the concern subject teachers gives theory assignment to the students after completion of each unit. Lab assignments are also provided to understand the practical knowledge.

2.Project Based Learning : This is categories in 1. Mini Project 2. Project Based Learning (PBL) which is part of each curriculum for each programme.

3 Field based experiential learning: We provide industrial visits and Internship at various industries to motivate student to select their correct domain and area of interest. Sponsored project and add on courses are conducted to enhance the advanced industry knowledge.

2.Participative Learning : Participative Learning by forming student teams working jointly to solve a problem, complete a task/project, participating in debates and design a model as well as participation in technical competitions. For Real time exposure, students are encouraged to participate at State, National and International Level project competition, various technical competitions, paper publications in conferences and journals.

3.Problem solving methodologies : All subject teachers from each programme provides miscellaneous problem so that student can develop methodology to solve such problems. The institute also provides a platform to students to explore independently as well as in a group to learn through participative learning under the students association like Chemical Society, Literary Club, Computer Science Student Association etc.

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: 54.12

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
34	34	34	34	34

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B

Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 46.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	8	10	7

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

2.5 Evaluation Process and Reforms

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

Response:

The institute has devised an efficient mechanism to deal with examination related grievances which transparent in the pattern and conduction of CIE and rectification of grievances is time bound.

The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations.

At Institute level:

At Institute level, an examination committee, comprising of a senior teacher as convener and other teaching and non-teaching staff as members, is constituted to handle the issues regarding evaluation process.

The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The internal marks are displayed on the notice board. If any discrepancy like mistakes in question paper, mark allocation, correction is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made. If a student is not satisfied with the marks awarded even after resolved by the teacher, then he may represent the same to the HOD concerned. All such representations are taken positively and are reassessed by another teacher if necessary.

Parents are informed about their ward's performance through SMS and Mail. Students are counseled by the faculty mentor, and remedial classes are conducted for students who have failed in the examinations. Retest for the Internal Assessment are conducted for Students who remain absent for internal exams due to genuine reason. Within a time bound the Internal Assessment marks are entered in the University web portal, by student's login, students can individually view their performance in the University portal.

At University level:

If students have grievances related to evaluation of university answer scripts it is intimated to the subject handling faculty and head of the department if necessary, for further action. Students can bring their grievances by applying for the following evaluation procedure:

Re-Evaluation:

Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms.

Challenge Evaluation:

If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the revaluation results.. So maximum chances are given to the students to clear the subject. The entire process is maintained transparent and time bound by the university.

Lab experiments:

The experiment performed in lab by the student is immediately evaluated by the faculty and the performance marks are assigned based on the lab rubric designed by the faculty. The lab rubric is given in the lab manual which is shared with the students well in advance before the lab is conducted. The lab submissions are taken in hands and the marks given by the faculty are available to the students immediately, this providing a transparent way for students to reflect on their strengths and areas of improvements.

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 and attainment of POs and COs are evaluated

Response:

Program Outcomes (POs):

It represent the knowledge, skills and attitudes the students should have at the end of a course completion of their respective engineering program.

Course Outcomes (COs):

It gives the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides.

Program Specific Outcomes (PSOs):

These are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.

Program Outcomes (POs) , Program Specific Outcomes (PSOs) and course outcomes are communicated to the stake holders of the program by the following procedures.

POs and PSOs are approved by the Department Advisory Board

POs and PSOs are available in the Institute website.

POs and PSOs are displayed in Department office, Laboratories and Department library. POs and PSOs are communicated to employers and Alumni by sending mail and during the Alumni Meeting. During the class committee meeting and faculty meeting POs and PSOs are reviewed among the students and staff members.

Vision and Mission of Institute and department are informed to the parents during ParentsTeachers Meeting. Course Outcomes (COs) are framed at Department advisory board meeting. Department advisory board frames course committee for each courses with course handlers along with one subject area expert. The course outcomes and their mapping with program outcomes and program specific outcomes are elaborately discussed and derived by the course committee members. Even though the COs are given by the Gulbarga University along with the syllabus, if necessary, the COs are modified and reframed by the course committee members (CC).

COs are communicated to the students during the introduction class itself. COs along with lesson plan are printed and issued to the students during the first class. During the discussion of the course, the outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed

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

2.6.2 Pass percentage of Students during last five years

Response: 74.34

2.6.2.1 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
112	44	45	61	74

2.6.2.2 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
120	45	45	108	134

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.43

File Description	Document
Upload database of all students on roll	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: 2.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.83	0.61	0	0.34	0.89

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 and has initiatives for creation and transfer of knowledge

Response:

The institute has created an ecosystem for Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure.

The details are as under:

1. Promoting Innovation: The College has created an eco system for innovations and has initiated for transfer of knowledge for promoting innovation & entrepreneurship activities.. The contest witnesses the participation of more than 90 projects across all the departments. Few the outstanding project ideas are identified for commercial product development or submission to agencies for research funding.

2. Technology Business Incubation Park: College has also established Incubation centres. Institution has initiated various activities like pre-incubation support, startup initiatives .

3. Human Resources: The institute recruits dynamic & highly qualified faculty to mentor and channelize the young minds. Institute has taken an initiative to encourage the faculty members to pursue their Ph.D work. And also encouraged to participate in various skill enhancement programs under govt. schemes.

4. Collaborations: The College has collaboration with KGTTI, DSC, KSP, GFGC Aland, GTTC & 7

Local Degree Colleges, College has signed MoUs with few industries & Institutions to promote real-time project development.

5. Incubation Center: As a part of Programme outcome, Our Institution Departments like Botany, Chemistry, History, Commerce and Zoology has commenced its own Incubation Centers in their Departments as a start-ups/Vocational training programmes to their Department students by imparting knowledge in the field of Soil testing, Water testing, Communication skills on Archeology, Tally and Vermi-compost technology so as to develop and get practiced in the respective fields to lead their future life after completing their degrees without expecting Govt. jobs/private jobs.

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

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

Response: 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
1	4	2	3	0

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: 0.31

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
3	3	2	2	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 0.36

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
0	1	8	3	3

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

3.4 Extension Activities

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

Response:

The student volunteers visit neighboring localities and conduct various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years. MSI Degree College organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation. The NSS college units take part in various initiatives like

1. Aids awareness campaign
2. Blood donation camp

3. Eye Donation awareness campaign
4. Dental check-up and awareness camp
5. Environment awareness Drive
6. National Voters Day
7. COVID-19 Vaccination Awareness Program
8. COVID-19 Vaccination Camp
9. YUVA Saptaha
10. HAR-GHAR Tiranga Abhiyana

The MoU's/Linkages encourage and facilitate various extension programs. Events like participation of the students who take up activities in collaboration with other agencies to spread awareness. India is the birthplace of Yoga and by participating in International Yoga day students become global stakeholders in ensuring sound mind in a healthy body.

File Description	Document
Upload Additional information	View Document

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

Response:

Number of awards and recognitions received for extension activities from Government / Government recognized bodies during the last five years

Name of the activity	Type of Award	Year of award
67TH Janachitrakalvida Historical Film Exhibition	Recognition Award for participation	2022
Controlling officer at AIKSS	Controlling officer	2020
Consistent Superior Performance in Research and Teaching in Mathematics	International Women of the year	2022
International Biodiversity Day	Resource Person	2022
International Biodiversity Day	Resource Person	2019
Swachha Kalaburagi Abhiyan	Appreciation	2021
IIT Madras online Degree Centre Based Qualifier and Quiz exams	Observer	2021
IIT Madras online Degree Centre Based Qualifier and Quiz exams	Observer	2019
IIT Kharagpur Online Internship programme on Material Science	Certificate of appreciation for coordinating and conducting	2021
Green Foundation (Regd) Gulbarga	Recognition award form Green Foundation	2022
Rapporteur for two days National Seminar	Recognition award as Rapporteur	2019

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 NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	0	3	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 10

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Our institution is keen on the quality of teaching, learning and research, and ensures it through adequate infrastructure and physical facilities. Classrooms and Seminar Halls Four classrooms with ICT facilities. One seminar hall with ICT facilities, Two LCD projectors, One TV, Two Board for displaying the events and academic activities of the College, Green chalk boards in all the classrooms, Computer centre and Lecture Capturing System for developing E-content, Office rooms for Officials, 5 Laboratories for Science Lab, – Physics: UG Lab– Chemistry: UG Lab,– Soil & Fodder Testing Lab, , Biology Lab, and– Physical Education: Fitness club with Indoor Stadium. Vermicompost Unit, Herbal Garden and Botanical Garden is maintained by the department of Botany for fieldwork. Mobile App for academic information and services. Power Backup One Generator with total capacity of 100 KVA power, UPS with the capacity of 50 KVA power .

Library The College Library, with 3000 sq. ft. area, has a collection of 25,555 books and 11 journals Apart from stack room, there are reference section, journal section, reading hall, internet and browsing centres, etc. The library is fully automated with E-LIB 16.2 Barcode Version software. There are adequate infrastructure facilities for effective learning, and the College is periodically maintaining and improving the facilities.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 10.85

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.49143	35.27	23.92	12.36

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The college has its own library room. Library has a huge collection of Text books, Reference books and others books with Journals. The reading room is well furnished to accommodate 50 students at a time and provides conducive environment for study. A visitor record is maintained for students and faculty members, New Arrivals of books and journals are displayed on rack.

E-Resources: The library is a member of N-list consortia of information library network (INFLIBNET) under this consortia library provides more than 90,000+ e-books and 6000+ e-journals to students and faculty member. Internet and reprography facility with computer system. CD's, DVD, Barcode scanner, printer, audio-video unit available in the library.

Library Automation: All the active book collection is update in the new library software E-LIB 16.2 Barcode Version and the online public access catalogue (OPAC) is available for students and faculty members. The issue and return of book have been activated in the library software.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet - universities, colleges, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students. As per the current market trend, most of the students like to carry 3-4 devices with them like mobile, tablets, laptops, etc. with them to campus. As these devices devour bandwidth, colleges and universities are struggling hard to keep up with the bandwidth demand. Educational campuses have major requirements of user access control, control over bandwidth consumption, and differentiated policy control for management

faculty's access and student's access. These campuses with wired and wireless internet access require seamlessly roaming facility to access internet from class room to library to labs. Laying complete network with different vendor solution would be very costly effort and difficult to manage while technical issues. Education institutes require cost-efficient comprehensive solution that offers all the advance facilities and features in single platform with single point of contact for technical support. Currently we are using updated Jio fibre internet connectivity of 150 MBPS instead of the previous 50 MBPS internet connectivity of SS Digital and also we have provided Wi-Fi facility to student in the campus. Campus is having 150 MBPS of high speed internet facility. The institute has a 24X7 WiFi facility in the college campus for the student and faculty members to avail internet connection at any place in the college. The connectivity through a fully networked campus with IT infrastructure, computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars.

File Description	Document
Upload Additional information	View Document

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

Response: 11.27

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

Response: 33

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 0.44

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
1.48850	0.29607	0.30494	0.34922	0.52131

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 67.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
280	256	204	154	184

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

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

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

Response: A. All of the above

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

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

Response: 57.71

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
196	115	200	238	172

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

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	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: 41.67

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
34	33	28	22	23

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
112	44	45	61	74

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

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

Response: 0.42

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	40	60	60	75

File Description	Document
Upload supporting document	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: 14

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
6	1	4	3	0

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

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

Response: 5.2

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
8	4	4	6	4

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:

The institution has a registered Alumni Association- "Alumni Association of M.S.I Degree College, Kalaburagi " with the Registration No.: **Karnataka/DRKB/SOR/49/2022-23/12.4.2022** . It has been functioning for many years as a supportive and mentor unit of the college. The college has illustrious alumni who are spread over different parts of our country and abroad. The Association has been playing a key role in keeping them all connected to their august alma mater. It has been consistently taking efforts to implement various activities aiming to add to the overall development and reputation of the college.

Meetings of the Executive body are regularly conducted. Current office bearers of the Alumni Association comprise of fifteen members. Dr A.V.Deshmukh Elected as the president of the association. **Financial Contributions:**

Over the last five years, a good number of alumni have contributed generously for this noble cause. Receipt and expenditure statements are regularly maintained with the year wise audited statements

. **Alumni Meet & Felicitations:** Alumni Meet is arranged and the merit students of our college are felicitated with medals, mementos and books at the hands of the alumni. In addition to this some PG departments - Department of Physics, Zoology and Environmental Science organize Alumni Meets at the Departmental level.

Non-financial Contributions Teachers' Day Celebration: Every year, at the Teachers' Day Celebration on 5th September, the recently retired teachers are felicitated by our alumni association to mark respect towards their dedication and contribution.

Alumni Lecture Series: Organization of Alumni Lecture Series has been a regular activity of the Alumni Association. A lecture series on different subjects by distinguished alumni of the college to share their varied experiences is arranged in the college. This series of lectures intends to utilize the substantial contribution of our alumni in the academic enrichment of the college. The programme also offers opportunities for the outgoing students to interact with our renowned alumni in diverse fields and emulate their models. As a part of this, every year guest lecturers have been delivered by our prominent alumni during the last five years.

Career Guidance and Placement Services: Our Alumni Association members who hold administrative positions conduct career guidance programmes and offer placement services to the students to help achieve their career goals.

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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

A. Vision and Mission Statement:

Vision Statement: Provision of Value based education to attain human Excellence, inculcating religious and moral values with an awareness of existing social conditions.

Mission Statement: Education to mould our future generation for a committed life, communicating effectively by thinking positively and upholding justice and equality.

B. Nature of Governance: The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same.

C. Perspective/Strategic Plan: The institution has a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

1. Application for grants from government and non-government sources.
2. Extension of available area through vertical expansion to accommodate more classrooms, laboratories, auditoria, staffrooms etc.
3. Renovations to revive the ageing infrastructure of the institution.
4. Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and other innovative means.
5. Introduction of new subjects at the under-graduate level.
6. Application for more substantive posts from the State Government.
7. Achievement of national recognition in the form of grants and awards.
8. Partnering with Research Institutes.
9. Mobilization of funds through the alumnae and other stakeholders.

D. Participation of Teachers in Decision-Making Bodies.

- Teachers discharge an important role in implementing the vision and mission of the college and to that end play a proactive part in the decision-making process. Heads of Departments enjoy considerable administrative and academic autonomy in running their disciplinary units.
- Teachers influence the institutional polity through the Teachers' Council, through their representatives on the Governing Body, the Finance Sub-Committee, and the Buildings Sub-Committee, of the college.
- Besides, teachers are members and conveners of the various committees that are instituted for the day-to-day functioning of the college. Some of these committees are the Academic Council, the Examination Committee, the Admission Committee, the Library Committee, the Journal Committee, the Seminar and Research Committee etc. Teachers, through their agency and autonomous interaction on these bodies are able to contribute in a significant way to the participatory ethos of the institution. They determine admission criteria, marks cut-offs, examination modalities, journal themes, library practices, various teaching learning innovations and other academic priorities.
- Additionally, teachers discharge an energetically pervasive role as motivators and spearheads of cultural and socially conscious activities in the institution by steering the NSS unit, the Women's Cell, the Eco Club, the Inclusiveness Studies and Practices Centre, the Sports and the Reading Club among other laudable cells and societies.

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 functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The governance structure of the institution ensures that the leading educationists participate in sustaining the institutional ideas, tradition and maintain viability. The action plan of the institute in alignment with its vision and mission is ensured via definite organization framework, prospective planning, dynamic leadership and decentralized administration. The principal as head of the institution carries out academic administration and management through well established statutory/non-statutory bodies. The institution governance is managed through various administrative bodies:

Governing Body: The Governing body is responsible for the operation of all aspects of the institution including its finance, human resource, educational and research functions and infrastructure arrangements. It can develops the policies and deliberates on the academic, financial and administrative initiatives for the

future, which guides the institution to serve its stakeholders as per the mission statements of the institution.

Academic Council: The academic council is academic body of the institute and responsible for the maintenance of standards of education, teaching and training, interdepartmental coordination, research, examinations and tests within the institute. The core objective of academic council is to maintain the standards of education, approval of syllabi, approval of new programme, admission process, teaching learning and evaluation methodologies, research initiatives and student support facilities.

Research Advisory Board: The institute has a research advisory board to monitor and address matters related to research promotion and ethics. The board comprises of faculty of the institute and members from research institute possessing doctoral degree who are research inclined, motivated and talented to train minds for research inclination.

Internal Quality Assurance Cell (IQAC): The Internal Quality Assurance Cell (IQAC) was constituted under the chairmanship of the head of the institution in December, 2008, for monitoring the quality parameters of the institution. Every year, the institute submits an Annual Quality Assurance Report to NAAC on the up gradation and advancements of the institution. The IQAC Coordinator takes the responsibility of developing a system for conscious and consistent improvement in the overall performance of institute. He/she is responsible for development, application and monitoring of quality benchmarks for various academic and administrative activities of the institution. IQAC recommends the principal/ faculty staff to purchase quality / standard books, equipment, glassware etc.

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Our College strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education together with all amendments made therein from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The salient features of the performance appraisal system are as follows:

Teaching Staff

- a) The performance of each faculty member is assessed according to the Annual Self Assessment for the Performance Based Appraisal System (PBAS).
- b) Promotions are based on the PBAS pro forma for UGC Career Advancement Scheme (CAS) that is based on the API score.
- c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weight age for these contributions in their overall assessment.
- d) The faculty members are informed well in advance of their due promotion.
- e) The PBAS pro forma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by the Dean, Secretary, IQAC and the Director.
- f) Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee.

Non-Teaching Staff

All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting (where applicable), efficient organization of documents (in case of Ministerial Staff) and technical abilities (in case of workshop staff). The comprehensive Annual Confidential Report comprises of 20 parameters. Each one of them is graded on a seven-point scale, i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD, which is then forwarded to the Principal by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial upgradation under the ACP Scheme. The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

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: 10.87

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
7	0	1	1	1

File Description	Document
Upload supporting document	View 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), professional development /administrative training programs during the last five years

Response: 18.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	8	6	5

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
9	9	9	9	9

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

The Institution has a transparent and well planned financial management system in which Commissioner of Higher Education, Government of Karnataka and Hyderabad Karnataka Education Society are the main sources of funds. The Resource mobilization policy focuses on achieving the goals of the institution ensuring accountability and transparency. The Board of Management coordinates and monitors the optimal utilization of the funds.

Scope of Policy: The Resource Mobilization Policy encompasses the following: Planning Infrastructural requirements: In order to operate the approved academic programmes effectively and provide administrative support, the building and basic infrastructural requirements are worked out by the Board of Management in terms of financial load and time needed. Programme-wise budgets for equipment, instruments, consumables, are prepared by the Programme Coordinators and submitted to the Principal.

Funds Mobilisation: On the basis of student intake, faculty requirements, Lab/library/material need and infrastructural need, the details of funds requirement are examined and a Resource Mobilization Plan is prepared based on the following broad outlines:

1. Estimated fee receipts.
2. Estimated receipts from Govt. and Non Govt sources, Alumni Funding, Sponsorship/grants, interest, etc.
3. Cash outflow based on already running programmes, new acquisitions, enhancement in expenditures, maintenance, administrative expenditure and depreciation. Repayment of interest, etc included in cash out flow.
4. Deficit due to difference between cash inflow and outflow. The procedure followed to ensure proper implementation of the Resource mobilisation plan is:
 - 1) Funds are provided to meet the infrastructure requirement of the institution while starting new programmes and centres
 - 2) The budget for student activities, remuneration of visiting faculty, and honorarium of Guest for Expert Lecture, Seminars, Workshops and Conferences at department is prepared and approved by Management.
 - 3) Fees and grants are used for infrastructure and academic activities.

- 4) Government funds are optimally used and spent as per the Pattern of Assistance.
- 5) The deficit in budget under self-financed programmes is met by HKES through its reserve fund/corpus or out of savings.
- 6) In the aided programmes, the College receives a Salary grant, as well as a Non-salary grant. .
- 7) Transparency and accountability are ensured by conducting an annual audit of the statements. In order to ensure and monitor effective utilization of financial resources HKES has appointed an Executive Secretary/Convener of our College, who checks all expenditures. Furthermore, every year the Principal appoints a Purchase and Disposal Committee, which plans and approves all purchases.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. Response: IQAC systematize and channelize the MSIDC's measures and efforts towards academic excellence. The quality parameters for various aspects of the institution are listed below:

Admission Quality

Placement Quality

Admissions for Higher Studies

Feedback Analysis Result Analysis

Attendance Monitoring

Alumni Profile

Workshops /seminars /

Conferences organized/ participated Awards and recognition to faculty

Auditing of Accounts Obtaining

Biometric Attendance for Teaching and Non-teaching staff

Participation in NIRF Ranking Process.

The following initiatives have been taken up after the formation of IQAC Cell while continuing the above:

Outcome based education.

Course Outcomes and their refinement.

Introduction of open electives and increase in number of professional electives.

Continues enrichment of Teaching and Learning Process

Implementation of Induction Program as per model curriculum of KSHEC in 2018 & NEP-2020

Student Mentorship Program (SMP) for closely monitoring the professional & personal development of students and studying at MSIDC.. Feedback from stakeholders

Promoting Technology Enhanced Learning

Remedial Classes for weak students to improve their academics

Tutorials Video lectures to enlighten the students.

Two of the above practices are described as follows:

1. Continuous Enrichment of Teaching and Learning Process

Our College has given greater importance to continuous enrichment of teaching learning process through addition of interdisciplinary & other courses pertaining to current technologies in curriculum as department electives / open electives. The practices Implementation of E-learning concepts in multimedia equipped classrooms. Additional focus for slow learners. Involvement of experts from industries and other reputed organizations for additional study sessions in and off the classrooms by organizing special / guest talks. Verbal counseling of students having poor academic performance by Head of Department, Dean Academic Affairs and Principal. Up dation of curriculum structure of various programs by addition of courses of current industrial use. Annual purchase of high end equipment and software for the development of laboratories. Organizing Internal Academic quality audits for auditing the quality of question paper setting GUK. Rationalization Committee Visiting and Auditing to monitor the assessment and evaluation of students during the semester. Student Mentorship Program (SMP) for closely monitoring the professional & personal development of students and studying at MSIDC.. SMP has been initiated by assuming and analyzing certain issues of the students such as issues like communication skills and understanding subjects pertaining to their specialization as students normally have less exposure to these qualities at schooling. Following are few points about SMP is practiced at MSIDC: Our students are briefed about

SMP program at the induction program. By pairing faculty mentors with mentee students over the course & with scheduled meeting in a comfortable environment. A faculty member work as a mentor for a group of 20 students for counseling and better performance of students. Opportunity is given to students to talk about their academic needs, share their goals, and discuss concerns and needs.

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); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Annual gender sensitization action plan Specific facilities provided for women in terms of:

- a) Safety and Security
- b) Counseling
- c) Common Room
- d) Day care center for young children
- e) Any other relevant information. Response:

The institution is very keen on identifying the desires and aspirations of the new generation and the measures to enrich the abilities and professional skills of both boys and girls, without any discrimination. The institution rightly guides the students from their long journey from “human beings to being human” by sensitizing them on issues like gender, social harmony and tolerance.

a. Safety and Social Security: The institution has different committees such as Anti – Ragging Committee, Students Grievance Committee and Discipline Committee which are on heels to provide quick relief to the students and to ensure the maintenance of decent and moral atmosphere within the campus. The patriarchal society that we live has sown irrational gender prejudices which are deep rooted. The Women Empowerment Cell of the institution, by inviting the advocates and personnel from police department, has organized numerous programs to enlighten the girls on cybercrimes and the defense mechanisms against these crimes. The institution feels that the security of the students not only includes physical security, rather it includes emotional security of the students too. In this regard, the institution is providing counseling to the students who are prone to depression and who have suicidal tendencies.

b. Counseling: As it is said “as is our confidence, so is our capacity” the institution’s relentless effort is to build confidence among the students to bring out the innate talents hidden in them. The institution identified that counseling can make a profound impact on the psyche of the students and helps them to navigate difficult life situations. The college adopted ‘Mentor – Mentee’ system as the first step towards confidence building among the students. Besides providing personal counseling to the students, the Counseling Cell organizes Personality Development classes to all the students in general.

Parent Teacher Association (PTA) is one more bona fide measure adopted by the institution to receive feedback from the parents and at the same time acquaint them about the progress of their ward.

C. Common Room: A Common Room with an attached Wash Room is the primary facility required for

the girl students to meet to their personal needs. As such the institution has provided a spacious Common Room to the girl students with adequate seating facility. News Papers and Magazines are made available to the girls in the common room and there are separate wash room for boys and staff.

D. Day care center for young children: Most of the girl students of our college come from rural areas and the chances of getting married in early age is not uncommon. Though the institution does not arrange for a day care center for the young children, adequate facilities are provided in the girl's common room for the lactating mothers.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	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: B. Any 3 of the above

File Description	Document
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The College institutionalised inclusiveness by extending equitable access to the students from socially disadvantaged communities and women through the following means. Priority in admission to socially and economically weaker sections and women. Dalit and woman members of faculty in the admission committee to ensure the admission of the marginalised sections and women. The impact of this inclusive policy is observable from the percentage of admission of students from Scheduled Caste Communities and Most Backward Communities (MBC). The College uses the provisions of its Autonomy to introduce courses on Human Rights, Women’s writing and Development of the marginalised etc. highlighting the importance of social inclusiveness. Many students who hail from the neighbouring villages not only belong to socially disadvantaged communities but also to economically poor background and mainly depend on the government scholarship. Students who hail from economically weaker families are supported with fee concession, and also management scholarships. Poor students are also provided with opportunities to earn while learn by hiring their service in the college library and RDS farms. Love for all religions is inculcated by including readings from sacred scriptures of all religions in the Morning Prayers. The College organises retreat and prayer services for students from the Hindu communities and Christian denominations separately, led by preachers and spiritual guides from the respective religions. An introductory exposure to all religions is given through the Foundation Course on “Religious Literacy and Peace Ethics”. Local religious traditions and rituals are documented Sociology of Religions”. Final year UG students visit religious heritages in and around Madurai as part of their courses on Indian Philosophy. Symbols of all religions are displayed in the Prayer Hall. International Students Forum and Inter-State Students Forum function on the campus to make students from other cultural backgrounds at home with the local situation. Through these forums the different cultural traditions are exhibited to widen the cultural horizon and to appreciate different traditions. Special facilities are created for the Divyangjan students. Their mobility is supported with the provision of ramps and wheelchairs. Special restroom facilities have been provided in the college premises. Audio-visual and Braille facilities are available for them on the ground floor of the library. During the examination, scribes are arranged for the needy.

File Description	Document
Upload 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:

1. BLOOD DONATION CAMP

OBJECTIVES :- It is a unique programme conducted by the institution every Year From Red Cross Unit. Institution raise awareness among all the stakeholders that individuals can save lives and improve the health of others by donating blood. This will encourage people to donate blood voluntarily without

compensation and support the operation of safe and reliable blood services.

THE CONTEXT:- Blood donors save lives and more donors are desperately needed. The Red Cross Supports voluntary blood donation without compensation. Regular donors are the basis Of a safe and sustainable distribution system of blood products, providing blood to those who need it. A safe and reliable blood donor system offers important support for health services. A patient always has the right to assume that the donation of blood, testing and processing of blood as well as the production and distribution of blood products have been carried out professionally.

THE PRACTICE:- The institution organizing blood donation along with blood grouping for all the stakeholders every year in association with Red Cross Unit. The Red Cross Unit in association with the blood bank organizes blood donation camp in the campus. The blood bank are invited during the year with prior approval and organize the camp. They will provide all the facility to organize the camp and provide juice and fruits to the donors. Apart from that the institution provides food to all the donors and staff.in the camp maximum all the students will get their grouping and those who are fit to donate blood will voluntarily donate blood without any compensation. Approximately in every camp 40 to 60 students will donate the blood and helps in surviving the lives.

EVIDENCE OF SUCCESS:- The camp was very successful and appreciated by all the stakeholders including blood bank. Everyr year the percentage of participation in the blood donation will increase and students are eager to donate blood. The blood bank never went with even a single empty pocket, it shows the success of the programme. The students enthusiasm motives the institution to organize many programmes like this.

PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED:- Since the blood bank bought limited pockets most of the students are not able to provide blood and feel disappointed. The blood bank has to carry more pockets to increase the quantity of blood donation they also has to make necessary arrangement for blood grouping in large number.

2. MENTOR – MENTEE SYSTEM

The student mentoring system is introduced in the college . all the teachers are involved in the process of mentoring. Every mentor is allotted with about 20 to 25 students to take care of them depending upon the programme and division.

Our college has chosen mentor- mentee system as one of the Best Practices in this criteria as per the manual module. The details are as follows.

Best Practices:-

1. Title of the Practice: Mentoring System.

2.

- To provide more contact hours between teachers and students.
- To maintain proper academic and attendance records of students.
- To minimize drop-out rates among students.
- To identify slow learners and advanced learner.

1. The Context:

The institute has followed the suggestions made by the IQAC and CDC, higher and technical education to introduce the mentoring system. THE INSTITUTE FELT THE IMPORTANCE OF INTEGRATING SUCH A SYSTEM INTO THE COLEGE MANAGEMENT SYSTEM. It had promptly effectively put it into practice in the past four years. With a wide variation in the students population with regard to educational and economic background, the system promises to provide a better understanding of individual students and bring out their highest potential. It also appears to be the most effective method for mitigating cases of drop out students.

1. The Practice :

The IQAC had taken the initiative to implement this system. Every year the names of all students are collected and arranged according to their subject choice. They are divided into groups of 20-25 students depending on the total full time teachers and total number of students. Each group is assigned a mentor who is responsible for collecting academic performance and class attendance of individual students. The mentor is given necessary information regarding their mentee and is accepted to offer guidance and counseling and as and when required. In isolated cases parents are called for special meeting with the principal at the suggestion of the mentor.

1. Evidence of Success:

The system has been useful in identifying slow learners and advanced learners. Based on the requirement it is observed through a careful examination of each mentors report, the institute organize a remedial class on different subject within the syllabus for slow learner.

The remedial classes have become systematized after the implementation of the system. Need based remedial classes have provide to be beneficial to the students in particular and the entire college in general.

There appears to be a lesser number of dropouts since mentor can intervene before a student falls short of attendance or has been regularly abstaining from classes.

1. Problem Encounterd and Resources Required:

The division of students into group proves to be a tedious exercise with some students opting for other courses now and then. Due to time constraints a the mentor is unable to have sufficient time with the mentee, most of our students are reserved and some are too complacent to come out with their problems therefore limiting the mentor's capacity to rendered help.

The system does not incur much expenditure it only requires the utmost commitment from a teacher/mentor.

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

H.K.E.Society's M.S.Irani Degree College of Arts, Science and Commerce, started in 1967, has a glorious history of sports, sports men and conducting sports events. The college, since its inception had been one of the best performing college in inter collegiate and inter university sports, the college had university championship trophies many time.

The college is blessed with some of the best sports administrators and sports directors like prof.

Devaramani, prof. D.D.Patil. etc. who have taken great pains to make the students in participating the tournaments organizing coaching facilities and inspiring the sportsmen. The present sports director Dr. Shankrappa Kalaburagi is maintaining them to achieve greater glories. He had conducted many inter collegiate and university sports events in the college premises and indoor stadium of the college.

Sports Day Celebration:- The college celebrates sports day on 29th August of every year. This day is the birth day of Major Dhyanchand, the legend of Hockey and widely considered as the icon of Hockey all over the world. He was the member of 3 Olympic gold medals winning Indian team. He was captain of 1936 Barlin Olympic gold medal winning team. On this day sports events are conducted in the college.

National Cricketers:- The college encourages sports persons of different sports. **The contributions of cricket players In this regard is immense. Since 2016-17 to the present, every year the students of the college are bringing glory in the game of cricket. In 2019-20 Madhav Bajaj, B.A student of our college had played BCCI conducted under 23 tournament at Mysore. In 2021-22. The college students Shreyas and Madhav Bajaj had got selected for under 19 cricket team and played matches at different parts of the country. Apart from this many of our college students had been selected university blues in cricket.**

University Blues :- Since it's inception the college is providing various facilities to the students and every year many students of the college students are selected as college blues. This is a honour that very few students are endowed with . in 2018-19 there were 03 university blues, in 2019-20 3 more students were selected as university blues. In 2021-22 there were 03 students who were selected as university blues. Most of the university blues are in Volleyball, Badminton, Table Tennis and Cricket. College has a great reputation at Gulbarga university as asports power house.

Inter Collegiate sports:- The college is the winner / runner up in inter collegiate sports events. The college is traditional produced good sportsmen in Volleyball, cricket, Badminton and Table Tennis. In 2018-19. 03 students of the college had won tournaments. In 2019-20. 07 students had won medals in the inter collegiate events. In 2021-22 there were 03 students who won inter collegiate medals.

Organising Sports Events :- The college was a steady contributor in the field of organizing sports events. The college is blessed with an Indoor Stadium. Not many colleges can boast of an indoor stadium. The college also has an excellent volleyball facility. In 2018-19 the college had conducted inter university volley ball tournaments and selection trials of the sportsmen was also held at our college for selecting university blues.

In 2021-22 the college took upon itself the honor of conducting inter collegiate Badminton and Table Tennis tournament at our college Indoor Stadium. The tournament was a grand success and there was an all round praise for it.

In all the college has been one of the best performer in the field of sports at university level.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

As our Institution have more than 500 trees and plants and hence our institute has non polluted area and in this regard an agency has issued audit report and appreciated the concerned staff for having green campus.

Concluding Remarks :

Our College has a wide range of services to offer. It helps provide a quality education, which is very important for higher education .

Our Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities are much appreciated by our management and other agencies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :5</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 228</p> <p>Answer after DVV Verification: 118</p> <p>Remark : As per the revised data and clarification received from HEI, based on that Data for the latest completed academic year should be considered only so DVV input is recommended accordingly.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>372</td> <td>304</td> <td>353</td> <td>281</td> <td>286</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>164</td> <td>88</td> <td>180</td> <td>135</td> <td>105</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>400</td> <td>400</td> <td>400</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>400</td> <td>400</td> <td>400</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is</p>	2021-22	2020-21	2019-20	2018-19	2017-18	372	304	353	281	286	2021-22	2020-21	2019-20	2018-19	2017-18	164	88	180	135	105	2021-22	2020-21	2019-20	2018-19	2017-18	400	400	400	400	400	2021-22	2020-21	2019-20	2018-19	2017-18	400	400	400	400	400
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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400	400	400	400	400																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
400	400	400	400	400																																					

recommended.

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
182	150	173	139	140

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
159	87	178	135	102

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
200	200	200	200	200

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	200	200	200

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	9	10	7

Answer After DVV Verification :

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

8	10	8	10	7
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Remark : As per the revised data and clarification received from HEI, based on that Librarian and Physical director could not be considered so DVV input is recommended accordingly.

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)**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.83	0.61	0	0.34	0.89

Remark : As per clarification received from HEI, DVV input is recommended.

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
12	5	5	5	9

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	7	24	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	8	3	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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.**

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2901	8611	28590	27739	47552

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.49143	35.27	23.92	12.36

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 38

Answer after DVV Verification: 33

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
148850	29607	30494	34922	52131

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.48850	0.29607	0.30494	0.34922	0.52131

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
255	462	305	154	184

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
280	256	204	154	184

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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:

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

191	136	200	238	207
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
196	115	200	238	172

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
11	10	2	7	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	33	28	22	23

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
112	44	18	61	74

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	44	45	61	74

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	6	6	7

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	40	60	60	75

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	40	60	60	75

Remark : As per the clarification received from HEI, DVV input is recommended.

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
6	1	11	5	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	4	3	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
9	12	6	6	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	4	6	4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	1	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	1	1	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	5	4	1

Answer After DVV Verification :

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

3	3	8	6	5
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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
5	5	4	5	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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): Answer before DVV Verification : 40 Answer after DVV Verification : 42</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>22</td> <td>23</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>17</td> <td>20</td> <td>20</td> <td>19</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	19	19	22	23	20	2021-22	2020-21	2019-20	2018-19	2017-18	16	17	20	20	19
2021-22	2020-21	2019-20	2018-19	2017-18																	
19	19	22	23	20																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	17	20	20	19																	

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
	382036	178305	418891	405735	351148
Answer After DVV Verification:					
2021-22	2020-21	2019-20	2018-19	2017-18	
68.61	136.45	121.69	153.51	193.08	